A Study of Negro Vocational High School Graduates

Charles Edward Donegan
Loyola University Chicago

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A STUDY OF NEGRO VOCATIONAL
HIGH SCHOOL GRADUATES

by

Charles Edward Donegan

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Social and Industrial Relations

June
1959
LIFE

Charles Edward Donegan was born in Chicago, Illinois, April 10, 1933.

He was graduated from Englewood High School, Chicago, Illinois, June, 1950, and from Roosevelt University, June, 1954, with the degree of Bachelor of Science in Commerce.

From 1956 to 1959 the author has been a substitute teacher in the Chicago Public School system. In 1955 and 1956, he took courses in Education at Chicago Teachers College. He began his graduate studies at Loyola University in September, 1954.
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INTRODUCTION

Skilled Negroes often complain that they are not able to find employment in their trades. Management often says that it cannot find skilled Negro workers to fill jobs which are open to them.

The Chicago Board of Education, through Dunbar Vocational School, has sought to increase the vocational opportunities of Negro youth by encouraging them to develop the skills necessary for a modern day increasingly skilled and specialized industrial society. At no point, has any source, public or private, sought to determine if the program offered by Dunbar is actually and in fact making available large and increasingly competent numbers of skilled Negro employees for positions in our expanding local work force, and most important, if this potentially skilled work force is being properly utilized by industry. This study seeks, in a very limited fashion, to look into this matter.

A previous study by Ambrose Calliver, of the U.S. Office of Education, was conducted in 1937. His study was based on male and female, graduates and non-graduates, of 207 high schools, rural and urban, in the south, west, and north. He found that: (1) the strongest influences on the students' occupational choices were (a) a desire to make money; (b) belief in their ability; (c) desire to serve their fellow man. (2) Most of the graduates and non-graduates studied obtained their jobs through relatives, friends, or direct application. Few got their jobs through school placement. (3) The higher the occupational status of the father, the higher the level of education attained by the child. (4) There were relatively few Negroes enrolled in trade courses and few courses offered.
This study was based on a large sample and was highly diversified, which contributes to its validity. It found that Negroes were given little assistance and were largely left to their own devices in securing a job. It also found that Negroes had little opportunity to learn a trade and few took advantage of that which was available. He reported that there was a great need for vocational and educational guidance of Negroes.\(^1\) The study could have been even more beneficial if it had given some information as to the reactions of those interviewed in regard to their work experiences.

The sample for the study was chosen from male graduates of Dunbar Vocational High School for the years 1948, 1953 and 1958. The author thought that a survey of graduates over a ten year period might show trends in employment and provide a basis for comparison.

Mr. Jeremiah Collins, the registrar, furnished a list containing the names and last known addresses of the graduates. Eighty-five graduates were chosen for the study, of this number 36 were interviewed, 12 were in the Armed services, 3 were going to colleges outside of Chicago, 2 were deceased and 1 was hospitalized. The remaining 31 could not be located for reasons which will be discussed in another section.

The graduates were chosen on the basis of their over-all scholastic averages while attending Dunbar. It was felt that these men would have the greatest

\(^1\) Ambrose Culliver, "Vocational and Educational Guidance of Negroes", Education of Negroes, XIII.
opportunity for securing jobs in their areas of specialization. More specific information concerning these graduates will be given in the proper sections.

Interviews with Mr. Charles Harper, Placement Officer and Mr. Claybourne Norris, provided background information on the graduates and the curriculum at Dunbar.

A six page schedule of questions was developed on the basis of literature read by the writer, the Colliver study, suggestions by Mr. John Heneghan, his adviser, and interviews with Mr. Neal F. Simeon and Mr. Clifford J. Campbell.

The writer had in his possession a letter of introduction from the Institute of Social and Industrial Relations of Loyola University.

The writer went to the last known address of each graduate, introduced himself and explained the purpose of the study.

Interviews were usually conducted in the living room, although some were held in other rooms of the house. In most cases, there would be other people present. The schedule of questions was read and the answers of the interviewee recorded by the writer. In some instances, it was necessary to explain the questions in greater detail to the interviewee. When the interview was completed, the graduate was asked if he had any further comments. A brief discussion would usually follow. Comments were recorded on the last page of the schedule.

The following conditions made it impossible to interview some of the graduates chosen for the study: (1) slum clearance, (2) passage of time, (3) high mobility rate of residents in area, (4) military service, and (5) attending
colleges outside of Chicago. An additional problem in setting up the study was the small graduating class of 1948.

The City of Chicago, in recent years, has been conducting an intensive alum clearance program. Many of the homes in which the graduates had lived have been razed or condemned. Housing projects for low income families and expansion of the Illinois Institute of Technology occupy the ground on which other homes were located.

The passage of time was a problem considering that some of the addresses of the graduates dated back five and ten years.

The mobility rate in the area is very high. A manager of a kitchenette building said "people around here move every two or three months".

A number of the 1953 and 1958 graduates could not be contacted because they were in the Armed services. Seven of the 1953 graduates and give of the 1958 graduates were in the Armed services. Each of the 1958 graduates and some of the 1953 graduates had enlisted.

Three 1958 graduates were in colleges outside of Chicago.

The writer attempted to locate those graduates were had moved in the following ways: (1) asked neighbors for information concerning the graduate, (2) asked interviewees if they knew the present address or phone number of the men, (3) used phone directory to call persons with the desired name, (4) checked the R.H. Donnelley Street Address Directory, and (5) called Cook County Credit Agency and was told the cost for locating people was $4 to $5 a name. This method of locating graduates was considered too costly.
Dunbar Vocational High School, 3000 South Parkway, boasts of the most modern physical plant and equipment in the United States. This area has been the scene of redevelopment programs such as the Lake Meadows and Illinois Institute of Technology developments along with housing projects for low income families.

The School, built on a twelve acre site, is efficient in function, modern in facilities, and beautiful in design. Students are admitted on the basis of scholastic achievement, mental capacity, aptitudes, vocational interests and graduation from elementary school. Students may select as their major shop interest, one of twenty-seven vocational courses. Although Dunbar is co-educational, this study is to be restricted to boys.

Dunbar maintains a teaching staff of 90, has an average school enrollment of 2300 students and graduates on the average of 250-275 students per year, of which 60 per cent are Negro males.

Dunbar was organized in September 1942, at 4401 St. Lawrence Avenue. At this time, it was a branch of Wendell Phillips High School. In February 1943, the Phillips connection was severed and Mr. Clifford J. Campbell was appointed Acting Director, with a faculty of sixteen teachers and a student body of four-hundred. The first class, composed of twenty-five students graduated in 1943.

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2The sources of the history of Dunbar were interviews with Mr. Clifford J. Campbell, who is now Deputy Commissioner of City Planning for the City of Chicago, Dec. 3, 1958, Mr. Neal F. Simeon, Acting Director of Dunbar, January 1, 1959 and literature provided through the courtesy of the Guidance Office of Dunbar Vocational High School.
The physical facilities were very inadequate, they consisted of a school designed for a small elementary school and some antiquated portables.\(3\) Despite the handicaps and shortages of essential equipment, due to the war, Dunbar increased its vocational offerings and its educational program.

Traditionally, some people in our country have thought of a vocational school as a dumping ground.\(4\) Dunbar's early experience was no exception. Many students were put out of the regular high schools and sent to Dunbar. These boys and girls were handicapped by low mental ability, poor school attendance records and other social and psychological problems.

Many negro adults at this time were born in the South and recent migrants. They thought of vocational education as being synonymous with agricultural, domestic and service work. They had come to Chicago in an attempt to get jobs in factories, and thus escape menial jobs. They certainly did not want their children to prepare for this type of work. This was a tremendous problem in attracting students to Dunbar. The faculty members of Dunbar met this problem by sacrificing their own time to speak in churches and tell the Negro adults what vocational education was really like. Dunbar's vocational education program was geared to meet community needs and increase the vocational opportunities of Negro youth by giving them the skills necessary to compete in a complex industrial center like Chicago.

---

\(3\) These portables were buildings designed to relieve overcrowded conditions at schools. These buildings were brought to Dunbar and set up.

Dunbar developed a placement program for its students. The Placement Office would ask what were the specifications for jobs and try to supply workers who met these requirements. The race factor was subordinated. Personnel managers were receptive but not policy makers. Then the administrative staff switched its attention to persons in business who actually made employment policy. An Industrial Advisory Committee was formed. Then Dunbar was able to match and place many of its students on jobs. Management gave valuable advisory help to Dunbar's Placement Program.

By 1946, Dunbar had made an impression in the public's mind. By 1947, it had achieved a good reputation with both adults and students. There was no longer any problem of attracting students. By 1949, Dunbar was getting able students and turning away applicants who had low mental ability or poor vocational aptitude.

Between the years 1947 - 1956, facilities at the school were very crowded. There were ten classes being held in the auditorium, obviously this situation was not conducive to good scholastic achievement.

The Chicago Board of Education and industry in the Chicago area acknowledged the need for larger, better facilities for Dunbar students. Mr. Clifford J. Campbell, a graduate architect, Mr. Neal F. Simeon, a graduate engineer, and five other engineers on the faculty of the School designed the plans for a new Dunbar. This team spent three months on area study, which is concerned with the placement of rooms and established the relation of one class to another. The contract for a new Dunbar was awarded in 1955.
Summer school opened at the new site of Dunbar Vocational High School, 3000 South Parkway, in 1956. The regular program began in September of 1956, but the first year students were still having classes in the old building. In January 1957, all activities were in the new building. The enrollment of Dunbar High School was about 2300 in January 1957. There were about 2200 more students in the evening school. There has been little turnover in the integrated faculty of Dunbar since 1942. The present Acting Director is Mr. Neal F. Simeon.

Dunbar Vocational High School recognizes the great importance of a basic education in the fundamental subjects. All students, therefore, are required to complete a sequence of courses in English, Science, Mathematics, History, and Civics. These courses constitute the "core of the curriculum". At Dunbar, students may major in one of twenty-seven vocational courses, but regardless of the shop major, the student is required to complete the sequence of academic subjects.\(^5\)

Vocational high school graduates frequently go to colleges and universities. While deeply engrossed in an educational enterprise that emphasizes skill and craftsmanship, Dunbar's program, nevertheless, remains sensitive to the things that enrich the mind and spirit.

The exploratory shops for the boys are auto mechanics, bricklaying, cabinet making, carpentry, commercial art, architectural drafting, mechanical drafting foundry, machine shop, painting and decorating, plumbing, power plant machines

\(^5\) From "Vocational Opportunities and Description of Courses" printed by Dunbar Vocational High School.
(aviation), print composing, print presswork, radio, television, sheetmetal, shoemaking and repair, tailoring and welding. The vocational training for girls is in commercial art, cosmetology, design for living, dressmaking, manicuring, millinery, tailoring and trimming. All students are required to take four different exploratory shops during the first two years. Boys may major in the areas listed for boys or girls.
CHAPTER II

GRADUATES IN SCHOOL TRAINING, WORK EXPERIENCE AND ATTITUDES TOWARDS JOB SECURED

There were 84 graduates in 1948, of this total 41 were males. The writer was able to get information about nine graduates of 1948, seven were interviewed and two were deceased. These men ranked in the upper fifty per cent (50%) of males in the class. Two of the interviewees had majored in commercial art, one each in aviation mechanics, printing, machine shop, foundry and welding.

The chief reason for going to Dunbar was to learn a trade. They felt that a skilled tradesman would be able to obtain employment more easily and at higher wages than a man without a trade. It was also pointed out that with a trade a person could become self-employed.

The reason given for choosing the majors was the belief in personal ability in the field.

Each of the seven persons interviewed felt that the training received at Dunbar prepared him for a job in the chosen field. The foundry and welding majors felt they were well prepared for work in their fields, the aviation, machine shop and a commercial art major felt they were moderately prepared and a printing major and a commercial art major felt they were slightly prepared for a job in their field.
TABLE I
RATING OF PREPARATION

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greatly Prepared</td>
<td>2</td>
</tr>
<tr>
<td>Moderately Prepared</td>
<td>3</td>
</tr>
<tr>
<td>Slightly Prepared</td>
<td>2</td>
</tr>
</tbody>
</table>

After graduation, a printing, a welding and two commercial art majors secured jobs through the Placement Office of the school, a machine shop and a welding major secured jobs through direct application, and the foundry major went to work in his father's sheet metal business.

The amount of time worked on the first job ranged from eight months to eleven years. The beginning weekly incomes range from thirty to eighty dollars. The ending weekly incomes ranged from thirty-six to one hundred dollars. Three men started at sixty-five dollars and were raised to ninety and ninety-five dollars a week.

Three were laid off from the first job due to a reduction in business, one left to get a better job, another lost interest in his trade and work and two are still employed on their first jobs. Those still employed on the first job are a sheet metal worker, employed by his father and a clerk-manager of a retail food store. The latter man secured his job by direct application.

The first job experiences of the men are described in the following table:
TABLE II
FIRST JOBS OF 1948 GRADUATES

<table>
<thead>
<tr>
<th>Trade</th>
<th>Secured By</th>
<th>Title</th>
<th>Pay St.</th>
<th>Pay End.</th>
<th>Tenure</th>
<th>Termination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation</td>
<td>School</td>
<td>Welder</td>
<td>70</td>
<td>90</td>
<td>1 1/2</td>
<td>Lay-off</td>
</tr>
<tr>
<td>Printing</td>
<td>School</td>
<td>Printer</td>
<td>65</td>
<td>98</td>
<td>8</td>
<td>Better job</td>
</tr>
<tr>
<td>Com. Art</td>
<td>School</td>
<td>Printer, Helper</td>
<td>30</td>
<td>36</td>
<td>1</td>
<td>Lost interest</td>
</tr>
<tr>
<td>Machine</td>
<td>Direct Application</td>
<td>Machine, Helper</td>
<td>80</td>
<td>100</td>
<td>6 - 8 mos.</td>
<td>Lay-off</td>
</tr>
<tr>
<td>Com. Art</td>
<td>School</td>
<td>Clerk</td>
<td>60</td>
<td>70</td>
<td>1</td>
<td>Lay-off</td>
</tr>
<tr>
<td>Foundry</td>
<td>Father</td>
<td>Sheet Worker</td>
<td>50</td>
<td>95</td>
<td>11</td>
<td>Still empl.</td>
</tr>
<tr>
<td>Welding</td>
<td>Direct Application</td>
<td>Groc., Clerk</td>
<td>65</td>
<td>93</td>
<td>11 years</td>
<td>Still empl.</td>
</tr>
</tbody>
</table>

The present industrial distribution of the interviewees is, restaurant and recreational, construction, oil refining, sheet metal, retail food and two work for the government. The present occupational distribution is owner-manager, policeman, nurses assistant, building maintenance man, designing clerk, sheet metal worker and clerk-manager.

Job tenure ranges from one to eleven years. The sheet metal worker and the clerk-manager of a retail food store are still employed on their first jobs. The present weekly incomes of these men range from eighty to one-hundred dollars a week. The number of jobs held varied from one to five. Information concerning
the present job status of these men are shown in the following table:

**TABLE III**

**PRESENT JOB STATUS OF 1948 GRADUATES**

<table>
<thead>
<tr>
<th>Trade</th>
<th>Occupation</th>
<th>Industry</th>
<th>Weekly Income St.</th>
<th>Weekly Income End</th>
<th>Tenure</th>
<th>Jobs Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation</td>
<td>Owner small business</td>
<td>Restaurant</td>
<td>$150</td>
<td>$175</td>
<td>2 yrs.</td>
<td>3</td>
</tr>
<tr>
<td>Printing</td>
<td>Policeman</td>
<td>Government</td>
<td>$ 95</td>
<td>$100</td>
<td>1 yr.</td>
<td>2</td>
</tr>
<tr>
<td>Com. Art</td>
<td>Nurses Asst.</td>
<td>Government</td>
<td>$ 70</td>
<td>$ 85</td>
<td>5 yrs.</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>Maintenance</td>
<td>Construction</td>
<td>$ 80</td>
<td>$ 95</td>
<td>2 yrs</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Com. Art</td>
<td>Designing Clerk</td>
<td>Oil Refining</td>
<td>$ 60</td>
<td>$ 80</td>
<td>3 yrs.</td>
<td>3</td>
</tr>
<tr>
<td>Welding</td>
<td>Clerk-mgr.</td>
<td>Retail food</td>
<td>$ 65</td>
<td>$ 93</td>
<td>11 yrs.</td>
<td>1</td>
</tr>
<tr>
<td>Foundry</td>
<td>Sheet metal worker</td>
<td>Sheet metal</td>
<td>$ 50</td>
<td>$ 95</td>
<td>11 yrs.</td>
<td>1</td>
</tr>
</tbody>
</table>

The sheet metal worker felt that his vocational training was greatly related to his present job, the designing clerk thought there was a moderate relationship between his training and job and the building maintenance man said his machine shop training was slightly related to his job. The restaurant owner, policeman, nurses assistant and clerk-manager of the retail food store said their vocational training was unrelated to their present work. The policeman would like to get a good paying job as a printer, "because printing is my trade and the only thing I really know a lot about". The restaurant owner
thought aviation mechanics was a good field and that the training at Dunbar was adequate but he preferred to be in business for himself. The nurses assistant considered the training at Dunbar good and commercial art a good field but said a person must be well prepared to get a job in the field.

The clerk-manager prefers white collar work because "it is more broadening." He intends to take courses in drafting and engineering. He found his knowledge of blueprint reading helpful while in the Army.

Those who were not working in their trades attributed the cause to job discrimination, technological changes, low pay, lack of plant experience, and insufficient skill to do the work. Job discrimination was considered the chief reason.

Three men worked for large establishments employing over a thousand people. Three worked for establishments employing twenty-five persons or less. Only the clerk-manager feels that he is in a strong union. He is a member of the Retail Clerk's Union.

Four of the seven considered chances for promotion very unlikely. The other three thought there were opportunities for promotion. Six interviewees thought they were well paid, considering the type of work performed. Most of the men considered their work safe. Each man thought his work was interesting, although some did not actually like their work. Most of those not working in their trades expressed a preference for well-paying jobs in their field. Four of the men would change their present jobs for one in their trade for the same pay. The sheet metal worker was the only one who would actively encourage his
son or others to make a career out of his job. The restaurant owner and policeman thought their jobs had high prestige. The others considered the prestige of their jobs as average. Most of the men said their work was extremely steady.

The following table shows the attitudes of the 1948 graduates towards their jobs in regard to promotion, pay, safety, steadiness, changing to another for the same pay and recommending to others.

### TABLE IV

**ATTITUDES TOWARD JOB OF 1948 GRADUATES**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Expectation of Promotion</th>
<th>Well Paid</th>
<th>Safety</th>
<th>Steady</th>
<th>Would Change</th>
<th>Recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restaurant Owner</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Moderate</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Policeman</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Extremely</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Maintenance</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Designing Clerk</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Seasonal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Clerk-Mgr.</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Nurse Asst.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Five of the men had been in the Armed Services and three were able to use their vocational training on their Service jobs.
Most of the men intend to take courses in engineering, drafting and other
technical subjects in order to secure a better job or advancement on their pre-
sent job. The maintenance man intends to take courses in business so that he
may open an automatic transmission shop. The sheet metal worker wants to take
courses in air-conditioning and heating furnaces and the restaurant owner is
going to stay self-employed.

In general, the men are desirous of being self-employed or would like to
do supervisory work preferably in their trades. High pay and seniority on the
job tended to discourage their changing jobs.

There were 243 graduates in 1953, of this total 141 were males. The writer
was able to locate twenty-one of the graduates of 1953. Of the twenty-one, thir-
teen were interviewed, seven were in the Armed Services, and one was hospitali-
zed. These men ranked in the upper twenty-five per cent (25%) of males in their
graduating class. The following table shows the breakdown of those located.

| TABLE V |
| 1953 GRADUATES CONTACTED |

<table>
<thead>
<tr>
<th>Interviewed</th>
<th>Armed Services</th>
<th>Hospitalized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Ten of those interviewed went to Dunbar because they wanted a trade. They
thought it would be easier to get employment after learning a trade. It was al-
so thought that a man with a trade would have higher than average income.
Several chose a trade because it could lead to self-employment. One person went to Dunbar because it was close to his home, another went because it was recommended by a friend.

Those interviewed primarily chose their trades because they had an interest in the field. Some chose their trade because they were impressed by the teacher who taught the trade. Most of the men believed they had high ability in the chosen trade. Many thought the particular trade would pay more than others would.

The reasons given by the 1953 graduates for attending Dunbar were the same as those given by the 1948 graduates. Both groups of graduates believed that a skilled tradesman would be able to obtain employment easier and at higher pay than persons without trade.

Two of the 1953 graduates had majors in each of the following shops: machine, shoe rebuilding and tailoring. There was one major in each of the following shops: auto mechanics, auto body and fender, aviation mechanics, architectural drafting, commercial art, cabinet making and radio.

A cabinet making major thought the training at Dunbar greatly prepared him for a job but could not find employment in the field, he is now a vending service man. Ten considered themselves moderately prepared for a job in their field, one felt slightly prepared and one considered himself unprepared. The last man is now unemployed and seems emotionally upset.
TABLE VI
RATING OF PREPARATION

Greatly.............................. 1
Moderately............................ 10
Slightly............................... 1
Unprepared............................ 1

Seven men secured their first jobs through the School Placement Office, four secured their first jobs by direct application, and two secured their first jobs through a friend. Most of the first jobs were as mechanics, machine helpers, machine operators and stock boys. The starting weekly incomes ranged from forty-five to ninety dollars a week. The ending weekly incomes ranged from forty-five to one hundred and five dollars. The jobs were held from two months to six years. Five were held for nine months or less. The chief reasons for leaving the jobs were, dislike of job, low pay, and layoffs, due to decline in business. The first job experiences were described by the following table.
<table>
<thead>
<tr>
<th>Trade</th>
<th>Secured By</th>
<th>Title</th>
<th>Pay</th>
<th>Tenure</th>
<th>Termination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabinet Making</td>
<td>School</td>
<td>Cabinet Maker</td>
<td>50 - 60</td>
<td>1½ yrs.</td>
<td>Low pay</td>
</tr>
<tr>
<td>Arch. Drafting</td>
<td>School</td>
<td>Trainee</td>
<td>56 - 110</td>
<td>6 yrs.</td>
<td>Still employed</td>
</tr>
<tr>
<td>Aviation</td>
<td>School</td>
<td>Apprentice Mechanic</td>
<td>68 - 81</td>
<td>1½ yrs.</td>
<td>Drafted</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>School</td>
<td>Machine Operator</td>
<td>90 - 105</td>
<td>16 mos.</td>
<td>Lay off</td>
</tr>
<tr>
<td>Shoe Rebuilding</td>
<td>School</td>
<td>Stock boy</td>
<td>50 - 50</td>
<td>9 mos.</td>
<td>Lay off</td>
</tr>
<tr>
<td>Shoe Repair</td>
<td>School</td>
<td>Stock boy</td>
<td>50 - 60</td>
<td>2 mos.</td>
<td>Better job</td>
</tr>
<tr>
<td>Auto Mechanic</td>
<td>School</td>
<td>Mechanic</td>
<td>50 - 65</td>
<td>5 mos.</td>
<td>Better job</td>
</tr>
<tr>
<td>Com. Art</td>
<td>Self</td>
<td>Order Filler</td>
<td>60 - 62</td>
<td>3 mos.</td>
<td>Entered school</td>
</tr>
<tr>
<td>Auto Body and Fender</td>
<td>Self</td>
<td>Mechanic</td>
<td>55 - 65</td>
<td>2½ yrs.</td>
<td>Disliked job</td>
</tr>
<tr>
<td>Radio</td>
<td>Self</td>
<td>Mechanic</td>
<td>61 - 86</td>
<td>6 yrs.</td>
<td>Still employed</td>
</tr>
<tr>
<td>Tailoring</td>
<td>Self</td>
<td>Tailoring</td>
<td>45 - 65</td>
<td>3 yrs.</td>
<td>Low pay</td>
</tr>
<tr>
<td>Machine shop</td>
<td>Friend</td>
<td>Machine Helper</td>
<td>50 - 60</td>
<td>3 mos.</td>
<td>Location of job</td>
</tr>
<tr>
<td>Tailoring</td>
<td>Friend</td>
<td>Sorter</td>
<td>45 - 65</td>
<td>1 yr.</td>
<td>Business closed</td>
</tr>
</tbody>
</table>
The present industrial distribution of the eleven employed men is municipal transportation, personal service, shoe manufacturing, concession vending, electrical manufacturing, construction painting, power utilities, government and clothing. The two unemployed men had majored in aviation mechanics and machine shop.

The occupational distribution was bus driver, tonsorial artist (barber), heel seat luster (shoes), maintenance mechanic, machine helper and trucker, painter, IBM operator and wirer, income reviewer, vending service man, shape presser, and postman.

The starting weekly incomes ranged from fifty to eighty-five dollars a week. The present weekly incomes ranged from seventy-five to one-hundred and twenty-five dollars a week. The time of employment ranges from fourteen months to six years. The number of jobs held since graduation ranged from one to three. The average number of jobs held was two.

Of the eleven employed men, two said their vocational training was greatly related to their present jobs, four said there was a moderate or slight relationship. Five said there was no relationship. The present job status of the men is shown in the following table:
### TABLE VIII

**PRESENT JOB STATUS OF 1953 GRADUATES**

<table>
<thead>
<tr>
<th>Trade</th>
<th>Occupation</th>
<th>Industry</th>
<th>Weekly Inc. St.</th>
<th>Tenure</th>
<th>Total Jobs Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabinet Making</td>
<td>Vending Service Man</td>
<td>Vending</td>
<td>30</td>
<td>4 yrs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concession</td>
<td>125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch. Drafting</td>
<td>IBM Operator and Winder</td>
<td>Power</td>
<td>56</td>
<td>6 yrs.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utilities</td>
<td>110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation</td>
<td>Unemployed</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>2</td>
</tr>
<tr>
<td>Machine</td>
<td>Machine Helper and Trucker</td>
<td>Electrical</td>
<td>70</td>
<td>4 yrs.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utilities</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoe Rebuilding</td>
<td>Tonsorial Artist</td>
<td>Personal Service</td>
<td>75</td>
<td>2½ yrs.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoe Repair</td>
<td>Heel Seat Laster</td>
<td>Shoe Making</td>
<td>50</td>
<td>6 yrs.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>Bus Driver</td>
<td>Municipal Transport</td>
<td>85</td>
<td>2 yrs.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>115</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td>Income Reviewer</td>
<td>Government</td>
<td>75</td>
<td>14 mos.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto</td>
<td>Painter</td>
<td>Construction Painter</td>
<td>75</td>
<td>4 yrs.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td>Maintenance Mechanic</td>
<td>Power</td>
<td>61</td>
<td>6 yrs.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utilities</td>
<td>86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailoring</td>
<td>Postal Carrier</td>
<td>Government</td>
<td>72</td>
<td>3 yrs.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine</td>
<td>Unemployed</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailoring</td>
<td>Shape Presser</td>
<td>Clothing Mfg.</td>
<td>60</td>
<td>4 yrs.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reasons given for not working at their trades were scarcity of jobs, technological change, not having sufficient skill, keen competition, lack of contacts, lack of experience in the field, low pay, change of interest and job discrimination.

Most of the men believed their trades were good jobs but most were going to stay on their present jobs because of the pay and their seniority.

It was very difficult to get much information on number of workers hired by their employers. Most of the men worked for large organizations, which employed thousands of workers, four estimated employment to be less than a hundred. Only the tonsorial artist (barber) was not part of a racially integrated work force.

All of the men worked in unionized establishments and were union members. The unions included The Amalgamated Association of Street Electrical Railway and Motor Coach Employees of America, Journeymen Barber's Union AFL-CIO, United Shoe Workers of America, International Brotherhood of Electrical Workers, Brotherhood of Painter's and Paper Hangers AFL-CIO, General Service Employees Union, Teamsters, The Letter Carrier's Union, and The Amalgamated Clothing Workers of America.

The fact that all of the men are union members probably is a contributing factor to their relatively good pay and regularity of employment.

Eight of the employed men believed that there were opportunities for promotion on their job, whereas three thought such opportunities were not present. Promotion opportunities were by merit ratings and seniority.
Nine of the employed men thought they were well paid considering the type of work performed on their jobs.

Each of the men, with the exception of one, found their work interesting. Most of them also liked their work and found it safe.

Seven of those interviewed said that the work was extremely steady, one considered his work very steady and two said the work was moderately steady. The heel seat laster (shoe rebuilders), said that his work was not steady. He had been employed on his job for almost six years, but is sometimes laid off.

Six of the men would not change their jobs for another one at the same pay. Five of the men would change their jobs. Those who would change jobs for the same pay were the Bus Driver, Heel Seat Laster, Painter, Shape Presser and Machine Helper-Trucker. Bus driving and shape pressing have certain unpleasant working conditions. Painting and heel seat lasting have some irregularity of employment. The machine helper does not like the trucking aspects of his work.

The tonsorial artist (barber), maintenance mechanic, IBM operator and wirer, vending service man, postman, and income reviewer, would not change jobs for the same pay. The reasons for not wanting to change were regularity of employment and seniority accumulated on the present job.

Six of the men would recommend their jobs to others and five would not. The IBM operator and wirer, machine helper, tonsorial artist, heel seat laster, bus driver and maintenance mechanic would recommend their jobs to others. The vending service man, income reviewer, painter, postman, and shape presser, would not recommend their jobs to others. The first group had slightly higher income than the latter group. There was also little difference in the regularity of work.
Most of those who would not recommend their jobs found their work interesting but believed a person should have higher aspirations. Some of those who would recommend their jobs would change jobs and vice versa.

Of the four men who had served in the Armed Services, two were able to use their mechanical knowledge on Service jobs.

The IBM operator and the tonsorial artist rated the prestige of their jobs to be very high. The vending service man and the postal carrier rated the prestige of their jobs as high. The other seven employed interviewees rates the prestige of their jobs as average. The attitudes of the men toward their present job are expressed in the following table.
### TABLE IX

**ATTITUDES TOWARD JOBS OF 1953 GRADUATES**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Chance for Promotion</th>
<th>Well Paid</th>
<th>Steady</th>
<th>Would Change</th>
<th>Would Recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wending Service</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>IBM Operator</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Machine Helper</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Tomacorial Artist</td>
<td>Yes</td>
<td>Yes</td>
<td>Very</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Heel Seat Laster</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bus Driver</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Income Reviewer</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Painter</td>
<td>No</td>
<td>No</td>
<td>Moderately</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Maintenance Mech.</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Postman</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Shape Presser</td>
<td>No</td>
<td>Yes</td>
<td>Moderately</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

The vending service man intends to continue working on his job until he saves enough money to start a small business such as a record shop. He considers the training at Dunbar good and regards cabinet making a good job.

An unemployed aviator mechanics major intends to get further training at Dunbar in aviation because it is a good field and says the training at Dunbar helped him in the Service.
The machine helper who was reduced to a trucker during the recession intends to stay on his present job, he considers the job of machinist and the training at Dunbar very good.

The tonsorial artist (barber) intends to open his own shop. He considers shoe making an excellent job and considers the training at Dunbar to be excellent.

The heel seat laster likes shoe rebuilding but not some of the working conditions. "The training at Dunbar was superb and definitely helped to get a job." Intends to have own shop one day.

The bus driver intends to keep his present job because it is secure and well paying. "The training at Dunbar was good and auto mechanics is a good field because of the expansion in the auto industry."

The income reviewer intends to finish his business studies at a junior college and prepare himself for a job as an accountant, however, believes that commercial art is a good field and the training at Dunbar was sufficient.

The painter thinks that painting is a good job but his auto training at Dunbar was not adequate.

The maintenance mechanic thinks radio work is an interesting, well-paying job and the training at Dunbar was excellent. He intends to remain on his present job but may become a state policeman.

The postman intends to remain on his job because of the security and pay. "Tailoring is a poor career, but I do tailoring work on the side." The training at Dunbar was good.
An unemployed machine shop major intends to take a refresher course in machine shop because he has been inactive due to being in Service until recently. He regards the training at Dunbar as good.

The shape presser thinks "tailoring is a good career and the training at Dunbar helped me to get a job".

The IBM operator and wiret operator intends to continue working on his present job. He considers the training at Dunbar very good and he has had four promotions on this job which was secured through the school.

Most of the men intend to continue working on their present jobs because of the pay, regularity of employment, and seniority on the job. Some of the men intend to take refresher courses to improve their qualifications for work in their trades. Others intend to take courses which may enable them to advance on their present jobs or secure a job with more pay or prestige. Several of the men plan to go into business for themselves. The majority of the men would like to obtain employment in their fields but consider job security and high pay of paramount importance.

All of the men with the exception of the auto major, turned painter, considered the training at Dunbar good or excellent. The postman considered tailoring a poor career. The heel seat laster and the shape presser said the training at Dunbar definitely helped them to get a job in their trades.

The majority of those interviewed considered the training at Dunbar good or excellent; felt that they were moderately or greatly prepared for work in their trades and felt that jobs in their trades were desirable forms of employment. Of these thirteen skilled workers, two were unemployed, five were doing work
unrelated to their trades, four were doing work slightly related to their vocational training and two said their work was greatly related to their trades. Of the latter two, an architectural drafting major was operating and wiring IBM machines and the heel seat laster (shoe rebuilder) reported that his work was not steady. These facts would seem to indicate that skilled Negro workers were not being effectively utilized by business firms in highly industrialized Chicago.

There were 264 graduates in 1958, of this total 149 were males. The writer was able to contact or locate twenty-four 1958 graduates of Dunbar. Of this number, sixteen were interviewed, five were in the Armed Services and three were away in school. These men ranked in the upper twenty per cent (20%) of males in their graduating class. The following table gives the breakdown of those located.

**TABLE X**

**1958 GRADUATES LOCATED**

<table>
<thead>
<tr>
<th>Present Status</th>
<th>Number</th>
<th>Interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Unemployed</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Student in Chicago</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Away in School (outside Chicago)</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Armed Services</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>
The reason most often given for going to Dunbar was to learn a trade. Several said that Dunbar was recommended to them by friends and relatives who had attended the school. They wanted to learn a trade because it was believed that a person with a trade would be able to find employment easily and at high pay.

Three of the men were majors in each of the following shops: architectural drafting, aviation, linotyping, and machine. Thrice was one major in each of the following shops: cabinet making, carpentry, sheet metals, and print shop.

The chief reasons for choosing the particular trades were: interest in field, belief in ability and expectations of easily securing a good job with high pay in the field.

Three of those interviewed felt that Dunbar greatly prepared them for a job in their field. These were an aviation, linotype, and cabinet making majors. Nine thought they were moderately prepared for a job in their field and four thought they were slightly prepared for a job in their field. All of the men thought they were well qualified for a trainee or beginner's job in their trades. They thought on-the-job training was necessary to become a highly skilled workman.

**TABLE XI**

**RATING OF PREPARATION**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greatly</td>
<td>3</td>
</tr>
<tr>
<td>Moderately</td>
<td>9</td>
</tr>
<tr>
<td>Slightly</td>
<td>4</td>
</tr>
</tbody>
</table>
The first job after graduation was secured in the following ways: six by direct application, three through a friend or relative, two by school placement and one by examination. Four of those interviewed are full-time students and have not worked full-time since their graduation.

Twelve of the 1958 graduates secured jobs and eight are still employed on their jobs, none had had more than one job. Three were laid off due to the decline in business and one resigned his job as a parcel post stamper because he disliked the work. Three of the four are still unemployed and one has become a full-time student. Five of the sixteen interviewed are now full-time students. Starting weekly incomes of those who secured jobs ranged from thirty-six to seventy-three dollars per week. The ending weekly incomes ranged from thirty-nine to seventy-eight dollars.

The men are employed in the following occupations: delivery man, chauffer, material preparer, toy repairer, stocker, printer, package distributor and postal clerk. They are employed in the mail order, electrical equipment, auto parts, printing, retail meat, book publishing industries, and government.

The printer said his vocational training was greatly related to his job. The toy repairer said the vocational training helped him in his work. The other six who were employed said their jobs were not related to their vocational training. The following table shows what has happened to the 1958 graduates.
<table>
<thead>
<tr>
<th>Trade</th>
<th>Secured By</th>
<th>Title</th>
<th>Pay</th>
<th>Tenure</th>
<th>Termination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch. Drafting</td>
<td>School</td>
<td>Mail Clerk</td>
<td>61 - 61</td>
<td>3 mos.</td>
<td>Lay off</td>
</tr>
<tr>
<td>Aviation</td>
<td>School</td>
<td>Punch Press Operator</td>
<td>50 - 55</td>
<td>2 mos.</td>
<td>Lay off</td>
</tr>
<tr>
<td>Cabinet Maker</td>
<td>Friend</td>
<td>Stock Boy</td>
<td>40 - 47</td>
<td>3 mos.</td>
<td>Lay off</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>Grandfather</td>
<td>Chauffer</td>
<td>60 - 60</td>
<td>1 yr.</td>
<td>Still empl.</td>
</tr>
<tr>
<td>Arch. Drafting</td>
<td>Direct Application</td>
<td>Material Preparer</td>
<td>65 - 78</td>
<td>1 yr.</td>
<td>Still empl.</td>
</tr>
<tr>
<td>Linotype</td>
<td>Direct Application</td>
<td>Parcel Post Stamper</td>
<td>55 - 78</td>
<td>1 yrs.</td>
<td>Disliked job</td>
</tr>
<tr>
<td>Aviation</td>
<td>Direct Application</td>
<td>Toy Repairer</td>
<td>53 - 60</td>
<td>6 mos.</td>
<td>Still empl.</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>Direct Application</td>
<td>Stacker</td>
<td>50 - 50</td>
<td>5 mos.</td>
<td>Still empl.</td>
</tr>
<tr>
<td>Linotype</td>
<td>Direct Application</td>
<td>Printer</td>
<td>50 - 56</td>
<td>8 mos.</td>
<td>Still empl.</td>
</tr>
<tr>
<td>Linotype</td>
<td>Direct Application</td>
<td>Package Distributor</td>
<td>50 - 54</td>
<td>5 mos.</td>
<td>Still empl.</td>
</tr>
<tr>
<td>Print Shop</td>
<td>Written exam.</td>
<td>Postal Clerk</td>
<td>73 - 73</td>
<td>4 mos.</td>
<td>Still empl.</td>
</tr>
<tr>
<td>Carpentry</td>
<td></td>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation</td>
<td></td>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine</td>
<td></td>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arch. Drafting</td>
<td></td>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A linotype major who was employed as a printer before his graduation was the only one that believed he was fully using his vocational training. An unemployed architectural drafting major attributes his situation to job discrimination. The linotype, machine shop, sheet metal, print shop, and an aviation mechanics majors each said they were not working at their trades because the fields were virtually closed. They believed that a person must know someone to get into the trades. A machine shop major, who was soon getting an apprenticeship as an electrician, attributed this fact to his grandfather being in the electrical workers union.

The delivery man for the retail meat store and the printer worked in establishments with five or less people. Most of the others worked in large establishments with racially integrated work forces.

Six of the eight who were employed worked in unionized establishments. The chauffer, material preparer and toy repairer were the only union members. Five of the eight said there was a chance of being promoted to a better job. Six of the eight young men thought they were well paid, considering the type of work performed on their jobs. Several stated that they considered the pay good, only for the type of work performed. Each of the interviewees thought that working conditions were safe on their jobs. Three of the eight employed men found their jobs interesting.

Three considered their work extremely steady, these were the printer, postal clerk and soon to be electrical apprentice. The other five considered their work moderately steady.
Five of the men would change their jobs for their present rate of pay. Especially if the jobs were in their trades.

The printer was the only one who would encourage others to work at his job. He was also the only one that rated the prestige of his job as high. Six rated the prestige of their jobs as average and one rated the prestige of his job as below average and has joined the Army, where he has qualified for the metal body and fender school. The attitudes of the 1958 graduates towards their jobs are shown in the following table.

**TABLE XIII**

**ATTITUDES TOWARDS JOB OF 1958 GRADUATES**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Promotion</th>
<th>Well Paid</th>
<th>Steady</th>
<th>Change</th>
<th>Recommend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery Man</td>
<td>No</td>
<td>Yes</td>
<td>Moderately</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Chauffer</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Materials Preparation</td>
<td>Yes</td>
<td>Yes</td>
<td>Moderately</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Toy Repairer</td>
<td>Yes</td>
<td>Yes</td>
<td>Moderately</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Stacker</td>
<td>No</td>
<td>No</td>
<td>Moderately</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Printer</td>
<td>No</td>
<td>No</td>
<td>Extremely</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Package Distributor</td>
<td>Yes</td>
<td>Yes</td>
<td>Very</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Postal Clerk</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

An unemployed architectural drafting major feels that there is discrimination in his field. He thinks the training at Dunbar was excellent and that architectural drafting is interesting, well paying work of his prestige and
An unemployed aviation mechanics major intends to take courses in aviation at Dunbar and take a test for an aircraft and engine license. He feels that lack of experience and discrimination are his chief problems.

A cabinet making major, who is now a full-time student, thinks the training at Dunbar was good but it is best for a cabinet maker to be self-employed. He intends to become an engineer.

A machine shop major, who delivers meat three days a week, feels that there are few jobs in the field. He regards the job of machinist and the training at Dunbar as fair. He intends to become a music teacher.

The chauffeur, who was a machine shop major, is going to serve an electrical apprenticeship. This was secured by his grandfather, who belongs to the electrical workers union. He regards the training at Dunbar as excellent.

A material preparer, who majored in architectural drafting, is studying surveying and mapping on his own, then intends to look for a job in his field. He regarded the training at Dunbar as very good. He was the top ranking male in his class.

An unemployed linotype major considered the training at Dunbar excellent but he did not apply himself as much as necessary. "A good high school background is essential in linotyping." Further study will be done at a linotype institute.

The toy repairer, who majored in aviation, is taking college classes at night to improve his qualifications for a job as an aircraft mechanic. "The training at Dunbar was good but some of the teachers should be harder on the students."
A stacker, who majored in sheet metal, said there was no jobs available in this field. The training at Dunbar enabled him to qualify for metal body repair and welding school in the Army.

The printer thought the training at Dunbar was very good and is now attending college at night in order to become a graphic arts teacher.

A package distributor, who majored in linotype said there are no jobs available in the field. In his words, "you have to know somebody to get into the field". He considers the equipment and training at Dunbar the very best. This young man intends to take courses in mathematics and may decide to teach the subject.

The Postal clerk who was eighth in the entire class thinks the training at Dunbar was good but "you need to have a sponsor to get a job in printing". He thinks high school students need greater job guidance.

A full-time student at a business college was not able to find a job in his field. The training at Dunbar was good. Carpentry is a field that demands high ability.

A full-time student, who plans to teach aviation, thought the training at Dunbar was excellent. "There should be better educational guidance of grammar school graduates."

A full-time student, who ranked second in the entire class, said "the training at Dunbar was excellent". He majored in machine shop at Dunbar and may become an engineer or history teacher.

A full-time student, who majored in architectural drafting, is studying to become an engineer or commercial artist. The training at Dunbar was rated as good.
Almost all of the 1958 graduates interviewed said that Dunbar had the most modern of equipment, the teaching was good or excellent and that they felt well prepared for and were desirous of employment in their trades.

Of the eleven men in the work force, three were unemployed. Those who were unemployed had majored in architectural drafting, aviation mechanics, and linotyping. Six of those who were employed made sixty dollars or less a week.

The printer was the only one working in the exact trade he had studied. He was employed at a southside print shop for fifty-six dollars a week.

Almost all of the eleven men in the labor market either were enrolled in evening classes or planned to do so. Five other 1958 graduates were full-time students.

Those who had majored in architectural drafting, aviation, linotyping, print shop, sheet metal or machine were unable to get jobs in these trades which pay relatively high wages.

In general, they are excluded from high paying skilled work and confined to relatively low paying semi-skilled work.

Some of the sixteen interviewed 1958 graduates felt that many of the students at Dunbar would benefit more from the fine training and excellent facilities if they would apply themselves more. It was also thought that students needed more educational and vocational guidance in elementary and high school.
CHAPTER III

THE SOCIAL AND ECONOMIC CHARACTERISTICS

OF THE GRADUATES OF DUNBAR

(1948 - 1953 - 1958)

The average age of the 1948, 1953 and 1958 graduates was 29, 24, and 19 years respectively.

A large number of the graduates were born in the South. The 1958 class has the highest proportion of those born in Chicago. The birth places of the graduates are shown in the following table.

TABLE XIV

PLACE OF BIRTH

<table>
<thead>
<tr>
<th>Year Graduates</th>
<th>Chicago</th>
<th>Ala.</th>
<th>Ark.</th>
<th>Miss.</th>
<th>No.</th>
<th>Tenn.</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1953</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1958</td>
<td>12</td>
<td></td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Less than three-fourths of all the 36 graduates lived with both parents while attending Dunbar. Over a fourth lived with the mother only or with other relatives. The following table shows with whom the graduates resided while at Dunbar.
TABLE XV
PERSON LIVED WITH WHILE AT DUNBAR

<table>
<thead>
<tr>
<th>Year Graduated</th>
<th>Both Parents</th>
<th>Mother</th>
<th>Relatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>5</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>1953</td>
<td>11</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1958</td>
<td>10</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Most of the families were small. Fourteen homes had one or two children. In only six cases were there more than four children.

TABLE XVI
CHILDREN IN HOME WHILE AT DUNBAR

<table>
<thead>
<tr>
<th>Year Graduated</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1953</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1958</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

There seemed to be a tendency for the mothers to have more education than the fathers and for both parents to be better educated in each succeeding year. The educational attainment of the parents is shown in the following table.
TABLE XVII
EDUCATION OF PARENTS

<table>
<thead>
<tr>
<th></th>
<th>1948 Father</th>
<th>1948 Mother</th>
<th>1953 Father</th>
<th>1953 Mother</th>
<th>1956 Father</th>
<th>1956 Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>11 - 12 yrs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9 - 10 yrs.</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7 - 8 yrs.</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5 - 6 yrs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>1 - 4 yrs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Not known</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

None of the graduates interviewed had a father that was a professional man. One father owned a sheet metal business. Six of the 36 fathers did work of a skilled or supervisory nature. The jobs were plumber, painter, carpenter, crane operator, elevator supervisor and bee inspector. Four of the latter were fathers of 1958 graduates.

The fathers of the 1948 and 1958 graduates were concentrated in the semi-skilled and skilled occupations whereas the fathers of the 1953 graduates were concentrated in the unskilled occupational categories. This would be expected since the fathers of the 1958 graduates were somewhat better educated than the other groups.
The occupations of the fathers of the 1948 graduates were: owner of a small business, plumber, moulder, maintenance man, meat packer, and two unskilled laborers.

The occupations of the fathers of the 1953 graduates were: painter, machinist, crane operator, machine operator, custodian, porter, five were laborers and two were not known.

Fathers of the 1958 graduates were employed in the following occupations: postal clerk, carpenter, elevator supervisor, beef inspector, crane operator, cook, three were machine operators, battery maker, two were mechanics, interior decorator, two were laborers and one was not specified.

The occupations of the fathers are shown in the following table. The overall occupational distribution is similar to that reported for Negroes in the 1950 Censuses.

**TABLE XVIII**

**OCCUPATION OF FATHER**

<table>
<thead>
<tr>
<th></th>
<th>1948 Graduates</th>
<th>1953 Graduates</th>
<th>1958 Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Owner</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clerical</strong></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Skilled or Supervisory</strong></td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Semi-skilled Operatives</strong></td>
<td>3</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Non-skilled Laborer</strong></td>
<td>2</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td><strong>Unspecified</strong></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
About a third of all the graduates parents owned their own homes. This was a higher proportion than home ownership for Negroes as a whole. Few of the graduates themselves owned their homes, at present, although most intend to become home owners. It must be remembered that the graduates, as a whole, are still very young. Home ownership of parents is shown in the following table.

**TABLE XIX**

**HOME OWNERSHIP OF PARENTS**

<table>
<thead>
<tr>
<th>GRADUATES</th>
<th>RENTERS</th>
<th>HOMEOWNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1953</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>1958</td>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>

Eighteen of the 36 graduates are now or have been married. Fifteen of the 20 graduates of 1948 and 1953 are or have been married. Five of the 18 men ever married are childless and only two have as many as three children. This may be due to the youth of the group as a whole. The following tables show the marital status of the men and the number of children belonging to the married men.

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6 Chicago Supplement to the National Housing Inventory. Bulletin number 5, January 1957.
TABLE XX
MARITAL STATUS OF GRADUATES

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Single</th>
<th>Married</th>
<th>Divorced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1953</td>
<td>4</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>1958</td>
<td>13</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

TABLE XXI
NUMBER OF CHILDREN OF GRADUATES

<table>
<thead>
<tr>
<th>No. of Children</th>
<th>1948 Graduates</th>
<th>1953 Graduates</th>
<th>1958 Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Only three of the 18 wives did not graduate from high school. Three attended high school but did not graduate. Seven of the 18 wives are employed. Most are employed as clerks and earn between forty-five and sixty dollars a week. One, an elementary school teacher, earns over a hundred dollars a week.

All of the graduates except for two subscribed or read regularly at least one newspaper. The most commonly read number was two. All but six of the men
subscribed to or read regularly at least one magazine. The most commonly read number was two.

The newspapers most often read, in order of their popularity were: The Chicago Sun Times, The Chicago Tribune, The Chicago Defender, The Chicago American, and The Chicago Daily News.

The magazines most often read, in order of their popularity were: Life, Ebony, Look, Jet, Saturday Evening Post, Reader's Digest, Esquire, and scientific magazines and journals. The reading interests of the older men were somewhat broader than those of the younger men.

The number of magazines and newspapers subscribed to or read regularly are shown in the following table.

TABLE XXII
NEWSPAPERS AND MAGAZINES READ REGULARLY

<table>
<thead>
<tr>
<th>Number Read</th>
<th>1948 Graduates</th>
<th>1953 Graduates</th>
<th>1958 Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
The chief hobbies and interest of the men, in order of their popularity were: playing and watching sports, experimenting with fixing mechanical gadgets, technical drawing, sketching, and light reading. Nine of the men were members of social clubs. In general, the men belonged to few clubs or organizations. Many of the men were attending college classes at night. Most of the men belonged to a club or participated in some school activity while at Dunbar.

Since their graduation from Dunbar, half of the men have had additional training. Seven of the 1948 and 1953 graduates have attended a vocational or trade school. One finished an apprenticeship as a painter, one finished a course in barbering and the others took courses in drafting, mathematics and club print reading. Several men have taken courses in IBM operation and wiring. Five 1953 graduates are now full-time college students. Most are majoring in technical subjects. One 1953 graduate who is a full-time student, wants to teach aviation. Another 1953 graduate taking college courses at night plans to become a graphic arts teacher.

The chief reasons for getting additional training are to get a better job, to acquire a higher degree of skill in chosen field and to broaden knowledge of things in general. Many men say that a person must have good technical and general knowledge to get a good job. The training of the men since their graduation is shown in the following table.
TABLE XXIII
TRAINING SINCE GRADUATION

<table>
<thead>
<tr>
<th>Graduated</th>
<th>College</th>
<th>Vocational or Trade School</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1953</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>1958</td>
<td>6</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

The graduates are concentrated in semi-skilled, clerical, unskilled and service operations. The earlier graduates have a slightly higher occupational status than the later graduates. Due to their being high school graduates with a trade, the occupational status of the 1948, 1953, and 1958 classes should rise in the years to come.

Occupational status was determined primarily on the basis of duties performed, job title was of secondary importance.

The following table gives the breakdown of all the graduates according to occupation.
### TABLE XXIV
#### OCCUPATIONAL DISTRIBUTION OF GRADUATES

<table>
<thead>
<tr>
<th></th>
<th>1948 Graduates</th>
<th>1953 Graduates</th>
<th>1958 Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Skilled Craftsman</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Semi-Skilled Operatives</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Non-Skilled Laborers</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Service</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

The men have a relatively high standard of living, as evidenced by the high ownership of phones, radios, television sets, and automobiles.

Radio, television, newspapers and magazines are informal media by which a person can increase his knowledge of events--local, national and world wide--in scope. These media help to broaden the outlook of Negroes and raise their levels of aspiration. The ownership of phones, radios, television sets and automobiles are shown in the following table.
TABLE XXV
OWNERSHIP OF PHONES, RADIOS, TELEVISIONS AND AUTOMOBILES

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Phone</th>
<th>Radio</th>
<th>Television</th>
<th>Automobile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>1953</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>1958</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>7</td>
</tr>
</tbody>
</table>

The men placed a high premium on education. They were cognizant of the fact that it is necessary to have advanced education to secure a highly skilled or professional job.

Twenty-six of the 72 parents were high school graduates. Eighteen of the men interviewed had had additional training since their graduation from Dunbar. Almost all of the men wanted their children to graduate from college.

The majority of the graduates of 1948 and 1953 would rather have their children attend a vocational high school. The 1958 graduates had a slight preference for an academic high school for their children. The type of high school preferred for their children is shown in the following table.
### TABLE XXVI

EDUCATIONAL PREFERENCE FOR CHILDREN

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Vocational High School</th>
<th>Academic</th>
<th>No Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1953</td>
<td>8</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1958</td>
<td>6</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

Almost all of the graduates wanted their children to do professional work. Many said they wanted their children to have a profession but had no preference for any particular occupation. Professional occupations specified were Doctor, Dentist, Lawyer, Business executive, accountant, teacher and social worker. Some preferred a scientific or technical profession such as engineer, architectural engineer, chemist and pharmacist, others simply preferred scientific or technical professions. Three chose skilled work such as painter, printer, and electrician. Four men had no preference in regard to the life occupation of their children. The following table shows the occupational preferences for their children.
TABLE XXVII

OCCUPATIONAL PREFERENCE FOR CHILDREN

<table>
<thead>
<tr>
<th></th>
<th>1948 Graduates</th>
<th>1953 Graduates</th>
<th>1958 Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>5</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Scientific or Technical</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Skilled</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>No Preference</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

It is typical for Americans to desire better education and occupations for their children than they themselves have.

The 1958 graduates, as would be expected, were in the lowest income brackets. All of the 1948 graduates made eighty dollars or more a week. All of the 1953 graduates made sixty dollars or more a week. Half of the 1958 graduates made less than sixty dollars a week. The highest weekly income of a 1958 graduate was seventy-eight dollars. Seven of the 26 graduates that were employed made over $5,000 on a yearly basis. Sixteen of the 26 employed graduates made over $4,000 on a yearly basis. The following table shows the breakdown by weekly income of all the employed graduates.
TABLE XXVIII

WEEKLY INCOME OF GRADUATES

<table>
<thead>
<tr>
<th>Weekly Income</th>
<th>1948 Graduates</th>
<th>1953 Graduates</th>
<th>1958 Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>$120 and over</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>$100 - $119</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>$80 - $99</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>$60 - $79</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>$40 - $59</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>under $40</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Two of the 1958 graduates lived with their parents who were homeowners. All other graduates were renters. The median monthly rent for Chicago in 1957 was $78. 7 Twenty of the graduates or their families paid over $80 a month for rent. The breakdown of monthly rent paid is shown in the following table.

---

7 Chicago Supplement to the National Housing Inventory Bulletin Number 5, January 1957.
TABLE XXIX
MONTHLY RENT PAID BY GRADUATES

<table>
<thead>
<tr>
<th></th>
<th>1948 Graduates</th>
<th>1953 Graduates</th>
<th>1958 Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>$120 and over</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>$100 - $119</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$ 80 - $ 99</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>$ 60 - $ 79</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>$ 40 - $ 59</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The writer rated all of the interviewees on the following eight traits (1) condition of neighborhood, (2) condition of house, (3) personal relationships within the home, (4) cooperation in interview, (5) interest in the interview, (6) apparent truthfulness, (7) apparent adjustment to present situation, and (8) degree of ambition.

Two of the 1958 graduates lived in neighborhoods that were rated excellent, four were good, and one was poor. The condition of all the homes except for one were rated good or excellent. The relationships within the homes appeared to be good.

Each of the 1948 graduates received an excellent rating in cooperation and interest in the interview. The interviewees seemed to give truthful answers to the questions. Most of them seemed to have made a good adjustment to their present situation. As a group, they seemed quite ambitious as evidenced by their additional training since graduation.
Only four of the thirteen 1953 graduates had not moved since their graduation from Dunbar. Six of the nine had moved to better neighborhoods which is an indication of upward mobility. Most of them had moved over thirty blocks. Seven lived in neighborhoods which were in good or excellent condition, five were in fair and one was in poor condition. Six homes were in good or excellent condition, five were fair and two were poor. The relationships within the homes appeared to be good. All but two interviewees displayed high interest in the interview and were extremely cooperative. Some of those interviewed were located through the help of others. With two exceptions, the interviewees seemed quite truthful.

Most of those interviewed seemed to have made a good adjustment to their situation. The men, as a group, seemed to be of average or higher than average ambition.

Only one of the sixteen 1958 graduates had moved. Six of the neighborhoods were rated good and six rated fair. The condition of eight homes were in good or excellent condition and eight were fair. The relationships within the homes appeared good and the interviewees and their families showed high interest and were very cooperative. Questions were answered readily and with what appeared to be a high degree of truthfulness. Most of the young men seemed to have an idea of what they wanted and the group as a whole seemed quite ambitious.
CHAPTER IV
SUMMARY AND CONCLUSIONS

The following summary and conclusions will apply to all of the classes unless otherwise specified. Those interviewed ranked in the top 20 percent to 50 percent of males in their respective classes.

The chief reason for going to Dunbar was to learn a trade. It was felt that a man with a trade would be able to find employment easily and at relatively high pay. A trade could also lead to self-employment.

The specific trades were chosen because of an interest in the field or belief in personal ability. Most of the men felt well prepared for jobs in their trades as a result of the training at Dunbar Vocational High School. Almost without exception, they regarded the training as good or excellent and felt that they had mastered the fundamentals of their trades. Most of the trades would require an apprenticeship in order to become a highly skilled craftsman.

Many of the 1948 and 1953 graduates secured their first job through the School. The recession of 1957 and 1958 caused most of the graduates of the latter year to seek jobs for themselves.

The chief reasons for leaving the first job were lay-offs, dislike of the job or desire for a better job. Few of the graduates were working in their trades, although some were able to use their vocational training on their present jobs.
Most of the graduates felt that there were opportunities for promotion. Many were vague in regard to details concerning promotion. Most of the men thought they were make more money if they were working in their trades. Almost all of the graduates said their work was safe. The work was moderately or extremely steady in most cases. About half of the men would change their jobs for another in their trades at the same pay. The chief reasons for not changing jobs were seniority, regularity of employment and good pay. Most of the men would not recommend their present jobs to others, particularly those in the 1948 and 1958 classes. The 1948 graduates thought a person should have higher aspirations and the 1958 graduates are concentrated in unskilled low paying jobs.

The chief reasons given for not working in their trades are job descrimination, scarcity of jobs, lack of contacts, lack of plant experience, and insufficient skill. Technological changes was given by some 1948 graduates. The old Dunbar was overcrowded and did not have adequate facilities. The spacious new Dunbar has the most modern of equipment.

Architectural drafting, aviation mechanics, printing, linotyping, carpentry and sheet metal jobs are very well paid and there are strong unions in these fields. Few graduates were employed in their fields.

Almost all of the graduates interviewed, particularly the 1958 graduates, said that Dunbar had the most modern of equipment, thought the training was good or excellent, felt that they were well prepared for and were desirous of employment in their trades. Of the thirty-one men in the labor force, five were unemployed. The sample is small but approximately 20 per cent of the 36 graduates in the work force are unemployed.
Few of the employed men are in the durable industries which have higher average weekly pay. Many were employed by retail stores, mail order houses, and the government.

Most of the men were employed in unskilled, semi-skilled and clerical occupations. The youth of the graduates as a whole explains in part the occupational status of the men. The hiring policies of management may also be responsible for this situation.

Some graduates thought that many of the students at Dunbar would benefit more from the fine equipment and training if they applied themselves more.

In general, the graduates are not employed in high-paying skilled work, especially in primary metals, machinery and printing, and confined to semi-skilled and clerical work in retail stores, mail order houses and government. This seems to indicate that potentially skilled Negro workers are not being properly utilized by industry in the Chicago area.

Less than sixty per cent (60%) of all the graduates were born in Chicago. The proportion was higher in the 1958 class. Less than three-fourths lived with both parents while at Dunbar. The others lived with the mothers only or relatives. The median number of children in the home was about three.

The parents were slightly better educated than average. Most of the fathers were unskilled and semi-skilled workers. A slightly higher than average proportion of the parents were home owners.

Half of the men were or had been married. Five of the 18 men ever married were childless. The majority of the men read at least one newspaper and magazine regularly. Half of the men had had additional training since their
graduation from Dunbar. Most of the men were semi-skilled and clerical workers. Fifteen of the 18 wives were high school graduates. Almost all of the men owned a radio, phone, or television set, many owned cars.

All of the men, with few exceptions, wanted their children to graduate from college and become professional workers.

Most of the men had relatively good incomes and paid slightly higher than average rent.

The condition of the neighborhoods and houses lived in were relatively good. These facts indicate that the group, as a whole, showed considerably upward mobility.

Graduating from a vocational high school does not make a person a highly skilled worker, but it should qualify him for training which leads to highly skilled work. Hardly any of these superior students have been able to get into apprenticeship programs, although the majority would like to. This study indicates that Negro vocational school graduates experience great difficulty in gaining access to trainee programs and skilled work in their fields.

As a result of his experiences in connection with this study, reading the literature and the various interviews, it is the writer's considered opinion that the following recommendations should be put into effect. Some of these practices would prove beneficial to all vocational school graduates regardless of race.

Some type of Fair Employment Practices bill is necessary. An extensive public education program should be initiated preliminary to or in conjunction with this legislation. This legislation could serve the purpose of educating
employers and the general public to the ability of minority workers to perform skilled work. Many States have passed fair employment legislation to the benefit of both employers and workers. There has been little conflict or dissatisfaction reported.

There should be more and better educational and vocational guidance of students throughout their vocational training. Many men told the writer they had little knowledge of employment opportunities in their chosen field at the time of graduation. Information regarding where and how to apply for a job, job requirements, conditions of work and average pay would help the person in his task of securing a satisfactory job.

Students need the opportunity to gain work experience while attending school. Work after school or during summer vacation would give the student practical experience to augment the instruction received in the classroom.

There should be a concerted effort on the part of parents, teachers, churches, social and civic groups to encourage Negro youth to obtain technical training in order to qualify for employment opportunities which are now or shall be available in the future.

Those unions which have clauses in their constitutions or informal policies which exclude minority group workers should discontinue these practices. There should be continuous communication between industry and the vocational schools regarding the needs of industry and how the school may gear its program of instruction to meet these needs.
Further investigations of this problem should be conducted, using larger numbers of vocational school graduates. A study using both white and Negro graduates should provide a good basis for comparison.
APPENDIX I
A SURVEY OF MALE DUNBAR VOCATIONAL HIGH SCHOOL GRADUATES

For Use of Interviewer

NAME: ___________________________ PHONE: ___________________________
ADDRESS: ___________________________ AGE: ___________________________

BIRTHPLACE: ___________________________

How long have you lived in Chicago? ___________________________

Date of graduation from Dunbar: ___________________________

Part One

1. Why did you go to Dunbar? ___________________________

2. What trade did you major in? ___________________________

3. Why did you choose your major? ___________________________

4. Do you think the training received at Dunbar prepared you for a job? ___________________________
   If yes, Greatly ___________________________, Moderately ___________________________, Slightly ___________________________

5. Name of your employer: ___________________________
   Location: ___________________________
   What does your employer do, make or sell? ___________________________
   How long have you worked there? ___________________________

6. What is your job title? ___________________________

7. What are your duties? ___________________________

8. How did you get your first job? ___________________________

-59-
a. School Placement Office
b. Through a friend
c. By applying for it
d. Through a relative
e. Newspaper want ad
f. Public employment office
g. Private employment office
h. By written examination

9. How long did you work on your first job after graduation?

10. What was your weekly income?

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Starting</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $40.00 per week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$40.00 to $59.99 per week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$60.00 to $79.99 per week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$80.00 to $99.99 per week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$100.00 to $119.99 per week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$120 and over per week</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Why did you leave?

12. How long have you had your present job?

13. Is your vocational training related to your present job?
   Greatly______, Moderately______, Slightly______

14. How many full-time jobs have you had since graduation?

15. If you are not doing the work you prepared yourself for, what is the reason?
a. Type of work does not pay enough
b. Do not have the skill to do the work
c. Poor working conditions of the work
d. Work is not interesting
e. Low prestige of work
f. Other reasons. Explain:

16. Estimated total employment of plant:
   0 - 99 ______
   100 - 499_____
   500 - 999_____
   1000 or over____

17. Is there a union?
   Are you a union member?
   Name of union

18. Is there a chance for training which leads to a promotion or higher paying job?

19. Do you feel that you are well paid considering the type of work you do?

20. Do you feel that you have safe working conditions on your job?

21. Do you like your work and find it interesting?

22. Is your work steady without frequent lay-offs?
   If yes, extremely steady____, very steady____, moderately steady____

23. Would you change to another line of work where the pay was the same?

24. Would you encourage your son or others to make a career out of your job?

25. Have you served in the Armed Services?
26. Did you use your trade on your job while in the Armed Service?

27. What are your plans for the next five years?

28. Rate the prestige of your job: Very high__, high__, average__, below average__

Part Two

1. Who did you live with while attending Dunbar? Both parents__, Mother__, Father__, Other__

2. How many children were in the home?

3. Marital status: Single_____, Married_____, Divorced_____ 

4. How many children do you have?

5. Did you marry a Dunbar student?

6. Circle educational level of your wife:
   Grammar School
   1 2 3 4 5 6 7 8 graduate
   College
   1 2 3 4 graduate

7. Does your wife work?

8. Her estimated weekly income

9. Have you had any additional training since your graduation from Dunbar?
   Circle number of years:
   College
   1 2 3 4 graduate
   Vocational or Trade School
   1 2 3 4 graduate

10. What was the educational level of your parents:
    Grammar School
    Father 1 2 3 4 5 6 7 8 graduate
    High School
    1 2 3 4 graduate
11. What was your father's occupation?

12. How many newspapers do you subscribe to or read regularly?

   How many Negro newspapers do you subscribe to or read regularly?

13. How many magazines do you subscribe to or read regularly?

14. What clubs or organizations do you belong to?

15. What are your hobbies or interests?

16. What are your educational plans for your children?

   Academic High School
   1 2 3 4 graduate

   Vocational High School
   1 2 3 4 graduate

   College
   1 2 3 4 graduate

   Graduate School
   1 degree 2 degrees

17. What type of work would you like your son to do?

18. Do you own your own home?

19. If not, do you plan to buy your own home?

20. How much rent do you pay monthly?

21. Do you own a radio?

22. Do you own a television set?

23. Do you own a car?

24. What is your weekly income?
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Cost Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $40.00</td>
<td>per week</td>
</tr>
<tr>
<td>$40.00 to $59.99</td>
<td>per week</td>
</tr>
<tr>
<td>$60.00 to $79.99</td>
<td>per week</td>
</tr>
<tr>
<td>$80.00 to $99.99</td>
<td>per week</td>
</tr>
<tr>
<td>$100.00 to $119.99</td>
<td>per week</td>
</tr>
<tr>
<td>Over $120.00</td>
<td>per week</td>
</tr>
</tbody>
</table>
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A STUDY OF NEGRO VOCATIONAL
HIGH SCHOOL GRADUATES

By
Charles Edward Donegan

An Abstract of a Thesis Submitted to
the Faculty of the Graduate School
of Loyola University in Partial
Fulfillment of the Requirements
for the Degree of Master of Social
and Industrial Relations

June
1959
The sample for this study was chosen from male graduates of Dunbar Vocational High School for the years 1948-1953-1958. Dunbar is located at 3000 So. Parkway in Chicago. They were chosen on the basis of their over-all scholastic averages while at Dunbar. It was felt that these men would have the greatest opportunity for securing jobs in their field of specialization.

Of the eighty-four graduates in the class of 1948, there were 41 males. Due to the small number, the top fifty per cent (50%) of males were chosen for the study. There were two hundred and forty-three graduates in 1953, of this total 141 were males. The top twenty-five per cent (25%) of males were chosen for the study.

Two hundred and sixty-four people graduated in 1953, males numbered 149 of this total. The top twenty per cent (20%) of males were chosen for the study.

Of the eighty-five graduates chosen for the study, 36 were interviewed, 12 were in the Armed Services, 3 were going to colleges outside of Chicago, 2 were deceased and 1 was hospitalized.

No information could be obtained concerning the remaining 31 graduates chosen for study because of (1) the extensive slum clearance program by the City of Chicago on the South Side, (2) the passage of time since graduation of the 1948 and 1953 classes in particular and (3) great mobility of the residents in the surrounding neighborhoods.

A six page schedule of question was developed on the basis of literature read by the writer, a previous study by Ambrose Calliver of the Federal Office of Education, suggestions by Mr. John Heneghan, his advisor and interviews with Mr. Neal F. Simeon and Mr. Clifford J. Campbell.

The writer had in his possession a letter of introduction from the Institute
of Social and Industrial Relations of Loyola University.

The writer went to the last known address of each graduate, introduced himself and explained the purpose of the study. The schedule of questions was read and answers recorded by the writer.

The writer attempted to locate those persons who had moved in the following ways: (1) asked neighbors for information, (2) asked interviewees for information, (3) used phone directory to call persons with the desired name, (4) checked the R. H. Donnelley Street Address Directory and (5) called a credit agency and was told the cost was $4 to $5 a name. This method of locating graduates was considered too costly.

The chief reason for going to Dunbar was to learn a trade. It was felt that a person with a trade would be able to find employment easily and at relatively high pay. A trade could also lead to self-employment.

The specific trades were chosen because of an interest in the field or belief in personal ability. Most of the men felt well prepared for jobs in their trades as a result of the training at Dunbar. Almost without exception, they regarded the training as good or excellent and felt they had mastered the fundamentals of their trades.

Many of the 1948 and 1953 graduates secured their first jobs through the school. The recession of 1957 and 1958 caused most of the graduates of the latter year to seek jobs for themselves.

The chief reasons for leaving the first job were lay-offs, dislike of the job or desire for a better job. Few graduates were working in their trades, although some were using some of their vocational training on their present jobs.
Most of the men thought they would make more money working in their trades. Most of the men thought their work was safe, moderately or extremely steady with opportunity for promotion. Many were vague in regard to details concerning promotion. About half of the men would change their jobs for one in their trades at the same pay. The chief reasons for not changing jobs were seniority, regularity of employment and good pay. Few of the men would recommend their present jobs to others.

The chief reasons given for not working in their trades are job discrimination, scarcity of jobs, lack of contacts, lack of plant experience and insufficient skill. Technological changes was given by some 1948 graduates.

Almost all of the graduates interviewed, particularly the 1958 graduates, said that Dunbar had the most modern of equipment, thought the training was good or excellent, felt that they were well prepared for and were desirous of employment in their trades. Of the thirty-one men in the labor force, five were unemployed.

Few of the employed men are in the durable industries which have high average weekly pay. Many were employed by retail stores, mail order houses and the government. Most of the men were employed in unskilled, semi-skilled or clerical occupations.

Less than sixty per cent 60% of all the graduates were born in Chicago. Less than three-fourths lived with both parents while at Dunbar. The median number of children in the home was about three.

The median educational attainment of the parents was about ten years. Most of the fathers were unskilled and semi-skilled workers. One-third of the parents
were home owners.

Half of the men were or had been married. Five of the 18 men ever married were childless. The majority of the men read at least one newspaper and magazine regularly. Half of the men had had additional training since their graduation from Dunbar. Fifteen of the 18 wives were high school graduates. Almost all of the men owned a radio, phone and television set, many owned cars.

The men, with few exceptions, wanted their children to graduate from college and become professional workers.

The condition of the neighborhoods and houses lived in were relatively good. There is a tendency for the men to move South of their old homes. These facts indicate that the group, as a whole, showed considerable upward social mobility.

The study indicates that Negro vocational school graduates experience difficulty in gaining access to trainee programs and skilled work in their fields.

The writer makes the following recommendations:

1. Passage of Fair Employment legislation
2. More and better educational and vocational guidance of Negro youth.
3. Parents, teachers, churches, social and civic groups, should encourage Negro youth to obtain vocational training
4. Students should be given an opportunity to gain work experience while attending school
5. Those unions which have clauses in their constitutions or informal policies which exclude minority workers should discontinue these practices.
6. Continuous communication between industry and vocational schools regarding the needs of industry. In this way, the school may gear its program of instruction to meet these needs.