



1940

A Follow-Up Study of the Graduates of an Orphans' Home

D. Samuel Cade

Follow this and additional works at: <https://digitalcommons.butler.edu/grtheses>



Part of the [Education Commons](#)

Recommended Citation

Cade, D. Samuel, "A Follow-Up Study of the Graduates of an Orphans' Home" (1940). *Graduate Thesis Collection*. 216.

<https://digitalcommons.butler.edu/grtheses/216>

This Thesis is brought to you for free and open access by the Graduate Scholarship at Digital Commons @ Butler University. It has been accepted for inclusion in Graduate Thesis Collection by an authorized administrator of Digital Commons @ Butler University. For more information, please contact digitalscholarship@butler.edu.

A FOLLOW-UP STUDY OF THE GRADUATES

OF AN ORPHANS' HOME

A FOLLOW-UP STUDY OF THE GRADUATES

OF AN ORPHANS' HOME

By
D. Samuel Ode

A Thesis Submitted in Partial Fulfillment

of the Requirements for the Degree

Master of Science

2
4

COLLEGE OF EDUCATION

HUNTER UNIVERSITY

INDIANAPOLIS

1940

LD
767
B824
C323
C. R.

PREFACE

This study was made of the graduates of a semi-public school located on the grounds of the Indian Mound High School at Franklin, Indiana. Almost all of the graduates are now living immediately after graduation and the present curriculum was arranged to meet this need. This study is intended to find out what changes should be made to make it fulfill the needed requirements.

The writer has been employed in the Indian Mound High schools since they were established and knows personally all of the graduates and understands their problem to some extent. Their interest in filling out the questionnaires sent them was very personal and they were fully appreciated. The advice of D. Samuel Cade, Carlisle and other members of the Butler University faculty has been of such value and assistance. Without this assistance the study would have been tedious at times.

Prepared and written at Indianapolis, Indiana, and published by the author, D. S. G.

Franklin, Indiana, 1940.

A Thesis Submitted in Partial Fulfillment

of the Requirements for the Degree

Master of Science

COLLEGE OF EDUCATION
BUTLER UNIVERSITY
INDIANAPOLIS

1940

LD
761
B82h
C323
C.2

PREFACE

This study was made of the graduates of a semi-public school located on the grounds at the Indiana Masonic Home at Franklin, Indiana. Almost all of the graduates are obliged to work for their living immediately after graduation and the present curriculum was arranged to meet this need. This study was made to determine if the program has been functioning and, if not, to find out what changes should be made to make it fulfill the needed requirements.

The writer has been employed in the Indiana Masonic Home schools since they were established and knows personally all of the graduates and understands their problems to some extent. Their interest in filling out the questionnaires sent them and the personal comments sent are fully appreciated. The advice of Dr. Amos B. Carlile and other members of the Butler University faculty has been of much value and assistance. Without this assistance the study would have been tedious at times.

Purpose and date of establishment	7
Industrial and vocational courses offered	D. S. C.
Academic courses offered	11
Franklin, Indiana, 1940. Curricular activities	12
Practical work in departments of the Home	12
III. OCCUPATIONS OF THE ALUMNI	14
Present and former occupations	14
Correlation between occupation and school training	16
IV. EFFECTS OF INDUSTRIAL, COMMERCIAL AND VOCATIONAL TRAINING OR PREPARATION FOR LIFE	19
Relative importance of courses	19
Comments of alumni	20
Summary	26
V. VALUE OF ACADEMIC COURSES	27
Relative importance of courses	27
Comments and suggestions of the graduates	28
Summary	34
VI. VALUE OF EXTRA-CURRICULAR ACTIVITIES	36
Value of activities	36
Suggestions of graduates	36
Summary	41
VII. EFFECTS OF OUTPACE TRAINING AND WORK ASSIGNMENT	43
Importance of practical work	43
Comments of the alumni	44

TABLE OF CONTENTS (CONTINUED)

Summary		Page
TABLE OF CONTENTS		50
VIII. USELESS SUBJECTS AND SUGGESTIONS FOR CHANGES		111
PREFACE		111
TABLE OF CONTENTS		iv
LIST OF TABLES		vi
IX. CONCLUSIONS		50
X. SUGGESTIONS FOR CURRICULAR CHANGES		50
Chapter		
I. INTRODUCTION		1
Purpose of the study		1
Statement of the problem		2
Source of data		3
Limitations of the study		3
I. QUALITY		
Review of similar studies		4
Definitions		5
II. HISTORY OF THE EDUCATIONAL PROGRAM		104
AT THE INDIANA MASONIC HOME		7
Purpose and date of establishment		7
Industrial and vocational courses offered		9
Academic courses offered		11
Extra-Curricular activities		12
Practical work in departments of the Home		12
III. OCCUPATIONS OF THE ALUMNI		14
Present and former occupations		14
Correlation between occupation and school training		16
IV. EFFECTS OF INDUSTRIAL, COMMERCIAL AND VOCATIONAL TRAINING ON PREPARATION FOR LIFE		19
Relative importance of courses		19
Comments of alumni		20
Summary		26
V. VALUE OF ACADEMIC COURSES		27
Relative importance of courses		27
Comments and suggestions of the graduates		28
Summary		34
VI. VALUE OF EXTRA-CURRICULAR ACTIVITIES		35
Value of activities		35
Suggestions of graduates		36
Summary		41
VII. EFFECTS OF COTTAGE TRAINING AND WORK ASSIGNMENTS		43
Importance of practical work		43
Comments of the alumni		44

TABLE OF CONTENTS (CONTINUED)

	Summary50
LIST OF TABLES		
VIII.	USELESS SUBJECTS AND SUGGESTIONS FOR CHANGES IN THE CURRICULUM	51
	Useless subjects	51
I.	Present Comments on useless subjects	52
II.	Indian Comments on curriculum changes	55
	Summary	74
II.	Summary Comments of 100 Graduates of the IX. EXPERIENCE IN AN ORPHANS' HOME, VALUE OR HANDICAP?	76
	The Results	76
III.	Questions which were most helpful to 100 Graduates of the Indiana Normal School	93
	X. QUALITIES DESIRED IN A TEACHER	95
IV.	Academic Best type of teacher	95
	Graduates Summary	104
V. XI.	CONCLUSIONS AND RECOMMENDATIONS Activities According to 100 Graduates of the Indiana Normal School	105
	Conclusions	105
	Recommendations	107
VI.	Relative value of "Home" Work according to 100 Graduates of the Indiana Normal School	114
	BIBLIOGRAPHY	114
VII.	APPENDIX	116
	Notes in the School Curriculum according to 100 Graduates of the Indiana Normal School	116

A PUBLICATION OF THE INDIANA MASONIC HOME

LIST OF TABLES

Table		Page
I.	Present Occupations of 180 Graduates of the Indiana Masonic Home	15
II.	Former Occupations of 180 Graduates of the Indiana Masonic Home	16
III.	Vocational Subjects which Were most Helpful to 180 Graduates of the Indiana Masonic Home	20
IV.	Academic Subjects which Were most Helpful to 180 Graduates of the Indiana Masonic Home	28
V.	Relative Value of Extra-Curricular Activities According to 180 Graduates of the Indiana Masonic Home	36
VI.	Relative value of "Home" Work according to 180 Graduates of the Indiana Masonic Home	44
VII.	Useless Subjects in the School Curriculum according to 180 Graduates of the Indiana Masonic Home	52

students. It is also difficult to find if the vocational and trade education offered in the system has really a substantial value to the work group.

An instructor, if interested in his profession, naturally wonders just how much of his teaching and the instruction of other teachers has had an effect in character development and in vocational adjustment in the lives of his students. Character development is more or less intangible and cannot be measured accurately at the present time. Some degree of accurate results may be obtained concerning occupations and their relation to school training but even this will be based on opinion.

and will not be one hundred percent correct.

It is hoped that A FOLLOW-UP STUDY OF THE GRADUATES used in planning future curricula and OF AN ORPHANS' HOME as a school of the Indian Mission Home by keeping those things which are valuable, adding those courses which are needed and CHAPTER I the subjects which have little or no use.

Statement INTRODUCTION

Statement of purpose and the difficulty of evaluating progress toward achievement of that Purpose of the Study

The purpose of the high school is to further the cultural and vocational training of the students. The purpose of an orphans' home is to assist the school in its purpose, to train in right living and to provide a place for its children to eat and to sleep. It is difficult to determine the amount of culture absorbed by these young students. To a less extent it may also be difficult to find if the vocational and trade education offered in the orphans' home is really of substantial value to the same group. if at all? (4). Have the extra-

An instructor, if interested in his profession, naturally wonders just how much of his teaching and the instruction of other teachers has had an effect in character development and in vocational adjustment in the lives of his students. Character development is more or less intangible and cannot be measured accurately at the present time. Some degree of accurate results may be obtained concerning occupations and their relation to school training but even this will be based on opinion

These and many other questions are constantly arising in the minds

and will not be one hundred percent correct.

It is hoped that the results of this study may be used in planning future curricula and activities in the high school of the Indiana Masonic Home by keeping those things which are valuable, adding those courses which are needed and eliminating the subjects which have little or no use.

Statement of the Problem

Statement of purpose and the difficulty of evaluating progress toward achievement of that purpose will cause questions to appear in the mind of the average teacher or administrator. These questions are as follows: (1). What occupations are followed by the alumni and what is the correlation of these occupations with courses studied in school? (2). Do the so-called practical courses usually given in a high school really have any value to the graduate? Do they help him secure a position? Are they of sufficient value to help him hold his position when it is once obtained? (3). How have the academic courses offered in the school been of help to the graduate, if at all? (4). Have the extra-curricular activities taught the student how to enjoy life and has there been any carry-over from these activities to the job? (5). Has practical outside work in the departments of an orphans' home been of benefit? (6). Has the experience of being a member of an orphans' home been of value or has it been a handicap? (7). What qualities were outstanding in the best teacher with which the student has come in contact in his school career and why?

These and many other questions are constantly arising in the minds

of those in charge in an institution who desire to keep the school functioning as a place wherein to prepare for life.

This study may be used as a basis for determining whether instruction in specific occupations has led to overcrowding in any particular field. Such a finding might be helpful in guiding boys and girls in the selection of their occupation or vocation.

Source of Data

Two hundred and forty-seven boys and girls have graduated from the Indiana Masonic Home High School. Two of these are dead. The source of data is this group, addresses of some of whom are not available. Some of the material was procured by personal interview and most by means of a questionnaire, a copy of which will be found in the appendix. As the group is spread out all over the United States and its possessions some time was needed to receive the replies. One hundred and eighty replies were received.

Limitations of the Study

The study deals with those members of the Indiana Masonic Home who actually graduated. Besides this group there are many more who were formerly members of the Home but who left for some reason or other before graduation. Some left before they entered high school. No attempt has been made to investigate these boys and girls although it is known that the Home training has been of value to some of them. For example, one student who spent three years in high school became a tool designer as a result of the training in mechanical drawing, another becoming a landscape architect. Others have applied their training in home economics

A preliminary study was made at Logansport in 1907 by William L. to problems in their homes. Some have become farmers after working on the Home farm. An investigation of this group might make an interesting supplementary study for the future.

Another interesting subject would be a separate investigation of those who attended college and a comparison of their progress or success there with the kind of grades they received in the high school.

No attempt has been made in this study to correlate occupation or progress in life with the grades the individual made while in school although this might be an interesting phase of the study.

Review of Similar Studies

Many studies of this nature have been made in different educational centers of the country although there are few if any which will parallel the Oxford Ordnance in South Carolina.⁵ This Ordnance is owned and operated by the Grand Lodge of Masons of that state although some of

Davis and Evans¹ investigated some 416 graduates of Ames High School in Iowa. They were more interested in the relation between scholastic standing and success in vocations than they were in evaluating the school curriculum.

Harvard sociologists² in collaboration with the vocational guidance department of the Boston schools investigated the records of several thousand Boston high school graduates in relation to employment in depressing and normal years and in salaries received.

⁵William L. Sward, "Checking up on High School Graduates", The School Executive, (September, 1933), pp. 223-25.

¹P. L. Davis and J. E. Evans, "Investigating the Alumni of a High School", The School Executive, (January, 1930), pp. 223-25.

²"The Employment of Boston High School Graduates", School and Society, (June 29, 1935), pp. 376-77.

A near-at-hand study was made at Logansport in 1937 by William L. Howard.³ It was made to improve the guidance program in that city. Opinions of the graduates there showed that the following things were needed: more preparation to meet the public; better advice in selection of courses; instruction on how to apply for a job; more training in etiquette; and more talks at school by business men.

At Albion, Nebraska, Superintendent Leech⁴ made an investigation of the graduates of his school. He was particularly interested in their financial success after graduation as compared to their scholastic standing in school. He found that the boy with the high scholarship was more likely to succeed financially.

The only close approximation to this survey is one conducted at the Oxford Orphanage in South Carolina.⁵ This orphanage is owned and operated by the Grand Lodge of Masons of that state although some of the members are taken on a pay basis from other fraternities and organizations. No doubt other investigations have been made of other orphans' homes but the reports are not available.

Definitions of Terms

When reference is made to the Indiana Masonic Home in particular the word Home, with a capital "H" is generally used throughout this thesis.

³William L. Howard, "Checking up on High School Graduates", The School Executive, (February, 1938), pp. 268-69.

⁴Don R. Leech, "Does School Success Spell Life Success?" American School Board Journal, (February, 1938), pp. 36-37.

⁵D. S. Johnson, "Study of the Graduates of the Oxford Orphanage High School, 1934-35", High School Journal, (March, 1936), pp. 98-9.

The word cottage refers to a unit of organization at the Home. The members are grouped in separate buildings of fifteen to thirty boys or girls for living and administrative purposes.

Home Board refers to the board of directors of the Indiana Masonic Home as distinguished from the School Board which refers to the board of education of the school city of Franklin, Indiana.

Purpose and Date of Establishment

The Indiana Masonic Home was opened in Franklin, Indiana in 1916 as a home for the aged members of the Masonic Fraternity, their widows and orphans and also for the aged members of the Order of Eastern Star and their orphans. During the first few years the number of children received was not great and the educational needs of the group were met in part by attendance in the city schools of Franklin. At this time very few of the children were of high school age.

As the enrollment increased the board of directors of the Home began to plan for a separate school building to be located on the Home grounds. It had been found that the primary pupils in particular had to travel a long distance to school and this took a great deal of time. An institution must be run on schedule without interference of any kind. Discipline problems also arose with the group coming and going to school. Some of these were hard to handle. Also the school system, particularly the high school, was organized under the old college preparatory basis and it was thought that few of the graduates from the Home would have opportunity to attend college. Also the great majority

would have to be qualified to procure and retain a position or job immediately after graduation. In other words the need was felt for industrial and vocational courses.

CHAPTER II

The only courses offered in the city schools which would be related to this need were a meagre industrial arts program, a little better domestic science classes and a much better commercial curriculum.

This is not intended to be a criticism of the Franklin school system.

Purpose and Date of Establishment

The Indiana Masonic Home was opened in Franklin, Indiana in 1916 and it was necessary for them to be prepared to meet the entrance requirements. The college had always been of a liberal arts and and orphans and also for the aged members of the Order of Eastern Star and their orphans. During the first few years the number of children received was not great and the educational needs of the group were met in part by attendance in the city schools of Franklin. At this time very few of the children were of high school age.

As the enrollment increased the board of directors of the Home began to plan for a separate school building to be located on the Home grounds. It had been found that the primary pupils in particular had to travel a long distance to school and this took a great deal of time. An institution must be run on schedule without interference of any kind. Discipline problems also arose with the group coming and going to school. Some of these were hard to handle. Also the school system, particularly the high school, was organized under the old college preparatory basis and it was thought that few of the graduates from the Home would have opportunity to attend college. Also the great majority

would have to be qualified to procure and retain a position or job immediately after graduation. In other words the need was felt for industrial and vocational courses.

The only courses offered in the city schools which would be related to this need were a meagre industrial arts program, a little better domestic science class and a much better commercial curriculum. This is not intended to be a criticism of the Franklin school system. Most of the graduates of the city high school attended Franklin College and it was necessary for them to be prepared to meet the entrance requirements. The college has always been of the liberal arts and science type so industrial and vocational courses were not needed. It might be mentioned here that the curricula of the city high school have been much expanded and now vocational agriculture and home economics and expanded courses in commerce and industrial arts are offered in addition to the regular college preparatory courses.

Plans were made for a school building at the Masonic Home to house both an elementary and high school in the year of 1922. The high school was opened in September, 1923, with a ten month school year. At first, there was much opposition to the operation of this school among the Home boys and girls. They liked the association they had been having with the city boys and girls and no doubt this was of value to them. This was particularly true of those who had friends of the opposite sex there. Attendance at the city school also had been a chance to get away for a while from the rigid discipline of the Home. Because of these factors it took a year or two to get the Home schools running smoothly. The

superintendent of schools, being trained in liberal arts, was not very sympathetic to an industrial or vocational program and this too was a handicap.

The school was organized under and supervised by the city school system and has always been a public school. The Masonic Home board agreed to build and maintain the building, furnish janitor service, and buy all equipment and supplies. The pupils, by state law, were to be transferred into the school system from their former township or school city. The Home was to reimburse the school city for the salaries of the industrial and vocational teachers. For the most part, this program has been carried out.

The teachers are under contract with the school city and are subject to all the restrictions, advantages and disadvantages of the tenure laws, teachers pension laws, minimum salary laws, etc. One of the advantages of the fact that the school is public is that it can belong to the state athletic association and participate in athletics.

Industrial and Vocational Courses Offered

The school has been offering in its curriculum such courses as printing, mechanical drawing, home economics, commerce, auto mechanics, wood work and sheet metal.

The print shop was established two years before the school was opened. The course has been the most practical because, due to an ideal situation, it has been easiest to maintain. There are several hundred Masonic organizations of one kind or another distributed over the state and all of them need printed forms, stationery, etc. The Home print shop

is then really a commercial shop. Besides the job printing, the shop of this institution are not known. The original courses were sheet metal, also publishes the state Masonic magazine, known as The Indiana Freemason. This gives an opportunity for experience in the composition of advertisements, folding, binding, the composition of straight matter and all of the related activities of producing a magazine. The student feels that when he sets a line of type or two that he is really doing something worth while that will be used and as a result takes more interest in it and learns more about the techniques. As a consequence there is a demand for Home-trained printers throughout the state. Most of the worthy have procured positions soon after graduation.

The commercial courses are probably the next most successful. Most of the girls have taken these courses and have used them for a time after graduation. Typing, shorthand, bookkeeping and office practice and more recently instruction on the Comptometer, have been offered.

The mechanical drawing courses were commenced at the opening of the school. In preparation all are required to take beginning algebra. The student may elect this course for any number of years. The first year is spent with a general course consisting of a little of all kinds of drafting with the view of guiding the student as to his selection of his second year elective. Machine drawing has been stressed although some have chosen courses in architectural drawing, sheet metal development and pictorial drawing. Some of the juniors and seniors have been given free rein in the choice of their projects. Several graduates have been making a living as tool designers, detail draftsmen, etc. It has led some to attend engineering schools after graduation.

The shop courses have been of a haphazard nature. Because of

frequent changes in instructors, policies and courses offered the results of this instruction are not known. The original courses were sheet metal, mill work and general industrial arts. At times auto mechanics and a small amount of machine shop have been taught.

The home economics course has been given to freshman girls only.

It consists mostly of practical instruction in clothing and the theory of foods. Some of the authorities have thought that as the girls get practical training in the kitchens in the cottages that no practice is needed at school. Of course, this theory is debatable.

For three or four years the printing and auto mechanics courses were organized under the Smith-Hughes and other federal laws. This program was dropped last year because of lack of time and interest in auto mechanics, particularly.

Academic Courses Offered

The academic program has been similar to that of other small high schools. In mathematics all are required to take beginning algebra. Plane geometry, advanced algebra and solid geometry have been elective with the latter two being offered every other year. At one time courses were offered in shop mathematics and commercial arithmetic but anything of this nature needed is now taught in the course in which it is used.

Other academic courses have been three or four years of English, journalism, public speaking, Latin, Caesar, Cicero, biology, botany, physics, civics, economics, Bible and at one time Spanish.

An attempt has been made in this school to prepare for the job and school. They may choose their own department providing all do not choose also to prepare the student for college if he has an opportunity to go.

This has made it necessary for him to carry more than the usual student load but none of the students seem to have suffered any ill effects from it. The Home is organized on a rigid time schedule and regular study hours are provided at the cottages each night.

Extra-Curricular Activities

The Home schools have not been organized so highly so far as extra-curricular activities are concerned. Of course, in Indiana, it is necessary to have a basketball team and there was also a track team in the early years and baseball and softball at intervals. The girls organized a Sunshine Society several years ago and it still functions as an active organization. The only clubs are those for Latin and current events. The history instructor has organized a miniature congress in connection with the junior history class and it has given valuable experiences in oratory and use of Roberts rules of order.

The Home has had a band for several years. It is not under the control of the schools but is a Home activity. Several years ago a girls' orchestra was maintained but this has been discontinued. Those who are interested may take lessons on the piano or pipe organ.

Other opportunities for participation in outside activities are in the Sunday school, class officerships, year-book staff, etc.

Practical Work in Departments of the Home

In addition to the school work each member of the Home of school age is expected to work in some department of the Home when not at school. They may choose their own department providing all do not choose to work in the same department. If no choice is made then the individual

is assigned to the group where help is needed most.

They may work as janitors at the school, in the power house, on the farm, in the kitchen, greenhouse, paint shop, on the lawn, in the dining room, laundry, in the office of the print shop, school or at the main office, general housekeeping around the cottages, as shipping clerk for the print shop, or in any other department where there is work to do. This custom was established partially as a means of getting needed work done and partly as an additional means of training the boys and girls to be industrious.

As might be expected there is a large range in the occupations followed by a group graduating from high school during the space of sixteen years. Some of this divergence may be caused by the depression experienced during that period. Some may have been caused by the fact that the graduate was not prepared for any occupation where skill was essential.

Table I shows the distribution of the occupations of the alumni at the time the questionnaires were filled out. The total of the frequency column of this table corresponds with the total questionnaires returned.

The occupations followed by the same group from time of graduation until the present position was obtained are given in Table II. As some of the graduates followed many occupations the total of the frequency column is much larger than the number of replies received. The percent column therefore will not show the percent of the graduates following these occupations but rather the percent of the total different attempts at various means of livelihood before satisfactory adjustment was reached. Occupations such as secretary, stenographer and typist have been combined under one heading.

TABLE I. PRESENT OCCUPATIONS OF 120 GRADUATES
OF THE INDIANA BUSINESS SCHOOL

CHAPTER III

Occupation	Frequency	Percent	Occupation	Frequency	Percent
------------	-----------	---------	------------	-----------	---------

OCCUPATIONS OF THE ALUMNI

Occupation	Frequency	Percent	Occupation	Frequency	Percent
Housewife	23	19.2	Baker	1	.83
Secretary or Stenographer	12	10.0	CCC Camp	1	.83
Typist	11	9.2	Present and Former Occupations	1	.83
Printer	8	6.7	Cook	1	.83
As might be expected there is a large range in the occupations					
factory worker	8	6.7	Crack Smoker	1	.83
followed by a group graduating from high school during the space of					
sixteen years. Some of this divergence may be caused by the depression					
experienced during that period. Some may have been caused by the fact					
that the graduate was not prepared for any occupation where skill was					
essential.	3	2.5	Labourer	1	.83
Service Station	2	1.7	Laundry	1	.83

Table I shows the distribution of the occupations of the alumni at the time the questionnaires were filled out. The total of the frequency column of this table corresponds with the total questionnaires returned. The occupations followed by the same group from time of graduation until the present position was obtained are given in Table II. As some of the graduates followed many occupations the total of the frequency column is much larger than the number of replies received. The percent column therefore will not show the percent of the graduates following these occupations but rather the percent of the total different attempts at various means of livelihood before satisfactory adjustment was reached. Occupations such as secretary, stenographer and typist have been combined under one heading.

TABLE I. PRESENT OCCUPATIONS OF 180 GRADUATES
OF THE INDIANA MASCHIC HOME

Occupation	Frequency	Percent	Occupation	Frequency	Percent
Housewife	32	17.8	Baker	1	.55
Secretary or Stenographer	16	8.9	CCC Camp	1	.55
Printer	14	7.8	City Fireman	1	.55
Office Clerk	11	6.1	Cook	1	.55
Factory Worker	9	5.00	Corn Maker	1	.55
Engineer	7	3.9	Credit Manager	1	.55
Student	7	3.9	Dentist	1	.55
Machinist	6	3.3	Embalmer	1	.55
Salesman	5	2.8	Government Field Advisor	1	.55
Bookkeeper	4	2.2	Hospital Maintenance	1	.55
Electrician	3	1.7	Jack-of- all-Trades	1	.55
Farmer	3	1.7	Laborer	1	.55
Registered Nurse	3	1.7	Laundry Employee	1	.55
Service Station Employee	3	1.7	Messenger	1	.55
Soldier	3	1.7	Minister	1	.55
Unemployed	3	1.7	Musician	1	.55
Waiter or Waitress	3	1.7	Packer	1	.55
Attorney	2	1.1	Post Office Clerk	1	.55
Bank Employee	2	1.1	School Registrar	1	.55
Beautician	2	1.1	Store Clerk	1	.55
Cashier	2	1.1	Teacher	1	.55
Chemist	2	1.1	Truck Driver	1	.55
Draftsman	2	1.1	Usher	1	.55
Housekeeper	2	1.1	WPA Writer	1	.55
Newspaper Editor or Reporter	2	1.1	No Answer	1	.55
Sailor	2	1.1			
Store Owner	2	1.1			
Telephone Operator	2	1.1			
Advertising	1	.55	TOTAL	180	100.00

offered by the school. The results show that this training has been put
into use more often than any other single course. More students are fol-

TABLE II. FORMER OCCUPATIONS OF 180 GRADUATES OF THE INDIANA MASONIC HOME

Occupations	Frequency	Percent	Occupations	Frequency	Percent
Factory	29	13.7	Hotel Clerk	2	.9
Office Clerk	22	9.6	Plumber	2	.9
Stenographer	20	8.6	Beautician	1	.5
Store Clerk	20	8.6	Bell Boy	1	.5
Salesman	17	7.3	Carpenter	1	.5
Waiter or Waitress	13	5.6	Cashier	1	.5
Housekeeper	12	5.1	Coal Miner	1	.5
Printer	12	5.1	Cook	1	.5
Farmer	7	3.0	Florist	1	.5
Bookkeeper	5	2.2	Garage Man	1	.5
Electrician	5	2.2	Insurance	1	.5
Truck Driver	5	2.2	Marine	1	.5
CCC Camp	4	1.7	Night Watchman	1	.5
Laborer	4	1.7	Nurse Aid	1	.5
Mechanic	4	1.7	Photo Engraver	1	.5
Nurse	4	1.7	Presser	1	.5
Draftsman	3	1.3	Reporter	1	.5
Musician	3	1.3	Sailor	1	.5
Painter	3	1.3	Shoe Repairman	1	.5
Road Const.	3	1.3	Surveyor	1	.5
Service Station Employee	3	1.3	Soda Clerk	1	.5
Comptometer Operator	2	.9	Operator	1	.5
			Usher	1	.5
			TOTAL	229	100.00

Correlation between Occupation and School Training

All girls took advantage of the meagre training in home economics offered by the school. The results show that this training has been put into use more often than any other single course. More students are followed some ten or twelve different occupations in four years. No thinks

lowing the training received in the commercial department than any of the courses offered. Most girls followed these two courses while in school. The printing course has been most valuable for the boys and all that are following that occupation studied the course while in school. About seventy-five percent of the boys who studied printing are now printers. A larger percent of the commercial graduates followed this line for a time until they became housewives and then some of them left the business field. The percent of those following other occupations is very low in comparison.

The mechanical drawing course has been of more value as a related subject than of direct value leading to the vocation of draftsman. The same may be said of auto mechanics. Wood work seems to have been of little value so far as correlating with any particular occupation is concerned. There are no tanners. The meagre machine shop course has led some to occupations along this line.

One bright spot is that there are few unemployed and only one in a C. C. C. Camp. One is writing for the W. P. A. and might be considered as being on relief. This individual has had a colorful career. He attended college a year or so, worked as a reporter for a while, joined the Marines and served out one or two enlistments, finally volunteering to fight for the Loyalists in Spain and was in service there for over a year returning to this country shortly before the end of the Spanish civil war.

Drifters in school have been drifters in the business world. Those who could not decide what course to take while in school and changed once or twice a year still haven't found their life's work. One individual followed some ten or twelve different occupations in four years. He thinks

the school is at fault in not finding for what occupation he was adapted.

So far as is known none of the graduates are in prison or have served a prison term. There are thirty odd whose addresses are not known and some of these might have gone to some institution of this nature.

TRAINING OF PREPARATION FOR LIFE

Relative Importance of Courses

In Chapter III it was brought out that there was some correlation between the courses taken and the occupation followed after graduation. This was determined from a study of the school records and the occupations as listed on the questionnaires. According to the opinions expressed by the alumni some have a different idea of whether the training was of value. Twenty-five claim that the courses were of no help at all and nine would not answer this question for some reason or other.

The occupations represented by the twenty-five who were not helped were musician, solo cook, salesman, factory employee (studied printing), student, housewife, primary teacher, clerk, newspaperman, beautician, candy and cigar store owner, housekeeper, post-office clerk, laundryman, hospital employee, sailor and unemployed. The occupations entered into by those not answering are engineer, J. P. A. writer, housewife, radio store owner and stenographer.

Table III gives the relative value of the courses. Some of the graduates listed two or three subjects so that the total is greater than the number of questionnaires.

TABLE III. VOCATIONAL DIRECTION WHICH WERE MOST HELPFUL
TO 120 GRADUATES OF THE INDIANA MADONIA HIGH
CHAPTER IV

EFFECTS OF INDUSTRIAL, COMMERCIAL AND VOCATIONAL TRAINING OF PREPARATION FOR LIFE		
Course	Number of Graduates	Percentage
Typing	37	30.8
Mechanical Drawing	37	30.8
Stenography	37	30.8
Office Practice	37	30.8
Printing	37	30.8
Auto	37	30.8
Home	37	30.8

In Chapter III it was brought out that there was some correlation between the courses taken and the occupation followed after graduation. This was determined from a study of the school records and the occupations as listed on the questionnaires. According to the opinions expressed by the alumni some have a different idea of whether the training was of value. Twenty-five claim that the courses were of no help at all and nine would not answer this question for some reason or other.

The occupations represented by the twenty-five who were not helped were musician, male cook, salesman, factory employee (studied printing), student, housewife, primary teacher, clerk, newspaperman, beautician, candy and cigar store owner, housekeeper, post-office clerk, laundryman, hospital employee, sailor and unemployed. The occupations entered into by those not answering are engineer, W. P. A. writer, housewife, radio store owner and stenographer.

Table III gives the relative value of the courses. Some of the graduates listed two or three subjects so that the total is greater than the number of questionnaires.

TABLE III. VOCATIONAL SUBJECTS WHICH WERE MOST HELPFUL TO 180 GRADUATES OF THE INDIANA MASONIC HOME

Subject	Frequency	Percent
Typing	80	23.0
Mechanical Drawing	37	10.6
Shorthand	37	10.6
Office Practice	32	9.2
Printing	32	9.2
Auto Mechanics	26	7.5
Home Economics	24	6.9
Bookkeeping	23	6.6
Wood Work	12	3.5
Sheet Metal	10	2.9
Comptometer	1	.3
No help at all	25	7.1
No answer	9	2.6
TOTAL	348	100.0

Comments of the Alumni

Comments of the Alumni

"I learned from home economics the most efficient way to keep house. Some sample comments in answer to the question "In what way did the vocational subjects help you?" are given below.

Printing.- "Printing afforded me an opportunity to attend college through employment at the Indiana University Press and also gave me an excellent background for newspaper work." -Newspaper editor.

"Counted as apprentice training toward a union card."

"Having taken printing I have decided to make use of the learning and have followed that line of work since graduation."

"This helped me in 'holding my husband.'"

"My two days in the printing department, during which I pried type,

wrecked machinery, etc. taught me to keep hands off strange machinery."

-Government field advisor.

"It gave me the basic fundamentals and experience for my occupation, making it possible to take any position in the shop."

-Print "Helped me to earn a living for two months and that's practical."

"At Delco-Remy the machinery I worked with was on the order of a printing press. My knowledge of machinery came from the print shop."

"Accuracy and formed tendencies to watch details." "Lives on the job."

-Home Economics.- "To make a good home."

"It gave me a background for knowing how to do things." -Nurse.

"I learned many things in my home economics course that helped me when I worked out like I did. Things about cooking and sewing that are essentials when you work for other people in their homes."

"It helps me to do a lot of my own sewing and that of my baby." "Sewing in hotel linen room."

"I learned from home economics the most efficient way to keep house, but this course has helped me more in my own home life."

"Gave me a helpful knowledge of sewing which I do not think hurts any girl to find out about."

"In neatness and to manage my work at home so as to get the most done in the least time."

"Has helped me to be economical and has been beneficial in my work here." "In a general way I should say no little success help make a pound."

-Farm "Has helped me in 'holding my husband.'"

"Helped at college." -Engineer.

"Home economics gave me some help in what I needed for cases in the home." -Nurse.

Mechanical Drawing.- "Helps in drawing accounting forms to be photographed by the reduction camera and litho plates made from them."

-Printer.

"General knowledge as to plans, etc. of church buildings." -Minister.

"Background for mechanical jobs."

"Nearly everything we do we follow a blue print outline on the job."

-Building construction laborer.

"Been required to do drafting." -Engineer.

"Every day I use twenty-five or thirty different blue prints of machinery gears, sprockets, R. H. and L. H. clutch portions and general machine shop work."

"Mechanical drawing helped me plan work, make charts, rough drafts, etc." -Government field advisor.

"For locating pipe lines, reading blue prints and specifications."

-Water company engineer.

"In reading a few blue prints in my present line of work." -Lathe operator.

"Base for college course." -Engineering student.

"I made use of my education in mechanical drawing in construction of automatic machinery." -Electrician.

"In a general way I should say as little ounces help make a pound."

-Farmer.

"Helped at college." -Engineer.

and "Fitted in with job." -Screw machine operator, who always have to

leave "Helped me because I worked two years with an electric company."

"Helped me repair work in a sporting goods house," was as I was

later "Made me better fitted for position at International Harvester
Company." of typing, instruction job.

"Helped me to understand the technical part of mechanics."

"It was a help to me in the knowledge of mechanical actions and
reactions."

"Mechanical drawing was a great help in understanding work orders
and specifications of construction when an electrical linesman," each of

these "Pictographic arrangement of ideas for study" - "orderly study habits."
-Student. already had experience along these lines."

"I drew the plans for a house and it is now being constructed."

-Farmer. -Carpenter.

"I was hired by the Shirley Corporation because I could read blue
prints and make sketches of kitchens." -Secretary.

Commercial. - "To secure a position for the future." -'s clerk.

"By obtaining and holding an office job which in turn gave me an
opportunity to get field and road experience and my present job." which to
do by "Facilitated study at college." the friend which goes with every new

type "Typing and shorthand came in handy for my lecture courses. Book-
keeping for my own budget." -Nurse. ing at business school."

"The knowledge of bookkeeping was particularly valuable in defending
a partnership case." -Lawyer I cut a school paper one year on a mimeograph

machine "Typing helped me in doing work of my own in government field work

and has made me independent of officious stenographers who always have to leave the office on time." *operation of machinery.* -*Medicinalist.*

"I have received most of my help from my typing courses as I was interested in a white collar job and they are hard to get without the knowledge of typing." *inspection job.*

"It took me less time to get through business college."

"Combined commercial course with nursing in doctor's office."

-Nurse.

"Typing used in preparing notes and papers in my college work."

"In my present occupation my work requires a knowledge of each of these courses and my chances for getting the job would have been slim if I had not already had experience along these lines."

"I sometimes have an occasion to type up some analyses of something." -*Chemist.* *the worker.*

"I type all my own letters and fill out insurance forms." -*Insurance salesman.* *competition.* -*Station attendant.*

"In getting out orders for the department." -*Engineer's clerk.*

"The office practice which I received while there gave me an introduction into office work, also helped me create a system by which to do my work. It also helped remove the fright which goes with every new type of work." *course I learned to run the steel lathe and drill press.*

"Gave me a basis for my training at business school."

"I found my typing indispensable in my teaching as I typed my lesson plans, tests, etc. Also I put out a school paper one year on a mimeograph machine and of course had much typing to do."

Auto Mechanics. - "The mechanical experience." use of machinery and

also "In explaining the operation of machinery." -Machinist.

"Taught the theory of mechanism and how each piece was held in pipe place." -Service station attendant.

"Helped in parts inspection job."

"Helped while in C. C. C. Camp."

"I learned the fundamentals of the automobile." -Ex-garage obtain-
mechanic. gives aid in holding them. The mechanical drawing courses have

help "I believe that my rapid advancement in the army was due to my vari-
auto mechanics, typing and mechanical drawing training." -Army Sgt.

"By knowing the principle of the automobile and the different parts
parts made the work much easier and advancement sooner." has been a little

carry "Gave me the general idea of the working parts of a gasoline en-
engine." -Tool and die worker. ions, etc.

"I learned a few things about automobiles that have come in handy
in my present occupation." -Station attendant. low sheet metal course was

not "It gave me a better understanding of my work and the purpose of
it." -Factory employee. as they say do in printing or mechanical drawing.

"To help know parts of cars and this helps in selling in auto parts
department." the course, of preparatory value in 19 percent, of related value

in 5 "In the course I learned to run the steel lathe and drill press."
-Ex-machinist. literian value in most direct application to the job. By

prep "Working on farm machinery." -Farmer. ing was used as a basis for more

adv "I work in a truck motor factory." the training had some carry-over
value to some other field.

Wood Work:- "The fact that it taught me the use of machinery and also the different principles of safety."

Sheet Metal:- "It enabled me to cut sheet metal to cover the pipe covering." -Ex-plumber.

"To handle metal."

Summary

The printing and commercial courses have helped directly in obtaining positions and in holding them. The mechanical drawing courses have helped in reading blue prints, in a few cases as occupations and in various side lines.

The auto mechanics course was more valuable than was anticipated. There are not many following the occupation but there has been a little carry-over to other occupations such as operation of machinery in factories, operating filling stations, etc.

The wood work and sheet metal courses have been of little value. This may not be a fair comparison, however, as the sheet metal course was not offered very many times during the sixteen years. No student spent four years in this class as they may do in printing or mechanical drawing.

The results show that the courses were of utilitarian value in 38 percent of the cases, of preparatory value in 19 percent, of related value in 39 percent and of miscellaneous value in 4 percent.

By utilitarian value is meant direct application to the job. By preparatory value is meant that the training was used as a basis for more advanced training. Related means that the training had some carry-over value to some other field.

TABLE IV. ACADEMIC SUBJECTS WHICH WERE MOST HELPFUL TO 120 GRADUATES OF THE INDIANA MASONIC HOME

CHAPTER V

Subject	Frequency	Percent
VALUE OF ACADEMIC COURSES		
English	104	19.3
Physics	54	9.8
Algebra	42	7.8
Geometry	42	7.8
History	38	7.1
Commerce	38	7.1
Spanish	38	7.1
Shop Mathematics	38	7.1
Practical Mathematics	38	7.1
Commercial Arithmetic	38	7.1

Relative Importance of Courses

A great many of the academic subjects offered in the average high school have run the gauntlet of criticism in the past decade or so and some of them have barely survived. The average American is of a practical nature and fails to understand the value of any subject which does not have a bearing on earning a living. For this reason some of the answers received on the questionnaires will be surprising. For example algebra and geometry are listed near the top in value according to the opinion of the alumni. Such courses as commercial arithmetic, Spanish and shop mathematics have not been offered most of the time during the period that the Home schools have been in operation. The practical mathematics courses would probably rank higher if they had been taken by a larger group of students.

Although English ranks at the top of the list such criticism has been directed toward the effectiveness of this course. These criticisms will be found in a later chapter in this study.

The following table will give the rank of the different academic subjects as to their value in the occupations pursued by the graduates of the Indiana Masonic Home.

TABLE IV. ACADEMIC SUBJECTS WHICH WERE MOST HELPFUL TO 180 GRADUATES OF THE MASONIC HOME

Subject	Frequency	Percent
English	104	17.3
Physics	54	9.0
Algebra	47	7.8
Geometry	44	7.3
History	38	6.3
Economics	37	6.1
Civics	36	5.8
Public Speaking	53	5.5
Health	32	5.3
Journalism	31	5.1
Latin	27	4.5
Physical Education	22	3.7
Commercial Arithmetic	20	3.4
Bible	18	3.0
Shop Mathematics	9	1.5
Biology	8	1.3
Botany	7	1.2
Art	6	1.0
Spanish	1	.2
No help at all	18	3.0
No answer	10	1.7
TOTAL	602	100.0

The large total is due to the fact that most of the graduates checked more than one subject as being of importance.

Comments and Suggestions of the Graduates

As on the vocational subjects the graduates have made some very interesting remarks concerning the academic group. Some of these comments are given below.

"Helped in using different solutions in cooling tools."

Public Speaking.- "Helped in meeting the public and feeling at ease in the presence of superiors and strangers." -Stenographer.

"My public speaking has helped me in practically everything I have done as it gave me confidence and assurance."

"Makes it easier to talk to public."

"I am head of several local clubs and therefore have to speak before a crowd quite often. I took up politics so you can understand my talking a lot."

"I always can talk myself into a job even if I sometimes have two different ones in a year. I can keep up with everyone."

"In meeting the public every day not only in conversing with people but in maintaining my poise and preventing self-consciousness in my contact with superiors."

"Helps at sales meetings while explaining our advertising set-up."

"I have found it indispensable in my position as superintendent of Sunday School which I have held for five years now."

Physics.- "A good thing for anyone to know."

"I am now a chemical salesman and although physics is not a subject dealing in chemistry it helps in more ways than one."

"Physics helped me to understand the theory of why a thing will or will not function. Also what makes it function."

"I learned more about what makes things work, such as, a motor, etc."

"Physics helped me in a mechanical sort of way. Have been studying refrigeration and it also helped some there."

"Helped in using different solutions in cooling tools."

"My work deals entirely with electricity and formulas hence physics and mathematics were of most practical value." -Shipping clerk.

"Physics has had the greatest transfer value to private life of any subject I studied. I have found it useful and extremely practical." -Subject.

"Essential in my work - corrosion and electrolysis." -Insurance salesman.

English.- "English helped me in sentence construction and correct use of words, especially verbs." -Stenographer.

"Helped to express one's self in public."

"In everyday use." -Bank mathematician, I think it should be stressed

"Important to a stenographer." -I would have taken one aside and given a

"It taught me correct English which I find important on my job. The clerical work I am doing is different from anything I have ever done before and a job one learns to handle efficiently in daily contact with it. Again responsibility enters."

"I obtained a teaching license in English and taught English." -Teacher

"It is necessary that I send letters to our customers daily. These must be correct grammatically." -Salesman and physics along with general math

"Allows me to carry on an intelligent conversation." -Accountant

"Helped me in skill to converse intelligently." -Teacher

"This subject helped me in writing letters, other typewritten matter and also in interviewing." -I will do various statistical calculations I

"Everyone must use good English no matter where he works." -Teacher

"English and printing go hand in hand." -Printer, because all elec-

"Much letter writing is delegated to a stenographer without dictation from the boss." -I must solve problems in a systematic manner.

Mathematics. - "Have lots of problems to work." -Factory worker.

"Use arithmetic constantly in my work." -Shipping clerk.

"Geometry helps in my work." -Electrician. *has used in setting up*

"Geometry taught me to think and reason more than any other subject."

"Much mathematics involved in insurance calculations." -Insurance salesman. *mathematic subjects helped me in figuring bonus rates and scales.*

"Geometry helped in drafting." -Ex-draftsman. *all reasons which are obvious*
 "As foundation for higher mathematics."

"One can't know too much mathematics, I think it should be stressed to one and all alike. My teacher should have taken one aside and given a few more lessons." *use of children.*

"In figuring, addition, subtraction." *compete with those around you*
 "Geometry can always be of a benefit to a person in a machine shop which I am." *is very important which first aid course and in a large*

"Helped me to figure things out by myself. At present very helpful in figuring insurance rates, plans, etc." *it and take care of my body.*

"There was a lot of geometry and physics along with general math connected with electrical layout." *know thoroughly the scientific part of my*
 "Commercial arithmetic of use in photo engraving."

"All mathematics I received in high school helped to form a background for further study as well as various statistical calculations I must make in my daily work." *problems.*

"Algebra and mathematics have helped most of all because all electrical functions are based on mathematics in some form." *pival office*
 "Geometry taught me to solve problems in a systematic manner."

"Algebra, geometry and physics taught me how to attack and solve problems and to learn to think."

"Geometry helped me to see the different angles used in setting up my machine."

"In making change at the store and figuring prices."

"Mathematics subjects helped me in figuring bonus rates and scales."

Health.- "Health was and is helpful for personal reasons which are obvious."

"Health has taught me to understand everything good for first aid and emergencies." -Housekeeper.

"In taking care of children."

"To further myself and to be able to compete with those around you you have to be able to keep up with those who have had more than you."

"Health is very important which first aid comes and in a large plant there are many accidents."

"Health teaches me to watch my health and take care of my body."

"Health taught me some anatomy and some bacteriology." -Embalmer.

"Has helped me to understand more thoroughly the scientific part of my work." -Beautician.

"Helped me to be clean and tidy about my work." -Cafeteria employee.

Latin.- "In cross-word puzzles."

"Gives me a better understanding of the English language."

"Most of the time I was employed was spent in a hospital office where I took medical dictation daily - thus the value of Latin in be-

coming more readily acquainted with medical terms."

"Spelling and understanding of medical terms." -Nurse.

"Latin taught me to think things in a clearer manner than I would otherwise. Also as a foundation for other languages. French was easier than Latin."

large Social Sciences. - "History made the tours we took interesting." "Help to understand current events and be able to speak with some knowledge on these subjects."

"From these we can understand the goings on in everyday life that otherwise would not be understood."

Biology. - "Biology helped me to understand life and the problems of life. It has given me interest in nature." detailed summary is needed.

The "In nursing." course gave poise and made the co-student feel more at ease. "Basic understanding of nursing science." and practical lines in

facto Journalism. - "If I had studied in journalism it would have been of much help to me in my job. I occasionally cover sports stories for the parent paper." -Printer. It was of importance to the nurse and for keeping physically

healthy. "Has helped me as a linotype operator and in my extra-curricular activities at college." the social science subjects were of value in

understanding. "While making layouts for advertising the English and journalism help quite a bit." assisted the printer, newspaper man and the advertising

department. "I used journalism in writing articles for Link-Belt News which is published monthly." -Factory employee. was in his occupation and was of

broader Bible. - "Understand more when going to church."

"Active in Christian Endeavor Association."

"In church."

"Christ's teachings affected nursing." -Nurse.

Art.- "Because I like it."

"Makes you see the better side of life."

"At times what art experience I have had helped me in drawing large size details of light fixtures to be used. Sometimes these were drawn in color and shaded to give the exact appearance." -Electrical draftsman.

Physical Education.- "Started and made it possible for me to keep physically fit."

Summary

The remarks are self explanatory and no detailed summary is needed. The public speaking course gave poise and made the ex-student feel more at ease in public; the physics course helped along practical lines in factories and engineering; English helped the stenographer, in conversation and letter writing; mathematics was applied in different ways in different occupations; health was of importance to the nurse and for keeping physically fit; Latin helped the nurse and the doctor's stenographer in understanding medical terms; the social science subjects were of value in understanding current events; biology was also of importance to the nurse; journalism assisted the printer, newspaper man and the advertising department employee; Bible did not help any regular occupation but did help in church activities; art assisted one in his occupation and was of broadening value to others.

TABLE V. RELATIVE VALUE OF EXTRA-CURRICULAR ACTIVITIES
 ACCORDING TO 100 GRADUATES OF THE MASONIC HOME

CHAPTER VI

Activity	Frequency	Percent
VALUE OF EXTRA-CURRICULAR ACTIVITIES		
Basketball	28	28.0
Band	47	47.0
Sunday School	41	41.0
Baseball	4	4.0
Sunshine Society	9	9.0
Orchestra	2	2.0
Congress	1	1.0
Class Play	1	1.0
Year Book	1	1.0

Extra-curricular activities as listed on the questionnaire included not only those connected with the Masonic Home schools but also those about the Home in general such as Sunday School, band, orchestra and vocal and piano lessons.

Those activities in which there was more participation rank near the top. Over half of the boys usually are members of the band at one time or another and most of them try out for basketball although the number making the first and second teams is limited. All of the girls belong to the Sunshine Society. All boys and girls formerly went to Sunday School at the Home but now those who care to go attend the regular Sunday Schools and churches in Franklin. This scheme is better if the boys and girls would really go but the percent of attendance is very low at the present time. This practice gives them contact with the right kind of boys and girls on the outside.

Class play and year book are not mentioned on the questionnaire but each received one vote. No doubt more would have voted for these activities as being of value had the name been on the blank as a suggestion. Table V gives the ranking of the different activities.

TABLE V. RELATIVE VALUE OF EXTRA-CURRICULAR ACTIVITIES ACCORDING TO 180 GRADUATES OF THE MASONIC HOME

Activity	Frequency	Percent
Basketball	54	14.4
Band	47	12.6
Sunday School	41	10.9
Baseball	35	9.4
Sunshine Society	35	9.4
Orchestra	28	7.5
"Congress"	23	6.1
Class Officership	20	5.3
Current Events Club	17	4.5
Organ or Piano Lessons	15	4.0
Latin Club	5	1.4
Track	4	1.1
All equally valuable	3	.8
Class Play	1	.3
Year Book	1	.3
Vocal Lessons	1	.3
No help at all	27	7.2
No answer	17	4.5
TOTAL	374	100.0

It will be noted that the total is also higher in this table than the number of questionnaires received. Most of the graduates listed two or more activities as being of value.

Suggestions of Graduates

Many comments were made by the graduates concerning this phase of their training. Some excerpts follow.

Athletics.- "Athletics served to build up my health and body, so that I can go at high pitch without danger of breaking down."

"Contacts made on trips."

"I have continued basketball since leaving and this has enabled me to make friends I would not have met otherwise."

"Value of sportsmanship and physical exercise."

"Played basketball for the Bowser Company and for Forest Park M. E. Church."

"Certainly not ability in any of them but unity of interest and companionship with people of all ages."

"My year of basketball featured bench-sitting, taught me patience and that I should let John handle the athletics in the family."

"Basketball helped me because I continued (and am still) playing it and through it I have made several friends and acquaintances I would not have made. Baseball because we play softball in the office."

"Any sport gives a boy a priceless way of meeting and getting along with other boys."

"Aids in keeping myself in condition." "I enjoy good band music."

"Still provides recreation."

"Taught me fair play among my countrymen."

"They gave me a good way to spend my spare time and also a good background for physical education which I'm taking up in college."

"Helped me to get a job in a wholesale house."

"Sports taught me to take orders."

"Band, Orchestra, etc:- "Band just filled in one of the gaps, made me appreciate music of all types."

"Music in a social way."

"Music appreciation."

"I enjoy playing the piano myself and have found a piano player is welcome in any group." *sets the mind.*

"Often play the piano in church." *church orchestra when I first came*
 "I've picked up a dollar now and then from playing a drum in an orchestra." *got a guide job at the 1935 Chicago Fair.*

"Enlisted in National Guard Band for two years. Also played in General Electric, Gospel Temple Radio Band and American Legion Band."

"I have followed the music business since leaving the Home. Social and business connections are often strengthened through music indirectly."
people "I cannot express just how much my musical training has helped me, because it has done so much to make my own life happy."

"Music has helped me in college symphony orchestra, brought me in contact with some of the finest persons I know and given me a wider appreciation of finer music." *School was an influence in my continuing to go to*
 "Band because although I don't play now I enjoy good band music."

"I still play my horn for my own amusement."

"Piano helps me to keep myself entertained during lulls in the house work." *School because every young man and woman can't help but derive*
 "To recognize musical instruments and the difficulty and practice with which they are played well." *neglect his religious teaching.*

"My years as a member of the orchestra have given me an appreciation of music, not only swing but also classical." *therefore will respect*
 "I've picked up some extra money playing in an orchestra since leaving school." *Sunday School habit and it's still with me.*

"Well, when I was in the band I got to go places."

"Music is good for everybody. It is a good study to mix in with school work. It also rests the mind." *married people.*

"I made many friends quickly in a church orchestra when I first came to Chicago a total stranger. The ability to play a band instrument aided me to get a guide job at the 1933 Chicago Fair." *shared with the work.* "Play the church organ."

"The band trips were good experiences for being before a crowd."

"I enjoy my piano and my family also gets enjoyment out of it."

and "Congress".- "In being able to talk with ease before a group of people." *created a sense of responsibility.*

"Knowledge of how to conduct a public meeting." *leadership.*

"Knowledge of how new laws are made and enforced." *etc.*

"Helps you to see two sides of an argument instead of just one."

Sunday School.- "Sunday School was an influence in my continuing to go to church now."

"Attend Sunday School now." *in my work for the good of others.*

"Personal contact." *better number of adult sermons and talks and*

gave "Sunday School because every young man and woman can't help but derive some good out of attending Sunday School when you are young." *my*

and "Showed me that one must not neglect his religious teaching." *attend.*

"Anyone who has been taught the correct and proper ways of life cannot help the dictation of his own conscience and therefore will respect and uphold some orthodox worship." *reaction in realizing how*

important "I got the Sunday School habit and it's still with me."

"To take a part in or be a part of it."

Class Officership.- "To be considerate of other people, helpful to others, respect for older and more experienced people."

"Only my class officership helped me to obtain my job for my interviewer told me that I must have lots of leadership. I believe they want some one on the job who can take responsibility and go ahead with the work."

"I learned how to keep records of different meetings."

"All activities help the individual to adjust himself to the bunch and to give one self assurance."

"Created a sense of responsibility."

"Class officership has given me the advantage of leadership."

Yearbook.- "Experience in lay-out, proof-reading, etc."

Sunshine Society.- "Helped in making you mix with people."

"It was good for learning etiquette as well as being a lot of pleasure."

"Helped me in being sincere in my work for the good of others."

"Helped me to be a better member of adult sororities and clubs and gave me practice in parliamentary procedure."

"The Sunshine Society has been a great help to me in a social way and the firm has several activities and employees are expected to attend."

"Mixing with people is always beneficial and you almost have to know how to mix well."

"Sunshine Society taught group co-operation in realizing how important charity work is."

"To take a part in or be a part of it."

"The S. S. S. helped me in various ways particularly in realizing how important charity work is."

"The Sunshine Society has a creed that makes the girls stop and think of the other person."

Current Events Club.- "Has helped me to always find out what is going on on the outside."

"Taught me to read a newspaper. I never looked at one before. Now I read three papers every day."

Summary

Basketball and other forms of athletics helped in exercise, teaching good sportsmanship, to take orders and in making contacts after graduation by playing on plant and church teams. Music aided socially, in enjoying music others played, in personal entertainment and in a few cases to obtain positions in bands and orchestras.

"Congress", like public speaking, was instrumental in giving poise and ease in the presence of others and in the learning of rules of order. Sunday School was of more influence than was supposed. Part of the time the services conducted at the Home were more or less a joke. Some say that it started them attending Sunday School and church after they left the Home.

Class officership increased the sense of responsibility and was instruction on how to conduct meetings. The yearbook gave experience in lay-out, proof-reading, etc. The Sunshine Society taught group co-operation, to think of the other person, to be interested in charity, practice in parliamentary procedure, etiquette and sincerity.

The extra-curricular activities in the school and Home have not been very extensive but those which have been offered are of value.

CHAPTER VII

IMPORTANCE OF OUTDOOR TRAINING AND WORK ASSIGNMENTS

Importance of Practical Work

As was mentioned in the first chapter all boys and girls of the Home are assigned to work in some department during the time before school, after school, on Saturdays and during vacations and in the summer. The average pupil thinks that he is imposed upon for having to do this work and grumbles a great deal, especially if he slights a task and has to do it over or has to stay away from some entertainment or the playground until it is done correctly.

In the Masconic Home in Pennsylvania each child has an individual room and does some of the work. He is treated as if he were in a high grade boarding school. However, it is believed by some that this practice is detrimental to the youth as he will not be prepared to earn his living after he graduates as he will not be used to working.

In the Masconic Home in Indiana fifteen to thirty boys or girls live in a cottage, have study and play rooms together and sleep in a large dormitory. Some of the older girls are assigned rooms where three or four stay together. Besides this all work about the cottages, except some of the painting and repair work, is done by the members.

Table VI shows the relative value of this kind of assignment.

TABLE VII RELATIVE VALUE OF "HOME" WORK ASSIGNED TO THE OPINION OF 100 ALMONI CHAPTER VII

Work Assigned	EFFECTS OF COTTAGE TRAINING AND WORK ASSIGNMENTS	Percent
Cottages	35	35.4
Kitchens	36	36.4
Paint	27	27.1
Dining Room		2.8
Power House		2.8
Laundry		2.8

Importance of Practical Work

As was mentioned in the first chapter all boys and girls of the Home are assigned to work in some department during the time before school, after school, on Saturdays and during vacations and in the summer. The average pupil thinks that he is imposed upon for having to do this work and grumbles a great deal, especially if he slights a task and has to do it over or has to stay away from some entertainment or the playground until it is done correctly.

In the Masonic Home in Pennsylvania each child has an individual room and does none of the work. He is treated as if he were in a high grade boarding school. However, it is believed by some that this practice is detrimental to the youth as he will not be prepared to earn his living after he graduates as he will not be used to working.

At the Masonic Home in Indiana fifteen to thirty boys or girls live in a cottage, have study and play rooms together and sleep in a large dormitory. Some of the older girls are assigned rooms where three or four stay together. Besides this all work about the cottages, except some of the painting and repair work, is done by the members.

Table VI lists the relative value of this kind of assignment.

TABLE VI. RELATIVE VALUE OF "HOME" WORK ACCORDING TO THE OPINION OF 180 ALUMNI OF THE INDIANA MASONIC HOME

Work Assignment	Frequency	Percent
Cottage	93	25.4
Kitchen	38	10.4
Farm	37	10.1
Dining Room	32	8.8
Power House	31	8.5
School House Gang	18	4.9
Laundry	15	4.1
Print Shop Office	13	3.6
Lawn	12	3.3
Supplies	11	3.0
Paint Shop	10	2.7
Green House	9	2.5
School Office	6	1.6
Main Office	5	1.4
Print Shop (Not listed)	3	.8
Sewing Room	2	.5
Print Shop Shipping Clerk	2	.5
Hospital (Not listed)	1	.3
Maintenance (Not listed)	1	.3
No help at all	21	5.7
No answer	6	1.6
TOTAL	366	100.0

Comments of the Alumni

The comments of the alumni on this section of the questionnaire are given below.

Cottage, Kitchen and Dining Room.- "I already knew how to cook and clean house but the kitchen and cottage work didn't let me forget how and I was taught how to manage my work to the best advantage of my

time spent."

"There seems to be a lot of kids graduating who have never done a lot of work in their lives. It's nice not to be afraid of work."

"I find not only personal appearance helps but also the cleanliness of desk, office, etc. may make favorable opinions on the other person. I learned both of these from the cottage."

"In my duties as housewife."

"Was a good foundation for future housekeeping."

"The training received in the cottage work was very beneficial to me in that I do like to keep a neat and clean house."

"Ideal as a background in selling floor cleaner and all kinds of maintenance materials."

"In the dining room I had a chance to meet people who were not members of the Home, outside people."

"Because if one hasn't received a commercial or vocational training he can usually find work in restaurants or laundries."

"I am still a pretty good hand at making beds and scrubbing floors but please do not notify my wife."

"It gives you what I would say a personal touch. You are either clean and thorough about things and if you are brought up in dirt you are not going to change later."

"My present job is sweeping and cleaning machines. I was taught to clean and sweep in the school building. Cottage work taught me the regular responsibility of being responsible for a certain piece of work, also how to repair broken things."

"Taught me cleanliness and to do my share."

"I live with my grandmother and I can help her clean house."

"All work at the Home belongs under what you might call mass production because of the large numbers, but the knowledge I gained on how to keep dirt away from my door is certainly invaluable and I don't believe I will soon forget the lesson I learned in the long hours spent in keeping things clean and in place."

"I bought a small cafe when we came to Lebanon and found that a number of the above subjects were of unlimited benefit."

"Association with others, regulations of the institution and routine of cottage work were beneficial in aiding adjustments to hospital routine and a regulated life. Also household routine plays a big part in both home and hospital." -Nurse.

"How to work in an organized routine showing that the best way to perform a task is the organized way."

"I learned to cook well, serve well-balanced meals to my family."

"Cottage work at least has taught me how to clean house. I'm sure glad that my bath room isn't as big as it was down there."

"Cottage work because there I was taught to do my work as efficiently and quickly as possible, learned discipline, good behavior and learned also how to get along with people."

"The kitchen and cottage work prepared me for the aid I must give my wife in keeping our home clean but I sometimes wish I didn't know so much about it especially when I have to dry dishes."

"Well - I just got married."

"Since the only work I've had since graduation was housework, the cottage work has been more beneficial." *I derived from doing farm work*
 "The cottage work helped me keep things in order. All linen in the hotel had to be in certain places and counted both going to the laundry and coming in." -Ex-hotel employee. *farmer and the city indi-*

vidual "Knowing how to cook and do housework correctly were my 'bread and butter' in the years I worked out. Those I learned in the kitchen and cottage work. Supplies helped me to keep checked up on the groceries needed. Often times the lady of the house depended solely upon me ordering the groceries that were needed in her kitchen."

Farm. - "The outside work did me more good than anything else."

house "I worked on a farm a while, putting up hay, etc."

"The farm job gave me knowledge which opened more than one door while selling in the country."

"I am a farmer." *line of study, engineering.*

"Built up my body." *wanted a desire in me to find out more about*

steam "At the farm I learned to do any job, no matter how tough or how dirty and no matter how much responsibility. Of course, I learned how to specifically do many jobs and I learned about many things all of which have furnished some background for my future occupation."

"Helped me get a job." *of electricity.*

"Farming because what do most of the people, well a large part of them do when they are out of work in the big cities? If they have any get up about them at all they'll go back working on the farm."

"In planning how to fix your garden."

"Have never used what experience I derived from doing farm work but I still have that information to draw upon. Since the Federal government is taking such an active part in the agricultural field, I can see the picture from the viewpoint of the farmer and the city individual."

"Some knowledge of the farm is essential in newspaper work in agricultural areas." -Editor.

Power House:- "I learned some things useful later on a maintenance job at the power house."

"Helped me learn to take my turn at firing a furnace at the fire house." -City fireman.

"As a result of working at the power house, hard and heavy work are taken early in my stride."

"Started me on a line of study, engineering."

"The power house created a desire in me to find out more about steam, electricity and pumps. I spent two summers in the Great Lakes working with all three."

"I was around the machinery and learned to operate a machine on my own abilities."

"Gained some knowledge of electricity."

"Helped mechanically."

"General knowledge of commercial manufacturing of electricity."

"It taught me to work."

Laundry:- "It is economical to be able to do your own laundry."

"Working at the power house helped in knowing what could happen with electricity if one isn't careful."

"I was able to wire my house from what I learned at the power house."

Print Shop, School and Main Offices.- "Experience only."

"Gave me a little training in office work that proved of value in different offices."

"Actual experience."

"Helped me get my first job. I didn't feel so green as I would have without experience."

"I learned to take dictation from someone other than my teacher and typing correspondence for mailing, not just filing. My filing experience has also been helpful."

"I managed to become rather vaguely familiar with office routine."

"I learned to take dictation and transcribe it satisfactorily and at a reasonable rate of speed which accomplishment is necessary in my present occupation."

"The Freeman office because if I hadn't had that year's marvelous experience it would have been more difficult to adapt myself to office work."

"Actual experience helps."

Green House.- "A general knowledge of plant life, how treated, precautions and care of each."

"This type of work helps one interested in nature itself."

Laundry.- "It is economical to be able to do your own laundry."

Print Shop Shipping Clerk.- "I learned to do a job for somebody else."

"Helped me on my first job because I stepped right in and knew how to handle packages and mail at shipping department."

Maintenance Work.- "Had lot of machine work and learned a lot of things to help a man around his own house."

"Helped me with odd jobs around home."

Sewing Room.- "My work in the sewing room taught me to make my own clothes and those of my little girl."

Summary

The large number designating cottage training as the most important is partly explained by the fact that all were required to do this work. It taught them order, how to keep house, how to manage time and work, cleanliness, was experience for working in a restaurant, etc. The dining room and kitchen experiences were parallel.

The farm made farmers of a few, helped in a physical way and as supplemental value to an editor and a salesman. The power house gave engineering foundation and carried over in the operation of machinery in a factory.

The different offices provided needed practical experience in the operation of an office. The participants were learning by doing in as near a lifelike situation as could be furnished. The other lines of work gave a little experience to a few individuals. Few worked in the green house, laundry, sewing room or as print shop shipping clerk.

The table of uncles subjects follows.

TABLE VII. USELESS SUBJECTS IN THE HOME CURRICULUM ACCORDING TO THE GRADUATES OF THE SCHOOL DURING 1911

CHAPTER VIII

Subject	Frequency	Percent
---------	-----------	---------

Latin	USELESS SUBJECTS AND SUGGESTIONS FOR CHANGES	
Algebra	IN THE CURRICULUM	
Geometry		
Physical Education		
English		
History		
Art	Useless Subjects	
Journalism		

No doubt some of the material of this section overlaps the discussions of previous chapters, but since the questions concerning useless subjects and suggested changes in the curriculum were asked separately it was thought they should be itemized in the same way.

A great many of the graduates were not clear in what the word curriculum meant. Some of the answers suggested change in the Home and other features rather than in the courses in school. Most of the material not relevant to the school will be used in a later chapter.

Some of the academic subjects listed as most valuable almost head the list of useless subjects also. As would be expected Latin heads the list, leading the next subjects, geometry, algebra and physical education more than two to one. Very few students are really interested in Latin the way it is usually taught and can see little practical value in it. Physical education also is supposed to cure all ills but still is unpopular in many cases. It is questionable whether forced play is of value and that is what it is in many instances.

The table of useless subjects follows.

TABLE VII. USELESS SUBJECTS IN THE SCHOOL CURRICULUM ACCORDING TO 180 GRADUATES OF THE INDIANA MASONIC HOME

"Ours was useless, basketball took care of that and all."

Subject	Frequency	Percent
Latin	33	16.3
Algebra	14	6.9
Geometry	14	6.9
Physical Education	13	6.4
English	8	4.0
History	8	4.0
Botany	7	3.5
Journalism	4	2.0
Art	4	2.0
Auto Mechanics	4	2.0
Biology	4	2.0
Typing	3	1.5
Civics	2	1.0
Home Economics	2	1.0
Mechanical Drawing	2	1.0
Physics	2	1.0
Printing	2	1.0
Shorthand	2	1.0
Bible	1	.5
Economics	1	.5
Safety	1	.5
All valuable, none useless	49	24.2
Question not answered	22	10.8
TOTAL	202	100.0

Comments on Useless Subjects

"Don't know of a particularly 'useless' subject unless it was geometry which I never liked, but believe if I had remembered my arithmetic and algebra I would be able to figure interest without a prepared calculator, and not be embarrassed when asked questions I can't answer which study improves the mind. The problem of the teachers is to get the pupils to like the subject. Some won't study just because they don't like the

require a little application of mathematics." These are the ones that

"Gym was useless, basketball took care of that and all."

"No subject was useless although I think that a little more teaching on the use of English would have been very helpful."

"Algebra. I don't remember any of it nor have ever had any excuse to use it."

"The four hour period of auto mechanics we were required to take. It really wasn't worth one-fourth of the time spent."

"Physical education because our boys were always active in some sort of recreation and our class promoted ill feelings and grudges instead of the policy of clear sportsmanship and to help one another."

"None unless it was sewing. I took two years and still can't sew, but it is no doubt my fault and not the fault of the course or of the instructor."

"I think history because I didn't like it."

"Latin. I learned very little about the subject when I was in school, and know less about it now."

"English! I took it for four years trying to get something out of it and look at me today. If it hadn't been for the 'ponies' I would have known as much as the teacher."

"I gained something from all my subjects even if I didn't like some of them."

"I don't think there is any subject that is useless. Anything you study improves the mind. The problem of the teachers is to get the pupils to like the subject. Some won't study just because they don't like the

teacher. Then others don't catch on as quick. These are the ones that should be given attention. A good many times they are made fun of and that is a big draw-back."

"That part of any English course that didn't concern grammar, such as poems, etc."

"The most useless subject I took should have been the most valuable. It is because the course is not strong enough and because of improper means of teaching. By the latter reason I mean the teacher follows the wrong procedure."

"Although one of the most important subjects in school I feel that I received the least good from my English course. There is nothing better than to be able to express yourself in good clear concise English which I was sadly lacking upon my graduation."

"Latin. A language used more today would be a bit more useful."

"Latin. Just a dead language."

"I have always said and always will, English. As long as I am understood what difference does it make? I have had its value explained to me but just don't see it."

"Latin. Psychologists generally concur in the opinion that Latin has no transfer value to most of our knowledge, is largely responsible for most of the stilted phrases in our literature, and is of little or no help in the use of good grammar."

"I guess they were all supposed to help out some."

"I played in the band six years against my own desire. I have had no possible use for it since and regard the time and money spent as

absolutely wasted." *They emphasize and install a tool and die shop as the biggest majority of* Comments on Curriculum Changes *factory work. Also*
 rapid "I would make compulsory more of the industrial, commercial and vocational courses, especially commercial for the boys."

"I believe there are too many Home graduates who have not specialized in any vocation or particular subject and having just a general high school education are not equipped to qualify for jobs, as these modern times require specialization."
 and "Have more of a variety of vocations. Printing and auto mechanics are good but not everyone is interested in just those two. See that everyone knows some trade so that when they apply for a job they are able to be fairly good in at least one thing."

"More intensive training in commercial courses than I received ten years ago."

"I suggest that in all departments of the Home responsibility be taught more. I believe it is required in every job to some degree."
 plan. "I would suggest that high school girls be given training in some course useful after graduation other than commercial. Also a course in penmanship for everyone."

"The school should not be a place where lessons are heard but a community where everyone has his part to play. There should be student government, better speech courses, and a larger and better library."

"I don't suggest any changes in the school curriculum but I would try to find out what the student wants to do and advise him or her what to take."

"Teach more shop mathematics and install a tool and die shop as the biggest majority of students that graduate go into factory work. Also rapid calculation is important. Also teach English and have more word study."

"A better English course and get chemistry. Trigonometry would not hurt anything."

"I wouldn't suggest more years of English but I would suggest strengthening the course make it more thorough and concrete in spelling, grammar and theme writing - the rhetoric will naturally fall in place. Above all get chemistry."

"I would suggest a stiff course in etiquette and manners in everyday living."

"To teach and try to establish in the minds of the students the valuation of money. Having everything given to them I think, is vague."

"I think that a required course in public speaking would be very helpful to all students especially to those who have an inferiority complex."

"Make the curriculum more technical and not so much a generalist course."

"I think there should be more stress on public speaking because of the poise and confidence it gives one."

"Discipline."

"Since the average student does not enter the professions I would recommend a much stronger emphasis on English, mathematics and the vocations."

"I do not see as to where change could be made only to make the kids understand the value of knowing more than one kind of job."

"More emphasis on group recreation, course in library technique and continuance of industrial training. I have found that my reluctance to take industrial training has hurt me more than any of the mistakes I have made."

"I don't believe enough help is given for applying for a job. It seems to me some subject could be included for delivering yourself in getting a position. Something in the line of public speaking could include this. I think there positively should be a public speaking class."

"Install several courses pre-requisite to graduation such as pre-college, vocational, commercial and general. Let it be the student's choice at a midpoint in his four years of academic training just what course he intends to follow. Then he could concentrate for the remainder of his time upon his chosen course. Let the student choose and follow a definite course."

"Supervised study by the teachers in their respective subjects. A vocational guidance instructor would also be a big improvement. Most Home graduates depend upon their vocational training for jobs. Therefore I say more emphasis upon said training."

"If a student is wrong - in a nice way explain to them - if possible in a motherly or fatherly way - instead of cutting to a low department grade with no explanation at all. Because after graduation small traits crop out which handicap one and my opinion with a little help a student can overcome his faults and remedy them. Instead of everyone making fun

of him--why don't they help him?" specific way of doing this."

"Put in more courses that he or she can make a living at after leaving school."

"Might suggest the incorporation of more classes of a seminar nature as well as more independent work for the students who show aptitude in any one particular field of endeavor."

"In line with the principles of guidance it might be well to find the percentage of pupils who continue their education after high school and the percentage who must immediately find employment and let these findings govern the type of instruction."

"I am old-fashioned enough to believe in an academic education without too much stress being put on vocational subjects. A well rounded educational program will continue to contain the purely academic subjects as Latin, history, mathematics, English, et cetera with as much vocational work as there is time but not to the exclusion of all else."

"The re-adjustment to the outside world was very difficult for me. Children of the Home should be taught problems of everyday life, should learn of its pitfalls and values and to be able to distinguish more thoroughly the difference between right and wrong social contacts."

"I found it necessary to take a course in business English after I started working. I would suggest that this be introduced as a subject or that some time be given to this because it is very essential in most office work where letter writing is concerned."

"I would suggest a better variety of foreign subjects."

"There should be some way to teach the students at the Home the

value of money. I can't offer any specific way of doing this."

"Just get around to each and every student and find out what they would like to have to help them in the future. Also give talks to high school students to let them know what the outside world is like. If they could grow up under normal conditions such as the public boys and girls they wouldn't be so afraid of the future."

"If it were possible to create a desire to do some kind of precision work such as lathe work, mechanical drafting, tool and die design, pattern work or any higher type of work which would afford a decent living income which can be taught on a reasonable scale. I believe that the idea could be sold to the students, juniors and seniors, if it were pointed out to them the intrinsic value which can be obtained from such a course. Their means could be unlimited and their joys many."

"Don't let students slide through - it hurts at the present - their feelings only - and it hurts later - only in a different way."

"In looking over my writing you can see that there is a need for a more stringent training in writing. A good legible hand is a definite asset."

"More time on English than literature, a spelling class, more time on estimating in printing and a class in etiquette."

"Have a full bookkeeping course, also a spelling class, also teach students how to use and speak clearly over a telephone."

"I personally believe the academic courses to be the best but would suggest a wide vocational field to choose from."

"I believe that some sort of mental and physical aptitude course or

test should be put to each student; then be thoroughly encouraged and guided in their leaning, be it industrial, vocational or commercial.

It is my firm belief too much stress is given the academic study and not enough to a given vocational end. Further I believe that every student should be required to take at least two years of commercial work; boys to take typing and bookkeeping and girls to take shorthand, typing and bookkeeping if possible."

"Spelling is an old subject but it isn't simple. I found it one of the most important subjects to know. I think there should be a special class for it."

"I would suggest that the shop courses be kept modern such as offering courses in air conditioning, television and radio, also things that will always be turning up in the future that will need specially trained help. I would also see if it could be arranged for the time spent in these courses could be applied on apprenticeship that must be served in all unions."

"To have some one teach auto mechanics that knows enough about it to be teaching some one else and to get some up-to-date cars and tools."

"I think everybody should know more about tools, machinery and drawings. They should know how to read blue-prints, know the proper care of tools and machinery. Nearly every boy sometime or other can use this, it may be on a farm, in a machine shop, auto mechanic, carpenter, plumber, electric work, etc. Office work is fine, but I am afraid most of the boys will have to start with something with a little manual labor in it."

"I would suggest increasing the curriculum to include a debating team and a course in salesmanship on a practical basis."

"For all students I would advocate a stronger English course. If at all possible I think it would be worthwhile to include classes in spending and the value of money and lessons in manners and culture."

"To have some guidance course and find out what students are interested in when entering school, then give them work that will help toward the end rather than the indecision they have. Also with less and less emphasis being put on handwriting. I think that typing should be a required subject in every school. Enough to teach every student its use so they could easily type a business letter in clear English and above all it is of great importance in a letter of application no matter what line of work one is to follow."

"In the mechanical drawing classes especially the last two years you could stress more blue-print reading and detail work by obtaining somehow a few sets of prints used on practical jobs under construction."

"The boys should be taught more of the factory side of things, such as tool designing and steel lathe. Get them used to handling machinery as well as using gauges and micrometers."

"My suggestion is for a more thorough course in 'job hunting' and one that would reach every student, not just those of the senior class who happen to be in the commercial class. Application blanks could be secured from employment agencies, if possible. A knowledge of the city where the student is to reside would be helpful."

expense. Might prove an asset to some of the grade. Teach copy-writing,

"I think they could find a system or plan to impress upon the children of the Home the value of a dollar and earning one's own way to the extent of making better citizens. Some children, after they are out in the world, don't seem to appreciate the value of a dollar and being independent and earning their own way. They seem to lean on others."

"In 1935 typing and shorthand courses were not open to the boys. I believe these courses, especially typing, should be. I think there should be more courses such as bookkeeping and higher mathematics open to the boys."

"Perhaps the English requirements might be a bit more rigid and have typing and bookkeeping more generally taken."

"My only suggestion would be that another language besides Latin (not instead) such as French or German or Spanish might be practical."

"Instruction offered in the operation of more modern business machines."

"Some way of making the subjects a game or competition to heighten interest and efforts. Too many subjects were such that the students were geared to the subject--why not gear the subjects to the student--develop the student don't make him conform."

"I believe the children should be made to understand their advantages and become efficient in whatever they wish to make their life work."

"Don't know your present set-up but there is always work in advertising. You might put in an elemental advertising course without much expense. Might prove an asset to some of the grads. Teach copy-writing,

"I do not think we should have to teach high language unless small lay-out work and view point of various ads."

"In teaching the girls more of the art of housekeeping, more responsibilities in keeping up a home."

"I believe the girls should be taught the care of a child."

"Much more emphasis on mechanical development of students as there is a definite need for skilled men. Also an enlarged course in economics and current history and installation of course in business administration."

"Let the students pick one specific vocation they wish to follow and have them study and stay with it."

"I really think penmanship and spelling are both necessary in high school."

"It would be nice if more trades could be taught such as printing. Of course this training is just a start but might help in finding work."

"Since coming to college I am sadly insufficient in chemistry. It isn't such an expensive subject. I believe chemistry should be added. Also I think that courses could be taught in the different vocations. For example, if a boy wants to be a farmer he could get some of that at the barn. The engineering staff could teach some engineering. Use the Home facilities to further education."

"I do believe a required spelling course would help."

"I would suggest that each child be given some idea of the value of a dollar and taught how to budget expenditures. The most trouble I have had has been running out of money before next pay day. P. S. I'm not troubled any more, I have learned to budget."

"I do not think you should have to take a foreign language unless you care to."

"Teach more trades, i. e. brick laying, plastering, floor finishing, welding and auto mechanics. Give well developed vocational guidance tests and assistance. Help the children choose a vocation according to their natural aptitudes. Train apprentices. It isn't the professional men who are making the money these days; rather, it is the skilled artisans. Union plumbers, for example, make \$11.00 each eight hour day they work."

"I am not acquainted with studies there now, but at that time I believe a straight forward eugenics course would be very helpful. I think it something all of the young people should know."

"Industrial subjects or vocational subjects. Have individuals actively engaged in those lines come to the classes and very personally talk about the general routins of that type of work, the little mistakes to look out for and what the private employer demands from a man in that particular line. The Home children are sheltered from the rough economic world and do not generally appreciate the value of dollars and cents. In other words it takes the normal Home graduate two or three years to gain the practical information that the other high school graduates have when they complete their course."

"In the Home where one's contacts are more or less limited, more stress on public speaking and English would give the graduate more self confidence and poise."

"Give credits to the members of the band and orchestra as a regu-

lar high school activity."

"English, civics, economics and health should be revised so that to present more opportunity as new legislation has added new branches to the student may obtain more practical knowledge."

"The only change I could suggest might be in the health class, that is a course in infant care and training. It certainly has me stumped."

"I have a feeling a course in the fine art of living could be taught to advantage."

"Impress on each person the problems he or she is likely to encounter in the business world and how to overcome them as far as possible. Stress speed and accuracy."

"I would suggest some psychology."

"Elimination of all subjects such as literature, art, music and solid geometry, etc., that seek to educate the student, Substi-

tution of business law, personnel management, business machine practice."

"Socialized class work. More personal guidance."

"Buying of articles of any kind. How to buy and what."

"To let the students come more in contact with people of the world on the outside. Learn how to stand on one's own two feet."

"It has come to my attention more than once that students graduating from the schools in this neighborhood are forced to take business school courses in order to qualify for even the simplest professional position. I believe this holds true even with the Home graduates. It would be a distinct advantage to enable them to get this additional training before graduation. Advanced courses conducted along business

"From my own personal side I would say that the students are not school methods would prove beneficial. Bookkeeping in particular seems trained through course. I don't know what is done now but I would to present more opportunity as new legislation has added new branches to support a friendly conference with each student to find out his or her almost every business."

"Some form of student guidance to map programs for pupils planning to enter certain fields, continue their education, etc. From my own point of view I would like to see journalism placed on a higher plane in the high school since with expert instruction young people can be trained to enter that field upon graduating from high school if an experienced person takes them into hand over a period of two or three years. Too much hit-and-miss at present."

"I think the Masonic Home should have more sports so that everyone could participate in them. Have letters and awards so they would be worth trying for."

"Better English and etiquette should be taught in high school. I know my language is terrible and I sure wish the English teacher had enforced language instead of literature on me."

"I think radio-television, aeronautics or air conditioning should be taught for they must think of the future and these are coming trades of the future."

"This is only a suggestion. Get an English teacher who knows the subject and is able to teach it. I've heard just a lot of graduates

remark about how little they got out of the English course. After all a person should be able to use good English and understand the subject to be a success in the business world."

"From my own personal side I would say that the students are not trained thorough enough. I don't know what is done now but I would suggest a friendly conference with each student to find out his or her vocational aim. Then eliminate all subjects not pertaining to that particular aim. Subjects concerning that aim should be thoroughly taught not just run through. The Caterpillar Tractor Company here had to open an apprentice school because they couldn't get thoroughly trained machinists. I would suggest machinist courses, air conditioning courses and Diesel engine courses be added and taught as completely as possible to those boys who are interested in that type of work. There is work and will be in the future for the man trained in these fields."

"I believe chemistry should be required in the senior year and not too much safety. The English course is badly in need of something. I don't like the Smith-Hughes set-up in which you have four hours vocational work — too much time lost and less learned. Chemistry would take quite a lot of costly material but it would be worth it. Stress should be put on learning how to study and stricter grades given."

"I think a lot can be said about certain conventions that certain Home graduates have. I believe a stiff course in etiquette, etc. should be introduced into the class room. It is important and it is the first thing that an employer looks for before hiring a prospective employee."

"I think a course in trying to put yourself across in looking for a position and the value of money would be a good thing. None of us are prepared for the kicks we get outside the Home because its not easy after having everything given to you to have to come out and find

out for yourself the enormous cost of living." "Masonic Home graduates of the past five years have had trouble with entrance examinations in English at college. It is also true that some of them did not work very hard in that department in high school. However, the majority have shown definite ability in most everything else."

"I think it would be fine if the school would take an interest in placing its graduates. In all the schools in Indianapolis they do this. When one leaves the Home he has to go through a period of readjustment. It is more difficult for a boy or girl who has no idea of what the world is like to get a job. I think a vocational guidance instructor would solve this problem and make it easier for our students to get employment. The new recreation program is a fine idea."

"It seems to me that high school graduates, myself included, do not get the proper English (writing, speaking) background. Also not enough practical economics and government training." "In planning your curriculum don't make it entirely a vocational training school."

"The only suggestion I have to make is the one about business English. I found it was necessary in my case. However, I had medical terminology to learn which was quite difficult for a while. Every business has a choice of words which could not be taught in school, because they differ with the type of occupation you are engaged in."

"I think the graduate from a public school has much the advantage on a Home graduate in getting work and making a living right after grad-

uation, that is the Home graduate has no influential friends to help him, at least I have found this to be true and I know quite a few of the other Home graduates feel the same way. Something should be done about this and I think the best way in which it could be done is through the school in some way or other. It is a mighty large problem which should be worked out."

"At the time I graduated I would say that the biggest mistake is in sending boys and girls into the world with no trade or profession."

"I hope the Masonic Home schools are doing as the schools up here are, to send graduates with a desire to do some certain type of work and experience along that line. I have had and left job after job and have never been satisfied. The school should get part of the ritual of the Baptist young people for a motto in the school: 'I will not drift into my life's work but will plan with God and man' — some longer and prettier."

"I suggest a spelling class because an employer once said, 'Three-fourths of the high school students cannot spell. I would rather they typed a little slower and spelled correctly than to retype a letter.'"

"Not one student that graduated can truthfully say that they graduated with passable English. If the students got anything out of English they got it on their own hook and time."

"Be sure that each has something when he is through — not a dabble of this and that, that adds up to nothing."

"Partiality is the worst thing to show among children. While I was there it caused more trouble than anything. If it could be overcome

it would save and make friends."

"I have always been in favor of a regulated study table, and I believe it would be exceptionally beneficial at the Home where it could be developed in the cottages. High school pupils, as a whole usually need a little gentle pressure to develop a working back-ground in their subjects."

"Auto mechanics seems to me to be useless. So many changes are made in the auto industry from year to year, it is hard for a school to keep up with them. A good school of auto mechanics requires a constant change in equipment and I really think the Home's facilities in this line is next to nothing, at least inadequate."

"Offer a shop course in which the students are taught a little of the fundamentals dealing with many vocations. Example, wood, tin, auto, printing, mechanical drawing, lathe work, etc. so they may have enough knowledge of one subject to 'get a start' on a job or perhaps 'fill in' thus making them more valuable."

"Boys could be placed a lot easier if they knew how to do something. They should be taught to be an electrician, a welder or electric welder — both good paying jobs — machinist, radio technician, brick-laying, air conditioning, pattern making, refrigeration, etc. When we leave the Home and do not know anything and do not have any folks, no job and no place to stay, it is sort of tough to get started. If a boy or girl really knew how to do something, a place be found for them before they ever left the Home, then they could pay room and board and buy their clothes and not be a nuisance to an aunt or someone. The girls could

learn typing, to be a wife by learning cooking and home cleaning. There are other things they could learn, telephone operation, modeling, clothes designing and whatever else women can do. I don't know much about that. They can work as a clerk in different stores but that is long hours and only ten or twelve dollars a week which is not much to look forward to."

but "I believe it would help if more work with use of machines for that the office was included in the commercial course."

but "It is my opinion that the children of the Home should be taught the value of money and how to save and spend it. By having everything more or less handed to them the adjustment that has to be made after they graduate is very difficult and often causes great trouble."

May I suggest the addition of a career selection course possibly in the eighth grade or first year of high school? My education was without course or direction. I didn't know where I was going or how to get there. Possibly an adaptability test and then a prescribed course would solve the trouble and trouble it has resulted in in my case. I am a jack-of-all-trades and master of none. In this day of specialization the young man who knows where he is going and how to get there has a decided advantage."

girls "I suggest the greatest need high school graduates today have is knowledge of the outside world they live in. A course in business, modern economics or something along that line would help immeasurably. Young people also need poise in making their way and while that comes with experience a lot of that could be eliminated if such a high school course could be offered."

"The hardest thing for me to realize, after leaving the Home was that things actually cost money. I had no idea what it cost to live; what one should pay for things. Naturally I was broke most of the time. It wasn't because I didn't have the money. It was because I had no idea how to make what I had cover my necessities. This is only a suggestion but it seems that if we had had a little experience along that line that we wouldn't have spent so foolishly. I have learned a lot since then but have done some real crazy things. There are a lot of people who never heard of the Home who have the same trouble I know but since the Home educates the children so well along other lines it seems a shame to let this one thing slip."

"I think it would be well to give a fuller sex education to all the children, at least of high school age. Let the boys and girls mix more. They could be watched. I believe this would do away with a lot of the hasty marriages and that it would reduce the number of divorces. There have been a lot of divorces and I think it's because a lot of us think we love the first person of the opposite sex we meet. I hope I make myself clear."

"A course in salesmanship would have been a great help to me. The girls it seems to me don't get the breaks, but then it's a man's world. If the girls from the Home succeed I somehow think their success is greater because the odds against them are greater."

"Why isn't there more of a system using the combined forces of the high school, alumni, faculty and the Masons of Indiana in securing a position for the Home graduates when they leave the Home? Why not take

the last step and see that each graduate has a job before releasing him into the world. It is my contention that it is easy to spoil in a very little time the work of years by teachers and governesses by the wrong associations after a child leaves the Home."

"Back in 1927 students in the Home high school had about half enough work to do. Too little stress was placed on English, grammar and literature; no subjects can possibly be more important. Art and art appreciation should be required. Perhaps a 'puttering room' could be arranged wherein students could paint, sculpt, make pottery, do handcraft work, make puppets, sketch, etc. This would give them an outlet for latent talents. Bookkeeping and typing should be required. There is no form of work today that does not require some form of bookkeeping. Perhaps a music room could be set-up with a phonograph and some of the better recordings of classical and symphonic music. Students should be taught to study and especially to take comprehensive notes on class room work. Graduates should be given pointers on how to apply for a job, how to dress, how to act, etc., when applying. Students should be encouraged to read the best of literature in and out of school; book reports can be intensely interesting. Every student should be interviewed twice a year, his work and personal development analyzed. Help him to find out what he wants to do more than anything else in the world."

"I think the music department should be conducted as a part of the regular high school course."

"I believe that fifty percent of the boys who have graduated from the Home are working in factories. If someone could bring home the fact

that these fellows need more mathematics back in their head, it would help them more. Also there seems to be a lack of confidence in kids when they leave the Home. A course in the field of salesmanship or obtaining a position would be a mighty good step. I wonder if there could be a way of showing the kids the value of a dollar. They should be taught that things cost and not to waste things."

"Since the great majority of high school graduates will occupy subordinate positions in business, then success or failure will depend, to a large degree, upon their ability to do routine tasks. Those so called practical courses develop this ability. However, if the aim of education is to enable the student to interpret contemporary life, make an intelligent citizen of the student or help solve the problems that face us, then high school courses, as well as college, are too practical. The I. M. H. S. perhaps is a special case because most graduates are faced with the problem of immediately finding a job."

"Try to get across to all students that after graduation all is not roses and that everybody will not be waiting with open arms to greet them; that you really start to work and study there; that a good athlete might be a local hero but away from where he stars he is unknown."

Summary

Many think that the vocational and industrial courses should be strengthened, broadened and made compulsory. The addition of more modern equipment, improvement of teaching personnel, and other improvements are suggested for these departments.

Addition of machines in the commercial courses and the broadening

of these subjects so that more can take them and more phases of office work be offered.

CHAPTER IX

A guidance department with facilities for procuring positions for graduates is one of the needs according to several of the alumni.

A course in the value of money, how to spend it wisely, what to buy and what not to buy, how to make it last from one pay-day to another, etc., is suggested. It might be hard to find a teacher who has had practical experience in this.

There are more complaints about the quality of the English taught and the methods used in this department than of any other course. They want more grammar and conversation English than literature and poetry.

Other suggestions are student government, supervised study, addition of seminar courses, right and wrong social contacts, more stringent grading, spelling courses, writing, etiquette, sex education on a more practical basis, care of a child, chemistry, more modern languages, public speaking, modern courses such as air conditioning, television, Diesel motors and many others.

"It taught us how to work in contact with people, gave me a good education and the Home was a wonderful environment."

"I must say that the training in discipline was of value to me and that the high school education has been of great help."

"It has given me a foundation which other young men seem to lack. This has evidently been noticed by my employers as I have been given opportunities and preference."

"Our job was to bring and education there that you could afford outside."

CHAPTER IX

"I received a better education there than any place I have had a chance to examine."

EXPERIENCE IN AN ORPHANS' HOME

"I wish more to go out to work individual himself in a small school. I have never felt it a handicap."

VALUE OR HANDICAP?

"In some instances, both."

The Results

"A value because it offered an excellent chance in securing employment. Question No. 12 of the questionnaire was as follows: "Do you think your experience as a member of the Home was of value to you or a handicap? Why?" Answers were received on both sides of this question although there are more favorable comments on the value side than on the other. The answers are based on opinion but some of them are supported by very clear reasoning. Others are merely testimonials and perhaps should be discarded.

As in the other chapters quotations are given here from the questionnaires. The latter section of the answers was taken from Question No. 14, Remarks.

"It taught me how to come in contact with people, gave me a good education and the Home was a wonderful environment."

"I must say that the training in discipline was of value to me and that the high school education has been of great help."

"It has given me a foundation which other young men seem to lack. This has evidently been noticed by my employers as I have been given opportunities and preference."

"One gets more in training and education there than you could afford outside."

"I received a better education there than any place I have had a chance to examine."

"I think more is gained to each individual himself in a small school. I have never felt it a handicap."

"In some instances, both."
 "A value because it aided me several times in securing employment. The last lady for whom I worked tried to get another girl, who had graduated from the Home, to work for her when I quit working for her and got married."

"Although the rules were sometimes a little strict, we were raised as a child should be and with the advantages a child should have."

"The routine as it helped prepare me for the navy routine."

"The ability to get along with a group."

"Don't know. Enough time has not elapsed, too close to the experience to judge."

"I learned how to do a variety of things that I should have never been required to know in an everyday home-life. I guess self reliance is the greatest thing I learned."

"Of great value to me because I have a trade which I learned there at high school of which a large number of youths of today do not get."

"Practical experience in the print shop and power house. In school more interest is shown in the individual than elsewhere. In general how to co-operate and get along with others."

"I have found that when I mention having been a member of the Home people seem to be more friendly and willing to help me."

"Because when I left the Home I was able to stand on my own feet. In other words I was able to make a living for myself."

"Of value, because of the back-ground I otherwise wouldn't have had."

"It was of value for if I'd have been out it might be possible that I wouldn't have finished school. I wasn't overly fond of it then."

"As being a member of the Home I haven't met up with anyone or anything that have resented me or my back-ground. I've been taught many valuable things down at the Home and use them the same now as then."

"A big value because I learned how to do more than just one thing well. Everything we did while at the Home had to be done just right. I've learned more than once what a big value that was."

"Because of the many opportunities afforded me that I know my own relatives could not have given me, circumstances being such as they were in my case."

"Both. My health was good, my education was good, but it took me years to overcome my reticence, to get any self confidence, become self reliant or to have any sense of values. The value of a dollar meant nothing, since I had grown up without a little spending money as most kids have."

"The school work, home life and chores have undoubtedly been of value; but I believe lack of contact with the outside world was a handicap."

"Many values were acquired such as wholesome living, regular hours and neat personal habits. Handicap — no sense of values either social or economical."

"The Home taught me self-reliance and obedience, also my education and environment there gave me a better sense of values in life."

"Of value in that I received a good education, had regular meals and time to sleep, learned what I know about music, good instruction in social etiquette and can appreciate my home life more because of having been a member there."

"Of very much value because of the cottage training, school work and musical training. I think it is the best life a homeless child can have."

"It has been a big help to me in meeting the many people my husband would bring home and I'm still meeting people from the university, etc. where I think being educated and well trained I needn't be ashamed of myself."

"It was the finest thing that ever happened to me. I was taught how to live with other people. I know now that others have a right to their point of view, and that there are likely to be several on the same subject. I was taught to be courteous, was given a good background from the standpoint of culture, and while in the Home, was given a sense of poise that has always been of inestimable value. There was one handicap: the rather cloistered life we led, led me to believe that it was 'a great wide, beautiful world' full of 32nd degree Masons. Believe me, kiddies, it isn't!"

only. "First and most important it taught you as a child to depend upon yourself to fight your own battles, to give and take with other people. The Home taught the child discipline which most parents because of what they call love for their children do not give them." people also you can learn "I have made countless friends by merely being from there. I learned so many things there, physically, mentally and spiritually that I feel I should be another person if I hadn't been there. The work, the school life and teachers, the spirit of the place, the ideals and examples set for the members and by the members make me ever grateful for my four years there — then how could being a member of the Home ever be a handicap?" people as the broadening influence in contacting new friends on both sides "I do not believe children should be raised in wholesale lots. Each child is an individual and needs more loving care than a big institution could possibly give. I don't think I have been handicapped in any way because I was naturally a fighter and the Home life just whetted my appetite for battle." people said the language used.

"It helped me to get a job. I also think most everyone who has graduated from the Home has made more of their education by the fact they aren't allowed to 'run around' as most children outside of the Home are allowed to do and have more time for study and training school children should have." people has helped me in meeting new friends and if I say my "You learn to stand on your own feet."

"I have constantly been using things I learned and did down there. I owe my health to the Home." people as we to be able to cope with the future "I learned not to be selfish and to be considerate of others. The

only handicap I have noticed was on one or two times when thinking of jobs the persons would seem very interested till I stated where I graduated then changed."

"One learns how to mingle with another group of people also you can learn how to adjust yourself to different characters."

"When one looks around about them and sees others who are not prepared to meet the problems of life, others upon graduation from high school are not fitted for any special occupation."

"Yes and no. The training was definitely good and has helped me materially in my work. However, I found I lacked much in being able to meet people as the broadening influence in contacting new friends on both a social and work basis was somewhat inadequate."

"Decided value in social intercourse."

"Of value because there are several things taught in the school as well as the cottages that I don't believe the ordinary families stress such as discipline, manners and the language used."

"It taught me to be more dependent on my own ability."

"Brought me up in an atmosphere where I could view all types of boys and girls. Get to figure out your fellow man without much trouble. Kept me out of mischief while young and furnished me with food, clothing, etc. In the business world has helped me in meeting new friends and if I may say so was instrumental in getting me my job."

"A value to me because the morale of the Home is high, and that is something everyone needs in childhood so as to be able to cope with the future — especially girls."

"Privileges that people of ordinary circumstances could not afford. Cultured training and a more rounded education that public schools could not take care of."

"From it I acquire more and more satisfaction of being on my own resources and having a home of my own. An institution can never take the place of a real home."

"I gained materially through association with other children and adults, gained a more social viewpoint of life."

"Decidedly of value. Discipline was tough at the time but certainly an aid later. Health was never better and association in a group is a great experience."

"As a member of the Home I learned that the word co-operation means a lot in connection with an organization, which has helped a lot in my attitudes towards my work and my superiors."

"Being around boys and girls has helped me make friends easier and the kind of work has helped me much. Also made me realize the difference between the Home kids and the ones on the outside."

"Of value because it has taught me self-reliance, respect, cleanliness and neatness. It has taught me to respect other people's opinions. I learned to share with others things I had."

"It was of value to me because it taught me how to co-operate with a group of people, how to cook and care for a home which has been invaluable to me. It was a handicap in that I was unprepared to cope with the outside work. In other words by just seeing the same people daily I lacked confidence in myself."

Value — because of contacts, friends and knowledge gained.

Handicap — because I missed the way some things are done 'outside' social largely."

"Yes, because I was taught to do things that were right and worthwhile. To treat everybody with respect."

"I have found that because of the constant supervision and because I had to do things that I do believe that I gained more from being there than most students that I have met here in the city do because they do not care to continue in school and are not made to and are not given much knowledge of how a home runs because parents do not or don't care whether they know these things or not."

"A value because of the training, regarding education, the value of having regular hours, for clean healthful outdoor recreation regarding summer sports and the recreation provided in the winter, taught me to be polite, the standard of the Home regarding moral character."

"Undoubtedly of value. As for the 'why' part of this question why are parents of value to any child?"

"Value: I learned the meaning of the word 'discipline,' which had never been impressed on me before. Handicap: I found on my release that I was unprepared to cope with numerous problems which confront everyone due I believe to the necessarily sheltered existence of the institutionally reared child, which naturally contrasts with the more worldly rearing of the child in the average private home."

"We were taught the right way to live; to make the most of our time in some useful occupation; the value of group living; hygienic home

living and a good education." and being able to appear before the public

"I consider every year a value to be able to associate with only children of the best types, regularity and things which tend to make one clean in mind."

"The biggest handicap is finding yourself among strangers. In the long run it is best to live with those you grow up with."

"I know that the Home boys are advanced much faster than regular apprentices in trade or newspaper shops."

"I think we all down there learn to get along with people and in an office like ours that is very important. Anyone who can't get along with everyone has a tough time and ten chances to one can't keep their job."

"I feel that each boy or girl that leaves the Home is more or less shy and that it is a great handicap when it comes to trying to take care of yourself. There is no suggestion I have to offer, however, that would eliminate this situation."

"It was of value to me because, (while I didn't think so then) I can see the training we got there seemed to prepare us better for the terrible conditions that have existed in our country since 1929. When we have work and money that we can do things we are happy of course but if we are out we seem to be able to take it better than those who have always had life handed on a 'silver platter'."

"The only handicap I could see is that you do not know the exact condition the country is in."

"People respect you to a great extent if they know you are from the Home."

large "I owe my music ability and being able to appear before the public in the right way to the Home." *use of sportsmanship and fair play.*

"I think it was a value as it landed me a job and think will get a better one, also 101 other reasons."

"Value because it taught me to live with others in more or less in close quarters. It proved to me that the ability to take orders wouldn't hurt anyone." *It shows that we are not quite right that I could straighten up if it* "When I see children of my then age turned out on the streets to run as they please and follow their progress from small thefts to criminal jail sentences, etc. — it might have been me." *the outside world, meeting* "My experiences as 'one of the fellows' has helped me immensely in my dealings with others and in understanding another's actions." *through* *experi* "Truthfully I don't think anyone could say being a member of the Home was a handicap to them. As for myself I grasped what I think more *re* than the average, by spending part of my time working on machinery, building useful articles, etc., painting, carpenter work and many other things."

"In some ways it was a handicap and then in another way it was of value. I came out of the Home with the idea of a job first thing. The value of a dollar didn't mean a thing to me. I wasn't taught the practical things that one meets after he or she are on their own. I consider and I thank God for a place such as the Home that took me in and saw that I had a good home. The children should be made to realize how lucky they are. I've seen some pretty sad cases." *child it taught an unselfishness —*

"50 — 50:- It gave me a type of education I'd never had otherwise, but there it stopped. I had no knowledge of coping with the world at

large and lacked self-reliance as do 85% of all grads."

"It developed in me a sense of sportsmanship and fair play."

"I am not ashamed to admit that I am from the Home, even if they are ashamed of me."

"My experience in the cottage has been of great help to me both in keeping my own house in perfect shape and also I am able to see things in other people's houses that are not quite right that I could straighten up if it were my home."

"Both. It was a value to me as for obedience and loyalty. But a handicap to you when you lacked the experience of the outside world, meeting people and the experience you would have gained by going places and seeing things, remembering that most of your knowledge is gained through experience."

"Neither. I was given an ordinary education for which I will always be thankful but had the schools of my time taught me how to work and what I could never express my gratitude."

"It taught me not to be afraid of work, to help and give in to others and discipline."

"It was a handicap insofar as we were not taught or had no knowledge in how to get a job or really how to take care of ourself in what I might term as the outside world. I would say our mode of living was a complete change of which we were not prepared."

"A value, because as an only child it taught me unselfishness — consideration for others — to fight my own battle — to know when not to talk. A handicap, because I thought the world owed me a living. I have

heard several alumni say the same."

"I believe, in fact I know, the commercial course which I received there is more than is offered in the schools of this state (Pennsylvania) at least we are able to go to an office and work without further study."

"Very great value. Because I lived with many I formed a more tolerant attitude of life's conflict."

"Even my experiences with some of the 'shady' characters, both inmates and employees was a help in the long run."

"The close association with others of my age, the healthful surroundings, the necessary discipline, and countless other angles which are of a more abstract nature, will undoubtedly be factors which will influence me the rest of my life."

"Both — the value is great — everything I have learned has helped me immensely in every respect — but one handicap was to force upon a student a vocational subject (useless to him) in order to have a class — when if required why not put him where he belongs?"

"1. It taught me to live with a group. 2. It gave me a good training and start in life. 3. Being raised in the Home is a recommendation in itself. 4. It taught me to give and take. 5. It puts one more on his own — in other words it lets you make or break yourself."

"While there I learned to make my own decisions and also gained a self confidence that has helped me a great deal."

"My experience as a member of the Home was a handicap only because it did not teach me any sense of value. Everything being given to us, we had no idea of the value or prices of anything. On the other hand it did

"A handicap. I have always thought that having been institutionalized enable us to have a wonderful education and a knowledge of sewing, cooking and home work that I would not have had otherwise."

"Only handicap is resentment of authority derived from occasional preferable to institutions for support.
misuse."

"It was a handicap in that I was never taught the meaning of 'money'.
"Some of both. My education on the whole was of value. But the
handicap was not learning the value of things. Having everything handed
to you on a silver platter spoils you."

"Well you just take myself -- I had no mother or father living and
no place to go. There I had one of the best homes that anyone could ask
for, a good school and had the chance to meet some of the best people that
I'll ever meet, all kinds of children."

"It was of value. I know how to get along with people when I want
to."

"Definitely of value -- still it has been rather hard to overcome an
inferiority complex developed by one of the matrons."

"I received much needed training and I was brought into contact with
better manners and society."

"We were all taught the proper conduct during our formative period
although we probably did not realize it at the time."

"I don't have to depend on anybody to make up my mind."

"1. I learned to sacrifice many things which will be very essential
in making my own home happy and economical. 2. I learned to take respon-
sibilities and to do many things that I could make a living doing. 3. I
learned to take care of myself and have consideration for others. 4. I
learned to enjoy hard work."

"A handicap. I have always thought that having been institutionalized during formative years was a handicap. This is confirmed by the best modern sociological thought which believes that foster homes are preferable to institutions for orphans."

"It was a handicap in that I was never taught the meaning of 'money'. Everything was handed out to me. I didn't have to worry about a single thing. We had everything. It was a value because of the grand training we had — both domestic and scholastic."

"It taught me to respect my elders, on manners, to live with other people and to take care of myself."

"Haven't decided as yet."

"Of value because it gives training in the give and take of associating with people. A handicap because it does not give training in the situations one meets inevitably. The life is too sheltered and perhaps I mean, too narrow to give the student an accurate picture of the workaday world. Perhaps this is no longer true. But from the knowledge of conditions that existed several years ago, I would say that there is a great need for more and broader contacts with the world."

"The one criticism I have is that I was never taught the value of money. Having everything furnished plentifully I never realized its value in real, hard-earned cash."

"It prepared me for a 'life after graduation' by combining home life with everyday problems of the world."

"Handicap. The younger members of the Home at my time did not have any idea of what to even expect when they left to go to work, however,

from my last visit there, I believe they are allowed more freedom, also conditions are much better than in the year I graduated." (1932).

"From an educational standpoint it was very valuable. From a social standpoint, it was a handicap."

"Daily taunts and abuse from the other boys and whippings by the governess was certainly unnecessary and it is needless to say that it affected school work as well as everyday life. It is unfortunate that a person leaving the Home has small knowledge of sexual and money manners and learning the hard way is necessary to lead a normal life. While at the Home I learned co-operation, the claims of my fellowmen, to overcome objectionable mannerisms, etc."

"My experiences as a member of the Home was of great value to me. The fellowship it affords was worth a great deal to me. The training a person receives during his or her school days usually either makes a good or bad citizen out of them. Comparing the graduates I know with some of those that I have met since graduating, well, I think the Home children have much more common sense, discipline, etc."

"I can't tell just now."

"I learned the necessity of obedience and discipline; and that good management is half the task. Also I learned to get along well with other people and that 'silence is golden' when it comes to gossip. Loyalty to a purpose or person with whom I was connected."

"I believe the Home fails to teach the children to be neat and saving with their personal clothes and surroundings. They do not know the value of a dollar — how much their clothes and food cost, the furniture

in the cottage and the supplies to keep it going. It has been my experience that the majority of Home graduates are well-mannered and polite but when it comes to facing the facts of life, sex and the business world they are absolutely dumb or ignorant. They should be taught more about life and sex in a group (mixed) and not boys in one class and girls in another so they won't see or hear what is discussed in the other class. Why else are they so lacking in this knowledge?"

"While at the Home I was listless, had poor grades and was mostly considered as somewhat of an enigma. A psychologist would diagnose my case as inferiority complex aggravated by physical weakness. I was nearly fifteen before exercise and medicine could overcome inferiority of the kidney tract and there are others who suffered likewise. It is unfortunate that a person leaving the Home has small knowledge of sexual and money matters. The few sex troubles experienced by the Home management can hardly be lauded inasmuch as this record has been made possible by the ignorance of youth not knowledge as should be the case. The chance to grow up with these conditions is negligible and since sex is closely connected with health (which comes first above all things) it is a matter of serious consideration but not in the class room."

"One change which could seem to me most valuable would be higher salaries for governesses and requirement of training and experience and a periodic examination. Money used here would be saved in human value. It seems to me that an organization of the human principles which are undoubtedly inherent in the Masonic order; with the facilities for rearing the children of the brothers of the order which a two million dollar plant and

tremendous yearly capital outlay would imply; should not permit any part of the program devised for the education and lives of the children to be at fault. Sufficiency has no place in a two million dollar business — why should it have here when the addition of twenty-five or thirty dollars more on the month per salary would attract matrons who have at least the background of general education necessary for tolerance. Only those who have gone through it can understand the great degree of absolute powers which these governesses have over the lives of these boys and only those who understand the degree can fully realize the effects of the misuse which occur every day or the percentage of times when the opportunities are taken advantage of. It is my belief that abuses in the home lives of these boys are due to the incompetence of the governesses of the various cottages. The incompetence is due to low salaries."

"The Home is a wonderful place but it lacks many things. Things that could be done without cost or much cost. For example: if a boy and girl were allowed to go to town together to see a show or shop; there wouldn't be so much of this slipping over to the girls' cottage. They should let the senior class go to Indianapolis once a week if they care to in order to know how to get around and to meet people. A Boy Scout troop should be organized, camp fires at night. So many things that could be done to take up their time in the evenings. I wish I was a writer for I'd write a book on the subject."

"The place was not a place for any but normal children. I was a misfit due to my impaired hearing. The school and the cottages were too intertwined — prestige, quarrels, misunderstandings and their like —

carried over to the other. When I was there the sick or ailing or handicapped children were neglected as a rule."

"Some crude, hard punishments were inflicted in my day and the children were afraid to report it. The teachers were all well educated and kind and good. They knew how to manage the children without cruelty and hatefulness."

"I believe someone should look into the Sunday School classes and see that the college students who are sent out to teach the Bible — teach it and not spend the hour telling some pleasure trip they had taken the night before."

"I do think the children especially of high school age need more social life and more responsibility to enable them to be able to meet the public and better fit themselves for the outside world."

"If it were possible to do away with some of the isolation that surrounds the children, I feel that the members would have more confidence in themselves when they leave the high school. In 1927 the only outside contact that we had was in the form of athletics."

Summary

The remarks show that the training at the Home was of value in some cases. It prepared the individual to obey orders, to get along with a group of people, gave him self reliance, kept him in school when he might have quit if on the outside and taught cleanliness.

On the other hand some think that they did not learn self reliance there, that they were lacking in social experience due to the cloistered life led there, that they had no sense of money values, everything having

been handed out to them. Others think that better qualifications and better salaries should be provided for the governesses so that a better grade of woman will be attracted to these positions. A few believe that institutions should be eliminated and children be placed in private homes whenever possible.

Best Type of Teacher

"Who was your best teacher and why?" was one of the questions asked. It is not the purpose of this study to find out which teacher is the most popular. The "why" part of the question was placed there to find out what kind of teacher seemed to do the student the most good after he had graduated and had a chance to look back at his school days.

The teachers are listed here in no particular order and names are not used. Several of the teachers taught in the Home schools only a year or so and actually did not make as deep an impression as others. However, some of those who were not chosen have been on the faculty several years.

Comments on the different teachers follow.

Teacher A: "Taught by repetition and covered each point she desired to make clear. You will recall that she always had a 'pencil' which she used somewhat as a baton to lead her students on to knowledge. I remember more of the subjects she taught than any other. I believe she seemed to be continually studying herself and passed this on to the students."

"From her I learned applied geography and she taught me to get out to myself in my freshman year."

"She was kind and considerate, always willing to help and we

CHAPTER X

QUALITIES DESIRED IN A TEACHER

Best Type of Teacher

"Who was your best teacher and why?" was one of the questions asked. It is not the purpose of this study to find out which teacher is the most popular. The "why" part of the question was placed there to find out what kind of teacher seemed to do the student the most good after he had graduated and had a chance to look back at his school career.

The teachers are listed here in no particular order and names are not used. Several of the teachers taught in the Home schools only a year or so and naturally did not make as deep an impression as others. However, some of those who were not chosen have been on the faculty several years.

Comments on the different teachers follow.

Teacher A:- "Taught by repetition and covered each point she desired to make clear. You will recall that she always had a 'pencil' which she used somewhat as a baton to lead her students on to knowledge. I remember more of the subjects she taught than any other. I believe she seemed to be continually studying herself and passed this on to the students."

"From her I learned applied psychology and she taught me to get next to myself in my freshman year."

"She was kind and considerate, always willing to help and we

always felt we wanted to please by studying a little harder for her."

"Because she awakened and inspired a desire for true education."

"She taught me thoroughness, also the value of time."

"She appeared to give more attention to the individual student than to the class as a whole."

"Because she took so much interest in you and helped you all she could that one just felt like it was their duty to do the best they could."

"Because I was a shy, timid person and she encouraged and gave me confidence in myself."

"Small but mighty!! We all respected her and loved her. She

always came more than half way, made us feel like someone, always had a pleasant word, her discipline never made wounds, she seemed to understand."

"For advice on personal matters."

"She was a bit closer and bit more interested than the rest."

"Because she saw each student not as a 'good student' or a 'poor student', not as a 'good boy' or a 'bad boy', but as an individual with possibilities. Knowing that each of them was in need of a certain something called parental love she gave unselfishly from her abundant supply. She was a true mother to us and I venture to say that many others who were fortunate to know her will say the same."

"She gave me such an insight into human nature, no one could have known her and not loved her."

"She was a fine person, had a tremendous amount of energy and

driving power, she was always so anxious for us to succeed, wanted only our best and would tease, condole and shame it from us. She was always pleasant, unless there was a reason for being otherwise, happy and interested in her work." "I really learned more from him than any other

"I believe that I'll always remember and admire her for her personal interest -- rest her soul."

"She was very inspirational, a fine psychologist and a friend of everyone. She left a mark on me that changed my outlook on life and I think of her teachings often."

"She gave up her own free time to help anyone who called for help. She was never too busy to untangle some knot whether it concerned school work or just everyday problems."

"I shall never forget her wise words and council."

Teacher B:- "She was so understanding, sympathetic and with such a quiet and lovable personality and always ready to help you over the hard places and to overlook your mistakes and bad points."

Teacher C:- "More the practical side of life and vocations."

Teacher D:- "Because she taught me to appreciate literature, inspired me to write and urged me to seek a higher education. Not only was she a competent teacher but she took a deep personal interest in her pupils."

Teacher E:- "She helped me out a great deal in one or two matters and taught me quite a bit when I would ever let it sink in."

"She spent some extra time with me the results of which have been most valuable in my work, church, social and Eastern Star work."

Teacher F:- "She promised me convincingly to flunk me in typing if I didn't discontinue the 'hunt and peck' system that my previous teacher had permitted me to get by with."

Teacher G:- "I really learned more from him than any other teacher. He had plenty of patience with us and didn't give up till we were really clear on the subject."

Teacher H:- "She inspired me."

Teacher I:- "She taught the subjects most interesting to me and because she give me a breath of outside air. She broadened my perspective and gave me food for thought."

Teacher J:- "He was evenly balanced between his school activities and his individual relations with the students which made him well liked by all in turn. His teaching went further and lasted longer in the minds of the students and they were willing to perform the work and learn the necessities in his department."

"I think he would have been my best teacher because of his thoroughness, method of teaching, knowledge of subject and all-around ability to get along with his students but for one thing. He was not in the room enough and was needed badly at different times when he was absent."

Teacher K:- "I always felt I could go to him with my problems worldly and otherwise and receive from him a frank and intelligent opinion, unbiased in any manner. He was always interested in the students outside of their school activities and held the students' personal welfare at heart. By this I mean that his interest did not extend to the students while in school but after graduation as well."

"He not only taught his subject but encouraged the boys as well."

"He treated me as a human being and not something that had to learn everything from a book. Also there was less 'school politics' in his classes."

Teacher L:- "She was very understanding, courteous, considerate and patient."

"Because to me she conducted her classes in a manner that I got more out of them than any other teacher I had. She was the friendliest teacher I had and for that reason she'll always have my respect."

"She was thoroughly acquainted with her subject and made me take a great interest because of this. I guess I should say she presented the material in such an absorbing way that you couldn't help learning it and having it stick with you."

"She seemed to take an interest in you personally as well as tried to teach you your work thoroughly. I think she is a fine example for any girl to follow."

"She had the power to make you enthusiastic about her subjects."

"She meant what she said, for instance chewing gum in classes and she was fair."

"If all the girls in her classes would take advantage of what she has to offer there would be no such thing as business college after they left the Home."

"She had such a sincere attitude toward everyone and her work. Nothing was too much for her to do. She brought fun along with work and explained the work in such a manner that made it simple to understand —

interesting to." "She was my best teacher because she taught me the most and taught it most thoroughly. The fact that she is really interested in the subjects she teaches and in the pupils aids her in 'putting it across' to them in such a way that they understand and benefit by it. She also is constantly thinking of a game or contest or some such novelty to make her subjects more interesting and therefore more simple."

"Her subject was one that I, at least, was interested in as a means of future occupation. Perhaps the last named reason might lead one to think I was prejudiced but that is my unbiased opinion on your question."

"She made her classes so interesting that we always looked forward to them and always learned something new. I think she taught me more practical things."

"The subjects she taught she really put her heart in and doubtless to say really knew what she was talking about."

"As a teacher I admired her -- as a personality she couldn't be beat."

"A person attending her classes really spent their time working and no loafing or playing was allowed in her class room."

"I liked her for her cheerfulness and willingness to work with such hopeless cases as yours truly."

"She was nice and you also had fun in her classes but she made you understand you had to have your lessons. This way I always spent more time on her subjects than any of the others."

"Business-like." "I think school is what the teacher makes

19. "She seems keenly interested in each pupil and has never failed to actually glad to see you and discuss any problem with you, while at school or after graduation. I know that her students have more of a basic foundation and a better knowledge of their work than many business college graduates."

Teacher M:- "The main and cardinal reason was that I always more interested in her courses than in any others and remembered more from them than any others taken." "Because of her ability to get along with a student. Summing it up in one phrase one would say because of her personality."

Teacher N:- "A fine teacher and a great example for boys and girls." "He was willing to listen and advise on what seemed very small school problems, encouraged us to get more education, explained problems of our government of that day and was a great influence towards the better things of life." "If each teacher would take five minutes of their period each day and tell the pupils in the Home what is going on in the world they would find out politics plays an important part in nearly everything one tries to undertake and learn to think for yourself. He explains more with examples that make it easier for the student to understand. I'm not saying he talked politics as he did not. He pointed out a few things of value that needed attention and let the student be the judge. I always thought he was doing it for our own good someday."

"This teacher could joke and still get the lesson across and yet it didn't seem like a lesson. I think school is what the teacher makes

it. A smile and a word of praise will go a long way."

"He was a good talker and a good mixer. Although at times he did get off the subject he always had something useful to talk about."

"I liked him best because of his plain everyday common sense."

"His enthusiasm and encouragement awakened in me a desire to live a good life in spite of adversity and to him goes the credit for making that desire possible."

Teacher C:- "He taught me that whenever I do anything, 'do it right.'"

"That's easy, a teacher with practical subjects can ruin the entire course by a lot of wind bagging, getting off the subject entirely or by useless repetition. A strict teacher in the opposite sense, gets more from the pupils, both in respect and knowledge gained."

"Many times I've given my opinion of my best teacher and why I thought so. He has a way of teaching that no other teacher has. He holds his students at interest and they obtain more that way. Not only that, but he was so willing to help anyone with sure advice."

"Impartiality among students seems to me to be one of the most important factors in small classes such as is the case at the Home. Also the subjects I studied under him helped to develop more initiative in me and were also of the most importance."

"Anyone who couldn't learn from his method of teaching shouldn't go to school."

"He was always so fair and willing to help the student."

"Because he gave credit for effort, as well as for ability and

because he was a likable fellow."

"He was tougher on grading and he gave what the student deserved and showed little or no partiality."

"If I had learned as much under all my teachers I would have been very much better educated. I find his teachings have remained with me the longest."

"Because he didn't make any difference in the pupils and I liked his fairness in grading."

"He had humor and good times in classes but yet the work was not slighted."

"For practical knowledge."

"Interest in each pupil, the manner in which he teaches each class regarding interest and sincerity."

"Because he flunked me one semester to make me get it."

"This teacher had a way of explaining that made you grasp the subject faster and impressed it upon your mind."

"When we entered his class room we knew we were there to learn something because he always explained everything fully and was always a good sport outside outside the class room."

"He knew how to teach what he was supposed to teach, a good grader and no monkey business."

"Because he was the most strict. The things that the more strict instructors taught us are the things that we remember the best."

"After I got over being afraid of him."

"Because he never wasted words."

"Because of his frankness."

"During working hours he was all work and expected the same in return from his students. At times we may have thought him rather tough but in the end it was for our own benefit."

"Fairness in all ways."

"There was no partiality shown and he commanded respect from all students in his classes."

"He sifted the most essential items out of the course and made me learn them and there wasn't anything that he wouldn't willingly explain to my satisfaction."

Summary

Summarizing the qualities of a good teacher according to the opinions of the alumni, it was found that they liked the teacher who had guidance qualities, who took a personal interest in each individual pupil and who was ready to take extra time to help solve the student's problems. The good teacher was strict in discipline and in grading, was well-informed on her subject, inspired the student body to work, was practical, had patience, was a good sport, was sincere and was cheerful. They also liked the teacher who could explain clearly.

It is doubtful if one teacher could possess all of these qualities but one or two approach that perfection according to some of the alumni.

1. The majority of the girls work in offices or in their own homes after marriage. The boys have followed more different occupations.

although they are not as well supported now as they were.

All that are following printing in a vocation learned their printing in

the high schools. The boys working in mechanical trades were help from

mechanical drawing and some mechanical courses but could have secured

better jobs if they had known more about the operation of machine tools.

Some have followed electrical work but about all they learned at the high

Conclusions

was that meagre instruction they had in physics which is not a trade

The one hundred and eighty questionnaires show a diversity of results and opinions. In many cases the graduate did not follow the trade or vocation for which he was trained but some did use this training in some way either as a temporary means of livelihood to help him

defray college expenses. Some of the floaters in high school are still

floaters after graduation. One boy who has been out of school a few

years has followed six or seven almost unrelated trades and makes the

suggestion that the school require all students to settle down to one

course of study and to follow it for four years. This is something he

would not do.

As was to be expected most of the girls made a living in an office

until they were married and some afterwards. This is about the only

thing they were really trained for.

After examining the answers to the questionnaires the following

conclusions can be made.

1. The majority of the girls work in offices or in their own home

after marriage. The boys have followed more different occupations

although factory and printing jobs have supported more than any other. All that are following printing as a vocation learned their printing in the Home schools. The boys working in factories received some help from mechanical drawing and auto mechanics courses but could have secured better jobs if they had known more about the operation of machine tools. Some have followed electrical work but about all they learned at the Home was what meagre instruction they had in physics which is not a trade course, although two or three state they absorbed some desire for this vocation from work at the power house.

2. The industrial, vocational and commercial courses have helped in most instances when they have been followed throughout the high school career. Auto mechanics, woodwork and sheet metal have been of the smallest value because of change of teachers and no definite program. The print shop and commercial departments have been the most successful in preparing boys and girls for jobs. Mechanical drawing has been of great value as an aid to the metal trades, in blue print reading, etc.

3. The academic courses are still of value especially to those who have had opportunity to continue their education at college. English is considered to be of the most value with Latin the most useless according to the majority. There is a division of opinion as to the value of algebra and geometry. Some think the subjects entirely useless and others list them as valuable. The so-called "frill" subjects such as art, physical education and the sciences, botany and biology, are not considered as of being of much practical use in making a living.

4. The extra-curricular activities have helped some of the gradu-

ates to appreciate music and athletics and in the use of their leisure time. It has developed more poise and assurance, has helped make friendships by participation in these same activities after leaving the Home.

5. Work in the different departments of the Home has taught the individual not to be afraid of work, has taught system and neatness, has helped some choose their life's work and has taught each to do his share.

6. The largest group find that membership in the Home has been of value to them in making them self reliant, appreciative of the rights of others, in furnishing them a haven in time of need, in teaching cleanliness, and in many other ways. It has been a handicap to some because they believe they have not been taught self reliance, the value of money and how the world moves. Others feel that the isolated life in an institution shelters them too much from the outside hardships and is detrimental to the social part of their education.

7. The type of teacher considered best is the one who has the spirit of guidance, is fair, knows her subject, has no favorites, is strict in grading and discipline, is practical in subject applications and is human.

Recommendations

1. The most important change that should be made in the organization of the Indiana Masonic Schools is the formation of a good guidance department. Orphans need more guidance with respect to their personal life and future career than any other group. This guidance department could be headed by the high school principal or by one of the present staff if there is one there imbued with the guidance spirit and ideals. Exploratory

courses should be arranged in the seventh or eighth grades to assist the students in determining for what vocation or profession they are best adapted and what kind of work they really like to do.

A system of records would need to be kept as to previous environment, family, probable future residence, grades in former years, citizenship in the Home and school and many other things. All of these records kept up-to-date would help the guidance counsellor in advising the student as to what courses he should take, whether there would be a chance for him to obtain work in this vocation in the city of future residence, whether he was talented enough along a certain line to make a success of his chosen work or not, and many other things. For example if the student was very poor in mathematics he should be discouraged from taking engineering.

The personal guidance feature would be one of the most difficult programs to carry out but would be the most valuable if made a success. The members of the orphans' home have no parents to turn to for advice. In the past they have occasionally asked teachers about things of this nature but there is some reluctance in many cases. The counsellor would have to get their complete confidence as the first part in his program. It would be impossible to have different counsellors to appeal to different types of individuals as is the case in the larger schools. One superman or superwoman would have to do most of it although he should be allowed to call on other teachers to assist in unusual cases.

To help in this whole program a system of tests should be adopted and used.

2. Modern business machines should be installed and used in the commercial department and the courses should be opened to more students. Many boys have found that if they had enrolled in these courses they could have had better jobs. The machines needed are duplicating equipment and electric bookkeeping machines. No doubt many of these could be purchased in good condition due to the closing of many banks during the recent depression. A Comptometer has been added during the past year and this has improved the training. Instruction is also given on the use of a dictaphone. More instruction is needed in bookkeeping, use of the telephone and in business English.

3. The printing department has been functioning very successfully but better results could be obtained. Enough instruction is not given in estimating and in the use of automatic machinery although the latter feature will be taken care of in the near future as an automatic press and folder have been installed. A course in advertising should be added to this department.

4. The mechanical drawing department needs to bring its methods more up-to-date and stress blueprint reading and detailing to a greater extent. A closer hook-up with industry would make the course more practical. This department's function should not be necessarily to train draftsmen as to be a supplemental training aid to machinists, carpenters and like trades.

5. The shop department should be entirely reorganized. The only kind of woodwork taught should be practical carpentry instead of cabinet work. Auto mechanics has proved of some value but has never been taught

so as to be interesting to most of those taking it. The best course that could be added is a good course in machine shop. This would require the addition of much expensive equipment but would pay in the long run as there is always a demand for good lathe operators, tool and die men, etc. The material to work on could easily be obtained at some junk yard. Some practical article might be manufactured for sale to help defray expenses. It would be almost impossible to make this department self-supporting as the printing department is. Whether there would be a demand for other courses, enough to warrant their inclusion in the curriculum, is not shown by the answers on the questionnaires. Courses in air conditioning, radio, television, Diesel engine, aviation, etc. are suggested but these would not be practical in a small school.

6. The home economics department should be strengthened and offered in all four years. Most girls, sooner or later, will be housekeepers and should know all the different phases of this work. Their training in child care and cooking for a small group has been very meagre.

7. English instruction is in need of revision according to the large majority of the graduates. Less stress should be put on literature and poetry and more on grammar, expression, both written and oral. Perhaps four years of the subject should be required with public speaking included in the last year. No doubt all schools need strengthening in this department and of course the other instructors might help out by demanding that good English be used in their classes both on written work and in oral conversation. Certain comic strips, radio programs and motion pictures do not help the English teacher in her work. There is a

need for a strong course in spelling and penmanship. Etiquette might also be added to this department.

8. The other academic courses need not be changed much with the exception of mathematics. A general course in mathematics for the ninth year should be substituted for algebra and then algebra, geometry and other courses offered in the upper grades. The average student has little use for algebra in his occupation. He does need to know how to budget his salary and do other kinds of figuring using plain unadulterated arithmetic. Certain courses such as printing, machine shop, mechanical drawing, commercial, etc. need special mathematics which may be taught there. If any subject is eliminated from the curriculum it should be Latin. The health and physical education courses have not lived up to expectations and the latter might as well be dropped so far as the Masonic Home is concerned due to an ambitious recreation program recently adopted. However, the state department requires one credit for graduation in this subject.

9. From a large number of the answers to the questionnaires it will be noted that the alumni think that some way should be devised to teach the student the value of money, how to use it, spend it, keep it. This would be one of the most difficult set-ups of all. Dr. Richardson of the Butler University faculty has suggested that a system of scrip of some kind could be used. Each member of the Home would be paid a "salary" each week or month and would be required to buy his meals, pay his rent and purchase his clothes and luxuries with it. If he did not take care of it he would not be able to eat or have new clothes when the more thrifty could. This would require a great deal of bookkeeping and

supervision and there might be some petty thievery develop. Some of the larger boys might take advantage of the smaller, unless there was some way to identify each child's money. At least assistance could be given in this phase of instruction by the guidance counsellor. No scheme of this kind would ever work perfectly.

10. Many think that instruction should be given in obtaining a position. This should be a part of the work of the guidance department although each vocational department could take this under its wing for its particular group. Combined with this would be an employment department to assist the seniors in obtaining a position and also the alumni who have lost their jobs for one reason or another.

11. In the extra-curricular field more time should be spent during school hours in fostering hobby, stamp and other clubs. The few that have been operating have been of great value.

12. The work in the different departments of the Home should be continued as it has been of great value in teaching trades, teaching the boy or girl to use his or her hands and in many other ways. Perhaps a little more instruction could be given using this work as a foundation.

13. The social set-up of the Home needs some improvement although it is one hundred percent better than it was when some of the alumni graduated. More parties with opportunities for "dates" with the opposite sex should be promoted. There is a movement on foot in this direction.

14. The quality and training requirements of the governesses of the cottages should be raised. Higher salaries would attract better qualified women. Smaller groups in the cottages would help the disci-

pline problem and make them more home-like.

Perhaps it would be too expensive to include all of these items in the new program at the Home but any of them would go for improved education and conditions. In listing them an attempt was made to eliminate all opinions which were not really backed by facts or by good judgment. Ten years from now this program would be obsolete as new ideas come into the educational and sociological fields. Ten years from now there may be no orphans' homes if the birth rate keeps declining and the social security program of the federal government is carried out more elaborately.

Boiler, G. D., "Follow-up of Recent Graduates", Business Education World, May, 1937. pp. 874-75.

Cloyd, Nina M., "A Follow-up of Graduates from Three Missouri High Schools", The High School Teacher, February, 1934. pp. 58.

Davis, P. L. and Evans, J. E., "Investigating the Alumni of a High School", The School Executive, January, 1930. pp. 221-23.

"Employment of Boston High School Graduates", School and Society, June 29, 1935. pp. 374-77.

Fitch, Shirley and Lutzschelauer, Robert, "After School, What?", The High School Teacher, January, 1934. p. 13.

Howard W. L., "Checking Up on High School Graduates", The School Executive, February, 1932. pp. 268-69.

Loach D. E., "Does School Success Spell Life Success?", American School Board Journal, February, 1931. p. 38.

Pevan, A., "Follow-up Study of Philadelphia Public School Graduates", Occupations, December, 1937. pp. 222-23.

Radt, A. F., "Occupations of San Antonio 1935 Graduates", Occupations, May, 1937. pp. 723-24.

Road, G. R., "Following Through in Minneapolis", Occupations, January, 1936. pp. 321-23.

Reinhardt, Emma, "The High School as Viewed by Recent Graduates", Sight-ing House, December, 1937. pp. 508-07.

Wright, S. E., "Follow-up of 1934 Graduates", Occupations, October, 1935, pp. 43-45. **BIBLIOGRAPHY**

- Allen, Richard D., "The Continuous Follow-up Survey in the Senior High School", Junior-Senior High School Clearing House, September, 1932. pp. 44-49.
- Anderson, Beatrice, "Home Economics and the Occupations of High School Graduates", Journal of Home Economics, November, 1933. pp. 772-73.
- Aronson, J., "Humor of the High School Graduate", Clearing House, January, 1939. pp. 544-46.
- Boller, G. D., "Follow-up of Recent Graduates", Business Education World, May, 1937. pp. 674-75.
- Cloyd, Nina M., "A Follow-up of Graduates from Three Missouri High Schools", The High School Teacher, February, 1934. pp. 59.
- Davis, P. L. and Evan, J. E., "Investigating the Alumni of a High School", The School Executive, January, 1930. pp. 223-25.
- "Employment of Boston High School Graduates", School and Society, June 29, 1935. pp. 876-77.
- Fitch, Shirley and Lantzenheiser, Robert, "After School, What?", The High School Teacher, January, 1934. p. 19.
- Howard W. L., "Checking Up on High School Graduates", The School Executive, February, 1938. pp. 268-69.
- Leech D. R., "Does School Success Spell Life Success?", American School Board Journal, February, 1931. p. 36.
- Pavan, A., "Follow-up Study of Philadelphia Public School Graduates", Occupations, December, 1937. pp. 252-59.
- Raht, A. T., "Occupations of San Antonio 1935 Graduates", Occupations, May, 1937. pp. 783-84.
- Reed, C. R., "Following Through in Minneapolis", Occupations, January, 1938. pp. 321-25.
- Reinhardt, Emma, "The High School as Viewed by Recent Graduates", Clearing House, December, 1937. pp. 565-67.

1. What other occupations have you followed?

BIBLIOGRAPHY (Continued)

Wright, B. H., "Follow-up of 1934 Graduates", Occupations, October, 1936. pp. 42-45.

2. What industrial, commercial or vocational courses taken at the Institute Maxson Home H. S. helped you most in the job? (please check)

- Auto Mech. Bookkeeping Mach. Draw. Office Practice Printing Shorthand Typing
- Sheet Metal Woodwork Home Econ. No help at all.

In what way did it help you?

3. What academic subjects helped you most? (please check)

- Algebra Biology Botany Geometry Art Phy. Edn. English Pub. Spech.
- Journalism History Civics Econ. Bible Latin Physics Shop Math. Com. Arith.
- Health Spanish No help at all.

4. In what way did these subjects help you?

5. Which of these extra-curricular activities helped you most? (please check)

- Basketball Baseball Track Band Orchestra Latin Club "Congress" Sub-sine Society
- Organ or piano lessons Sunday School Current Events Club Class Officership
- No help at all.

How did these activities help you?

Check which kind of "Home" work was of value to you.

- School house gang Power House Farm Garden Sewing Paper Shop Lawn
- Cottage work Dining Room Laundry Supplies Sewing Machine Professional shipping clerk
- School Office Mail Office No help at all.

6. In what ways was this work beneficial to you?

What would be your suggestions as a student-teacher to make it more profitable?

NAME..... Year Graduated 19... Occupation.....

1. What other occupations have you followed since graduation?

2. What industrial, commercial or vocational courses taken at the Indiana Masonic Home H. S. helped you most on the job? (please check)

- Auto Mech. Bookkeeping Mech. Draw. Office Practice Printing Shorthand Typing
- Sheet Metal Woodwork Home Econ. No help at all.

3. In what way did it help you?

4. What academic subjects helped you most? (please check)

- Algebra Biology Botany Geometry Art Phy. Educ. English Pub. Speak.
- Journalism History Civics Econ. Bible Latin Physics Shop. Math. Com.
- Arith. Health Spanish No help at all.

5. In what way did these subjects help you?

6. Which of these extra-curricular activities helped you most? (please check)

- Basketball Baseball Track Band Orchestra Latin Club "Congress" Sun-
- shine Society Organ or piano lessons Sunday School Current Events Club Class Officership
- No help at all.

7. How did these activities help you?

8. Check which kind of "Home" work was of value to you.

- School house gang Power House Farm Kitchen Greenhouse Paint Shop Lawn
- Cottage work Dining Room Laundry Supplies Freemason Office Freemason shipping
- clerk School Office Main Office No help at all.

9. In what ways was this work beneficial to you?

10. What would be your suggestions as to needed changes in the school curriculum to make it more practical?

11. What do you think was the most useless subject you were required to take or did take?

12. Do you think your experience as a member of the Home was of value to you or a handicap?
Why?

13. Who was your best teacher and why? (Please give your unbiased opinion on this.)

14. Remarks, if you have any.