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A Study of High School Graduates

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A STUDY OF HIGH SCHOOL GRADUATES

being

A Master Report presented to the Graduate Faculty
of the Fort Hays Kansas State College in
partial fulfillment of the requirements for
the Degree of Master of Science

by

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Date

July 19, 1951

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CHAPTER I

AN INTRODUCTION TO THE STUDY

In most respects the secondary schools of the nation have done and are doing a remarkable job of educating the youth of high school age. No other country apparently has done so much for so many. Today we quite generally subscribe to the idea that every normal boy and girl of high school age should be in school, furthermore he or she should remain in school until they have successfully completed the high school course, that is assuming that they have the mental ability to do so. That this is altogether too frequently not the case is revealed in the following statement.

On a national basis, for every 1,000 pupils in the fifth grade in 1932-33, 786 entered high school or 78 per cent in 1936-37. The high school had no chance to work with 22 per cent who got through grade five. Sixty-six per cent got into grade ten; 57 per cent entered grade eleven; 45 per cent graduated.¹

In the light of these figures we cannot truthfully say that our schools are doing so much for so many, this is false reasoning. When our attention is called to the fact that only 10 to 15 per cent of those who graduated from high school entered college, the over all picture looks even worse. This is especially true if we assume that the high school is not a finishing school. Granting that we believe every normal boy and girl of high school age should be in high school,

1. W. A. Black, "Education for Life Adjustment," Education for Life Adjustment Bulletin, p. 48, June 1950.

it becomes apparent that changes are in order if we hope to achieve this goal or ideal. In order that we may bring to pass the changes needed to eliminate the shortcomings and weaknesses prevalent in our high school curricula and high school activities, we need to make a study of our schools and students in an attempt to more fully recognize and discover the problems confronting the students. Only those who have worked closely with the secondary schools over a long period of years are aware of its shortcomings. It is probably true that the man on the street, the mothers and fathers are often aware of serious gaps in the general education of youth yet they do not fully appreciate the fact that large numbers of youth do not enter high school and that the number of drop-outs is too high.

It is generally agreed that our secondary schools need to develop a greater holding power, that the high school must make its offerings more appealing and helpful to those it serves. That something is being done in this direction is indicated in the rather recent organization of the Life Adjustment Commission. The Kansas Commission on Life Adjustment Education is very much interested in having all secondary schools study their programs and try to improve them. It is not necessary that any given school describe itself as a Life Adjustment School or as having a Life Adjustment program. Yet all schools have been encouraged to enter some area or phase of the study in an attempt to bring about a steady and consistent improvement of secondary education.

The writer of this report has entered into this study in the hope that he might render a service to the school where he is employed, to its patrons and to its present and future students. It is the belief of the writer that no previous studies of this type have been conducted in this high school. It is true, however, that numerous follow-up studies of high school graduates have been and are being made throughout the state of Kansas and the nation as a whole. The writer has done some library research on this subject, part of which will be included in this report as related studies.

The Problem

The specific problem of this report is to portray the results or findings of a survey conducted as a "Follow-up study of the graduates of the Stafford High School." It is contended that there are certain distinct values in making a follow-up study of high school graduates, as follows:

1. To show a continued interest in a person after he or she have left their high school has a wholesome effect upon that individual. It gives them a feeling of still belonging. Too many high schools in the past have terminated all contacts with their graduates at the close of the Commencement Exercises;
2. The results of a follow-up study can be of tremendous value to a high school in evaluating its own work, to learn where it is weak, where it is strong. A manufacturer who wants to stay in business does not lose interest in his product as soon as it is sold;

3. A follow-up study, if correctly interpreted, can be of great value to the students still in school and who will be in school. The data accumulated will assist the Administrators and Curriculum makers in making whatever changes are advisable;

4. A follow-up study promotes confidence on the part of its patrons toward the school, its administrators, faculty and students. Even though the study may bring to light some glaring deficiencies, the patrons and tax-payers are happy to know that something is being done;

5. A follow-up study can be of immeasurable value to the school's counseling and Guidance program. In fact the Guidance program cannot function properly without a follow-up study.

Scope and Limitations

This study is limited to a group of 247 graduates who graduated from the Stafford High School in the classes of 1945-'46-'47-'48 and '49. In reality only 236 were contacted, eleven could not be reached because a complete address was not available or because they were deceased. In response to a questionnaire replies were received from 166 graduates, 73 of those replying were boys, 93 were girls. This represents a total of 70- per cent of those who were contacted and 69 per cent of the total number who graduated.

In collecting the data for this report the questionnaire method was used entirely. The questionnaire used in this study was prepared by Dr. Kenneth E. Anderson, School of Education, Kansas University,

Lawrence, Kansas. The writer is indebted to Dr. Anderson who so graciously granted permission to use his questionnaire. Perhaps it should be mentioned that Dr. Anderson is making a state wide survey of high school graduates at this time. The questionnaire was accompanied by a personal letter and a self-addressed reply envelope. Three weeks after the questionnaires were mailed a postal card by way of a reminder and a second request for a reply was mailed to those who had not been heard from. This resulted in bringing in 33 additional replies.

The information contained in the questionnaire was tabulated separately for the boys and for the girls. Also tabulations were made on each class separately. The data as used in this report is in most instances a composite tabulation of the entire group of 166 students. In a few instances the data is reported separately for the boys and the girls. The study is broken down into eight major divisions with a number of subdivisions under each major division. These are treated in the main body of this report.

CHAPTER II

WHAT HAS BEEN DONE IN FOLLOW-UP WORK

An important function of the secondary school is that of aiding pupils achieve educational, occupational and personal adjustment. The instruments and procedures commonly used in follow-up studies will provide information basic to continued appraisal of those aspects of the school program aimed at satisfactory pupil adjustment. The data gathered will be useful, also, in acquainting the community with changes needed in the school program and thus bring support to the task of curriculum revision. The school should accept the responsibility for initiating a follow-up study of its former pupils. The fact that more and more schools are accepting this responsibility is evident as one reads of the numerous follow-up studies that have been reported in recent years.

There has been a noticeable increase in the past two or three years in the number of reports on follow-up studies of high school graduates. The most common type of study deals with accounts of high school seniors who have gone on to college and with the vocational adjustments of those who left school for business and industry, the knowledge obtained from the investigation of other topics by means of follow-up studies is evidently beginning to be appreciated.³

One rather comprehensive study has been reported in a pamphlet by Paul H. Lancaster which is entitled, "Six Months After Commencement." This has been issued as Bulletin 420 of the Division of Rural

3. R. C. Woellner, "Follow-up Studies of High School Graduates," School Review, 51:141, March 1943.

Sociology of the Agricultural Experiment Station, State College of Washington.⁴ This study, which is an analysis of 133,051 graduates from high schools in the state of Washington, depicts the occupational roles of boys and girls after graduation. The interesting observations of this study are limited to one short paragraph:

It is clear from the analysis presented that (1) the roles of youth are radically modified by changing conditions in the socio-economic system, (2) the roles of youth leaving the rural high schools of the state are far different from those leaving the urban high schools, (3) the roles of sexes differ.

When schools fully appreciate the richness of information obtained from follow-up studies, an even greater number will be made. Beside other things, follow-up studies indicate a genuine interest on the part of the school toward its students and the community at large.

Sol L. Warren,⁵ Guidance Department in the New York Educational Department since 1940, writes in support of follow-up studies. The purpose of his article is to point out how effectively a questionnaire may be used as a follow up technique and method of gathering valuable information. In a study carried on by Mr. Warren a 4-page typed questionnaire, calling for 70 answers was used. Mr. Warren contends that since the response to his questionnaire reached the 75 per cent mark, the contention that long questionnaires do not produce results is erroneous; at least it was in his case.

4. Ibid. p. 142.

5. S. L. Warren, "Guidance Students Get Guidance," Occupations, 27:116-119, November 1942.

The general objectives of follow-up studies are essentially the same without respect to size or location of the school and community concerned. In smaller communities, however, the procedures involved are less complex, a fact which stems from fewer school subjects and activities as well as a lesser number of graduates each year. Though it is not possible to point up detailed differences in the procedures involved in follow-up studies in schools of various sizes, the general pattern followed in planning and carrying out the study is usually quite similar. In the following pages the writer gives a brief account of six different studies which have been made.

Study No. 1. In April, 1947, a visiting committee for the Commission on Secondary Schools of the Middle States Association of Colleges and Secondary Schools made a study of the Glen Ridge High School located in Glen Ridge, New Jersey. The study revealed that this particular high school was a better than average high school since it scored in the 86th percentile. A sampling was made of the graduates in the lowest quartile in their respective classes, to determine if the curriculum gave sufficient attention to this type of student, and if they could do satisfactory work in college. The assumption was that 25 per cent of the students lack the ability to do successful work on the college level, therefore the educational program offered these students did not fit them for life since it was largely a college preparatory course. This was according to the Commission's report.

Mr. Ransay, who had been principal of this high school for twenty years, with accurate records on pupil accounting, decided to

make an investigation since he believed that the Commission's assumption was open to question. On the basis of Intelligence Quotients which were on file, Mr. Ramsay selected a group of students for his survey. A questionnaire was sent to 55 graduates who were in the lowest quartile of their classes. The 55 graduates were selected from eleven classes, from 1936 to 1946 inclusive. The selection was made on this basis: the first two students at the top of the lowest quartile, the middle student and the two lowest students were selected. The questionnaire sent out to those selected explained fully the purpose of the study. Complete replies were received from only 20 of the 55, or 36 per cent; however, valuable information was gotten from the others too. The following questions were included in the questionnaire:

1. Which subjects that you took in high school were most valuable to you in your occupation?
2. Which subjects that you did not take in high school do you think would have been valuable in your occupation?
3. What subjects or kind of education not offered in high school do you believe from your experience would have been valuable to you?
4. If there are any suggestions you can make which might help the school be of greater service to those young people now in school—Please list them here;

Item number 4 brought forth many varied and interesting comments which cannot be listed here because of their length.

Mr. Ransay drew these conclusions from his study:

1. Shows that students in the lowest quartile of their classes have the ability to take college preparatory courses in high school.

2. That 32 or 58 per cent of those questioned were admitted to college or junior college.

3. That the graduates who replied were by and large satisfied with the curriculum offered them in Glen Ridge High School.⁶

The success attained by these graduates in the fields they chose after graduation would cause one to question whether any other curriculum offering could have made them more successful.

Study No. II. A poll taken of the 1946 and 1947 high school graduates in New Jersey by the New Jersey State Department of Education and now conveniently tabulated brings out the following facts: Of 35,221 graduates, (16,823 boys and 18,398 girls) 10,073 went on to advanced schooling; 2,112 went into secondary schooling; 18,445 became employed; 988 were taken into military training; 1,625 were at home; 5 were deceased; and 2,373 were unaccounted for.⁷

Mr. Ablett H. Flurry, Assistant in Secondary Education, New Jersey State Department of Education, Trenton, believes that this survey should be recommended to principals and guidance directors wishing to compare the trends with those of their own schools on a state wide basis.

6. A. C. Ransay, "Are We Meeting the Needs of Our High School Students in the Lowest Quartile," School Review, 50:24-31, December 1948.

7. "O. S. U. Reports on Graduates," Occupations, 27:57, October 1948.

Study No. III. This is an account of a follow-up study made of 251 graduates of the Maggie L. Walker High School located in Richmond, Virginia. This school first opened in September, 1938. By 1943 the graduates from this school numbered 294. Perhaps it should be mentioned in the beginning that the Maggie L. Walker High School is a Vocational Training school and not a purely academic school. The educational philosophy of this school is that the responsibility for training high school youth is three-fold:⁸

1. The state has the responsibility of providing adequate training facilities.
2. The youth have the responsibility of making the best of these facilities.
3. The school has the responsibility of seeing that the training offered through the facilities offered by the state is of the type and caliber that will assure efficient workers and contributing members of society.

An effort was made to contact 294 graduates to determine how well or how adequately the school was meeting its responsibility. The questionnaire method was used in making the follow-up survey. Since only 126 questionnaires were filled out and returned, this did not seem to be sufficient on which to base conclusions. Consequently the questionnaires were supplemented by a personal interview. This brought the total returns to 251 or about 90 per cent.

8. Lester V. Hill, "Follow up Studies of 251 Graduates," Industrial Arts and Vocational Education, 335:41, October 1945.

On the basis of the information available, data concerning the graduates of 1942-43 showed that 12 per cent of the group were in college, as against only 4 per cent of the class of 1943. It was concluded that this extremely low percentage was due to the number of boys in the armed forces and because of the lure of high paying jobs. This survey also indicated that 21 per cent of the class of 1942-43 were not employed, since this included those in college, in the armed forces, and those who were married and housewives. The percentage was not considered as being high.

A second phase of this study was to determine what portion of the graduates of the class of 1942-43 who were trained for a specific occupation were engaged in the occupation trained for. Results revealed that only one-third were engaged in their specifically trained jobs and furthermore it revealed that about 22 per cent had never been engaged in jobs for which specially trained.

The information obtained relative to the situation concerning training for specific occupations and failure to a rather large degree to engage in those occupations prompted a further study. Again by using the questionnaire method an effort was made to determine why this was true. Information thus gathered resulted in the following three answers to the questions:

1. Inability to find employment in the chosen field;
2. Personal health reasons made it advisable not to work in the occupation trained for;
3. Made a mistake in the choice of an occupation.

An analysis of the findings raised the question of responsibility, Who was at fault?

The school's educational program certainly must accept a portion of the blame, especially insofar as inability to find employment and a mistake in choice of occupations is concerned. This was definitely a shortcoming of the guidance program.

A question box idea resulted in obtaining many valuable suggestions from the graduates. In spite of the fact that the suggestions came from the graduates of a Vocational Training school, they no doubt would apply to graduates of the academic school as well. A few of the more pertinent suggestions follow:

1. A more positive attitude of the teacher toward the graduate.
2. Walker High School should have college preparatory courses.
3. Encourage graduates to continue their training after graduation.
4. Discontinue the practice of teaching English and Social Studies as a combination.
5. Require twenty units for graduation.
6. Provide job placement service and furnish references.
7. Offer continuation courses.
8. Keep graduates informed on school news.

Walker school authorities concluded that three more or less definite recommendations should be gleaned from this study:

1. A need for more adequate guidance program.

2. The school should seek to place its students after graduation.
3. The school should enrich its curriculum through an expansion of its offerings.

Study No. IV. This is a survey reported by C. Oppenheimer and R. F. Kimball. It concerns a group of 318 boys and girls who comprised the first graduating class of Woodrow Wilson High School, Washington, D. C. This class had graduated in 1937. The primary purpose of the survey was to determine as far as possible what had happened to these graduates in the decade since they left school as graduates, how many had continued their education, how many were employed and in what occupations and professions, how many were married.

A questionnaire was mailed to every graduate in this class and replies were received from 218 or 68.5 per cent, containing a wealth of information. Of prime interest and significance was the knowledge that only 23, of whom 16 were girls and 7 were boys, reported no further education. Furthermore, figures revealed that a total of 98 or 45.1 per cent of those who reported had completed undergraduate work. It should be mentioned here that this unusually high percentage may have been due to the fact that a large proportion of the graduates surveyed came from families who were privileged in native ability, educational and vocational status. That this was not a typical group nor situation is evident when we note the averages found in a nationwide study as cited by Dr. James B. Conant, and quoted by Oppenheimer and Kimball: "Of 1000 pupils enrolled in the fifth grade in 1930-31, 417 graduated from high school in 1938, and only 72, or

17.2 per cent, graduated from college in 1942."⁹ Please note the similarity in these figures to those presented by Dr. William Black as stated in the introduction.

The question that arises is, What use have these same graduates of the class of 1937 made of their training in the matter of gainful employment? The table on the following page gives the answer.

9. C. Oppenheimer and R. F. Kimball, "Ten Year Follow-up of 1937 High School Graduates," Occupations, 26:228-234, December 1948.

TABLE I

OCCUPATIONS

	Present Employment				Previous Employment of Those Not Employed Now		
	Total	Per Cent	Boys	Girls	Total	Boys	Girls
1. Professional and Semi-professional	40	26.7	28	12	38	11	27
2. Clerical, Sales and Kindred Workers	48	32.0	24	24	35	2	33
3. Proprietors and Managers	19	12.7	16	3			
4. Craftsmen, Foremen and Kindred Workers	7	4.6	7	0	5	1	4
5. Military Service	16	10.7	15	1			
6. Students (full time)	19	12.7	13	6			
7. Unemployed	1	0.6	1	0			

A third aspect which served as a motive for this study was relative to the marriage status of the class of 1937. The following table gives the findings.

TABLE II

MARITAL STATUS

	Total	Per Cent	Boys	Per Cent	Girls	Per Cent
Number Married	156	71.1	74	68.5	82	74.5
Number Unmarried	62	28.9	34	31.5	28	25.5
Number of Children						
One	55		28		27	
Two	34		12		22	
Three	4		1		3	

This table shows that 68.5 per cent of the boys and 74.5 of the girls were married with a total of 93 children by the end of the decade following their graduation.

Study No. V. As an illustration of another follow-up study of high school graduates, R. B. Stevens gives this brief report in the School Review of January, 1942. This study had to do with the graduating class of 1937 from a general high school in a city of 50,000 in New York. The principal purpose of the survey was to learn about the work experiences and further educational training that the boys and

girls in this class had after graduation. There were 227 students in the class studied. Seventy-two per cent, which was the number who could be located, were visited in person. The distribution of graduates who received further training after leaving high school is shown in the table below.¹⁰

TABLE III

DISTRIBUTION OF 164 HIGH SCHOOL GRADUATES OF 1937
ACCORDING TO FURTHER TRAINING RECEIVED

Training after High School	BOYS		GIRLS	
	Number	Per Cent	Number	Per Cent
Continuous College Attendance	11	17	27	28
Part Time College Attendance	9	14	7	7
Training Other Than College	14	21	38	39
No Training	32	48	26	26
Totals	66	100	90	100

The fact that more girls than boys went on to college in this particular instance was no doubt due to the fact that there was a

10. R. B. Stevens, "Experiences of High School Graduates," School Review, 50:24-31, January 1942.

college for women but none for men in the city in which the high school from whence these graduates came was located.

Study No. VI. Teachers often times ask themselves why it is so difficult to make high school students understand what they will realize themselves within a short time following graduation.

For a period of four years the Spearfish High School in Spearfish, South Dakota carried on a follow-up program with each of its graduates. The object of this program being to learn the graduate's opinion of the adequacy of the preparation he received and to solicit suggestions on how to improve the curriculum. After analyzing the reports, certain facts were learned. The feeling seems quite general that the high school has done a good job in preparing its students, with occasional criticism to the contrary. Quite naturally the criticism varies in proportion to how the individual has gotten along and the responsibilities he has had thrust upon him.

In listing some of the more frequent criticisms, graduates often stated that the high school program was too easy—they did not have to study hard. Now that they are facing difficulties they feel that somehow the school let them down; they claim high school work and activities did not challenge their abilities. A second common fault of the school mentioned by graduates is the failure to provide adequate social adjustments. They feel that they should have been taught more about working and getting along with others.¹¹

11. H. J. Kramer, "Now They Know," American School Board Journal, 110:264, March 1945.

Now to come down to more specific inadequacies in the school's offerings. The graduates almost unanimously mention English—teach students to write, spell, read and talk. The logical conclusion seems to be that not more English is needed but rather a different kind. It needs to be more functional and less traditional.

Large numbers report a serious lack of knowledge in mathematics. No doubt this lack was felt more keenly during the war years. Here again we may assume that it is a lack of quality and not quantity.

In the field of science, graduates felt that it was a matter of "too little." Since the tendency in the world today is to become more technological, it is reasonable to say that the need for more adequate training in mathematics and science will increase.

Since the numerous activities in high school have been questioned concerning their value, it is of interest to note the reactions of the graduates which were brought out in this survey. They claim almost unanimously that their participation in the various activities is of much value to them in the work they are doing. Activities mentioned as having been of great help are Speech activities, Dramatics, Debate, Music, Journalistic activities, and athletics.

Those conducting and reporting on this survey mention that the reports made by the graduates were interesting, some amusing, but all worthy of consideration. This study does not attempt to analyze the information gathered. Its purpose was to point out some rather important implications to those who select, plan, and teach the high school courses.

CHAPTER III

STAFFORD HIGH SCHOOL GRADUATES

In presenting the data obtained from the 166 graduates in the survey it may be of some value to the reader if a brief paragraph is included giving a description of the community in which the Stafford High School is located as well as a statement or two about the Stafford School System. Stafford is a small city of the third class with a population of 2,000 people as given in the census of 1950. It is located in the southeast corner of Stafford County. The community is a typical Kansas farm community with the growing of wheat as the main farm crop. Stafford has no major industry to furnish employment to the young people leaving school. It is located in the vicinity of many oil wells which contribute to the wealth of the city and community. Many of the graduates included in this study come from families whose livelihood comes from the oil activities of the surrounding territory. Stafford has the usual business establishments found in the average city of its size.

The school system is organized on the 6-3-3 plan and the children are housed in three separate buildings. The ninth grade which is commonly considered in the high school group is in the Junior High School building with the seventh and eighth grade pupils. The Stafford High School is a fully accredited class A high school and a member of the North Central Association of Secondary Schools and Colleges. There are thirty full time teachers in the entire system, ten of these being

on the high school staff. The superintendent is George H. Wedelin who is a member of the Kansas Life Adjustment Commission and who has given his enthusiastic support to the study upon which this report is based.

As previously stated the writer attempted to obtain the reaction of the graduates in eight major fields, these are (1) You Personally, (2) Your Education, (3) High School Training, (4) Your Job, (5) Your Health, (6) Your Leisure, (7) Your Civic Activities, (8) Your Military Service. These will be considered in the order listed.

You Personally

It was learned that the graduates had become scattered far and wide in the short time since their graduation. In 114 instances an address other than Stafford, Kansas, was given. Of the 93 girls who were heard from 58 were married, of the 73 boys heard from 27 were married. This represents a total of 69% of the girls and 37% of the boys or a total of 51 per cent of both. In response to the question "How many children do you have", it was found that of the girls who had married there were 38 children, of the boys who had married there were 9 children.

Any school knows its students better and is in a position to serve them better if it knows something of the parents and the family background. The graduates were asked to give some information about their parents education, the parents occupation at the time the student graduated, whether or not the parents owned all or part of

Their business, farm or place of employment, and the number of persons they direct or supervise in connection with their job or profession. The following table gives the answer to the question concerning the parents education. This table also indicates or shows the level of schooling reached by the husband or wife of the 85 graduates who had married.

TABLE IV

The Level of Schooling Attained by Each of the Parents
and the Wife or Husband if Married

Level of Training Received	Father	Mother	Wife or Husband
A. Did not attend school	0	0	0
B. Some Grade School work	12	3	0
C. Grade School	63	37	2
D. Some high school work	30	29	12
E. Graduated from high school	26	48	30
F. Some College work	25	38	23
G. Received college degree	12	11	17
H. Holds more than one college degree	6	0	0

What about the occupation that each of the parents held at the time the student graduated from high school? The mother was shown as having held nine different kinds of jobs. In 137 cases she was listed as a housewife, in seven cases as a teacher, in two cases as a manager of a theatre, in two cases as an employee in a Dry Cleaning establishment, in one case for each she was listed as a nurse, a

bus station agent, a telephone operator, a cafe operator and a cook in a cafe. We may note here the fact that in nearly all cases was the mother a housewife, a situation which is very commendable. In regards to the occupation engaged in by the father we again find that one occupation was given much more frequently than any other, namely farming. Seventy-three fathers were listed in this category. The occupation ranking second high in the number of times mentioned was employment in the oil field or some phase of the oil activity in the community. This of course, is to be expected since, as has been stated, the Stafford community is chiefly a farming community in which there is also much oil activity. The father was also mentioned in connection with twenty-two other occupations, five were Doctors of Medicine, five were Engineers, four were Truck Drivers, three Carpenters, three Ministers, three U. S. Postal Employees, two Service Station Operators and two Highway Maintenance men. Those mentioned only once were Jeweler, Auditor, Abstractor, Santa Fe Railroad Agent, Electric Service Mechanic, Painter, Grain Buyer, Custodian Hospital Attendant, Park Caretaker, Bookkeeper, Barber and Cafe Owner. Further information relative to the father and mother was that in fifty-eight instances they owned and managed the place of employment, in seven instances they managed the place of employment for others, in forty-one instances they owned a part of the business or farm and finally in fifty instances they were working for some one else. Still in connection with the job or profession engaged in, the graduates were asked to check the four statements relating to the number of persons the mothers

or fathers direct or supervise. Eighty-one said none, fifty-eight said from one to five, four said from six to ten and eleven said more than ten.

Your Education

This division in the questionnaire is of interest and vital importance. Every secondary school should be able to give some definite statistics on such matters as to the number of graduates who obtained further training, the type of training institutions entered, the number who continued to the extent of earning a degree, how valuable they found their high school education to have been, which of their high school courses they rank as having been most useful, which ones least useful and so on. The questionnaire asked for some rather specific information on "Your Education", other questions asked for an opinion or point of view. All of the information supplied may be used to good advantage by those planning the curriculum, by staff members who teach in the class-room and particularly the student counselor. It was found that ninety-six of the 166 graduates had continued their training in various educational institutions. The percentage of girls being somewhat higher than for the boys. Fifty-eight girls or 62 per cent, thirty-eight boys or 52 per cent indicated that this was the case. Of the total number twenty-one had received a degree. Six girls had received the R. N. (Registered Nurse) degree and seven had received Bachelor degrees. Eight boys had received Bachelor degrees. The total number of degrees earned seem rather small in comparison to the

number who had entered training institutions. This can be justified in part by the fact that the graduates surveyed had been out of high school from six to less than two years, those who graduated from high school in the classes of 1948 and 1949 had not been out long enough to earn a college degree based on four years attendance. Many of these were still in college at the time they answered the questionnaire and no doubt some of them will earn a college degree.

Concerning the choice of a college for further training the graduates were asked to check fourteen suggested factors which influenced them to choose the college they did in preference to some other institution, they were also to double check the most important reasons in their particular case. The suggested factors or reasons suggested are listed, also the number of times checked and double checked. These appear in Table V.

TABLE V

Factors Which Influenced the Choice of the
Particular College or Institution Which Was Attended

Influencing Factors	Important Factor	Most Important Factor
A. Nearness to home	17	2
B. Low or no tuition	18	8
C. Parents or older brothers and sisters went there	12	6
D. Religious influence	13	16
E. Friends attended this college	30	8
F. Scholarship granted by this college	17	7
G. High Educational standards	35	21
H. Provided good general education	41	19
I. Offered desired job training	33	28
J. Parents favored this college	29	14
K. Effective guidance program	13	1
L. Was not sure what I wanted to do and felt two years at this college would help me	11	6
M. Superior teaching staff	19	6
N. Unable to meet admission requirements of college I first intended to enter	0	0

It is encouraging to note that the reason listed under (g) (h) and (i) were checked more times than the other reasons listed. This would indicate that those who entered advanced training institutions did so for very substantial reasons. Just how and to what extent students are influenced in choosing a college is of interest. Of equal interest and value are the reasons are factors which influence the graduate to go to college at all. On this point the graduates were asked to check a list of fifteen reasons or situations that had something to do with

their decision to enter a higher institution. The instructions to this particular section of the questionnaire read as follows; Number 1, 2, 3, 4 and so on in order of their importance, any of the following factors which exerted some influence upon you to attend college. You may number many of the factors or only two; that is, rank only those which apply to you. If you cannot decide between two or more factors, number both (1). The suggested factors and the tabulations on same follow.

TABLE VI

Factors Which Exerted Some Influence To Attend College

Influencing Factors	Rank According to Importance			
	(1)	(2)	(3)	(4)
A. My parents had so little education they always planned for me to go to college, so here I am.	5	0	6	3
B. My parents are college people and it has always been taken for granted that I would have a college education.	4	0	1	1
C. My friends were going to college and I didn't want to be left out of things.	0	4	4	4
D. I wanted to enjoy life a while before settling down so I came to college.	2	2	2	1
E. I expected to make new friends in college.	4	7	12	6
F. I didn't know what I wanted to do and thought college would help me decide.	9	7	0	1
G. College is necessary to achieve a business and social position.	12	13	6	6
H. College will help me earn a high salary	3	12	8	5
I. One can't get a job until he is older, so there is nothing to do but go to college.	0	1	0	0
J. I want help and guidance leading to a wise vocational choice.	6	5	6	5
K. I came because of the extra-curricular activities and social life in college.	2	4	3	1
L. I realize a need for a broad education to prepare me for life outside the job.	21	25	7	6
M. To get specific training for the job of my choice.	59	11	7	1
N. To get pre-professional training, preparatory to a professional school.	3	3	2	1
O. To get training to take a responsible part in the community.	2	15	9	4

Our attention is immediately caught by the large number of people who gave factor (M) as the most important factor causing them to decide in favor of going to college. All other factors taken together were given a first place rank in only 73 instances. This would leave no doubt concerning the main reason for going to college as far as these 96 graduates who went on to college are concerned.

Another section of the division in the questionnaire on "Your Education" had to do with the value or usefulness of the education this group received in high school. Those checking the questionnaire were given a choice of 5 answers and were to check only one of the 5. A tabulation of this section is shown in table VII.

TABLE VII

"How Valuable and Useful Do You Consider
Your High School Education To Have Been?"

Value of High School Education	Boys	Girls
a. Very valuable and useful	41	54
b. Valuable and useful	27	26
c. Perhaps of some value	3	6
d. Of no particular value	0	0
e. A distinct waste of time and money	0	0

Seven girls and two boys failed to check this particular part of the question. It is quite evident from the figures given that the students were finding their high school education to be very valuable and useful in a majority of the cases.

The final section in the questionnaire relative to the students education was the most significant and useful as far as the writers

purpose in making this follow study is concerned. Here the graduates were asked to "List in order of rank the three courses you took during your high school years which have been the most and the least valuable to you in your later training or work. The reaction to this question is shown in tables VIII and IX which follow.

TABLE VIII

"List in order of rank the three courses you took during your high school years which have been the most valuable to you in your later training or work."

Courses Which Were Listed As Most Valuable	First In Value		Second In Value		Third In Value		Totals
	Boys	Girls	Boys	Girls	Boys	Girls	
English	16	24	16	22	17	17	112
Journalism	0	1	0	1	0	0	2
Debate and Speech	6	7	0	5	1	5	24
Biology	3	2	2	3	4	4	18
Chemistry	5	6	0	2	2	5	20
General Science	0	0	0	1	3	0	4
Physics	0	0	3	0	4	0	7
Algebra	4	0	3	0	2	0	9
Gen'l Mathematics	7	5	17	7	8	5	49
Geometry	3	1	1	0	2	0	7
Latin	0	2	0	2	2	2	8
Spanish	0	0	0	0	2	7	9
Bookkeeping	1	6	0	1	0	3	11
Shorthand	0	5	0	3	0	2	10
Typing	0	13	26	6	5	12	62
Am. History	4	2	7	7	7	10	37
Civics	0	0	1	0	2	4	7
Home Economics	x	24	x	9	x	9	42
Vocational Agriculture	17	x	1	x	1	x	19
Industrial Arts	8	x	11	x	7	x	26
Physical Education	0	0	2	0	1	0	3

TABLE IX

"List in order of rank the three courses you took during your high school years which have been the least valuable to you in your later training or work.

Courses Which Were Listed As Least Valuable	Least Valuable		Second Least Valuable		Third Least Valuable		Totals
	Boys	Girls	Boys	Girls	Boys	Girls	
English	7	1	3	0	2	2	15
Journalism	0	1	2	0	0	1	4
Debate & Speech	0	0	1	1	0	2	4
Biology	3	7	3	4	2	9	28
Chemistry	3	3	1	5	0	1	13
General Science	1	1	2	2	2	2	10
Physics	0	0	1	0	1	0	2
Algebra	1	4	2	3	5	6	21
Gen'l Mathematics	4	4	1	4	0	0	13
Geometry	2	7	3	2	1	2	17
Latin	0	5	1	2	0	1	9
Spanish	2	11	2	6	0	2	23
Bookkeeping	1	3	2	3	0	4	13
Shorthand	0	3	0	2	0	1	6
Typing	0	2	1	1	1	1	6
Am. History	13	22	10	9	2	4	50
Civics	2	2	2	4	6	2	18
Home Economics	x	2	x	2	x	2	6
Vocational Agriculture	7	x	1	x	2	x	10
Industrial Arts	6	x	3	x	0	x	9
Physical Education	2	1	1	2	0	2	8

If an attempt is made to interpret the statistics in tables VII and VIII, it must be kept in mind that the enrollment in some of the courses is always considerable larger than in others. English, American History and the Physical Education Course are required of all boys and girls, also the required unit of credit in the mathematics field must be in either General Mathematics or Algebra, consequently all 166 graduates replying to the questionnaire had taken these required subjects. All other subjects being offered as electives results in fewer graduates having taken these courses. In the Stafford High School in the past the Home Economics courses have been offered only to the girls. The courses in Vocational Agriculture and Industrial Arts (Bench-work, Cabinet-making and Mechanical Drawing) have been offered to boys only.

High School Training

The primary purpose for which any school exists is to train the boys and girls who participate in its program. This is its principle function and every school must accept the responsibilities with which it is charged. No doubt one of the best means a school has of determining how well it is meeting this responsibility is by learning from the students who have left the institution just exactly how they feel about this matter. The division of the questionnaire used in this study was designed to obtain an expression or reaction from the students on a number of points concerning their high school training. The graduates were instructed to answer each item by checking it as being (S) (A) or (U).

Code: S---Highly satisfactory
 (well pleased)
 A---About average in this respect
 (moderately satisfied)
 U---Unsatisfactory
 (disappointed)

The eighteen points on which information was desired and the number of times it was checked according to the code is shown in Table X.

TABLE X

The Ways and the Extent To Which Satisfactory Training or
Experience Was Obtained While in High School

Suggested Items	Degree of Satisfaction		
	S.	A.	U.
a. Information and advice on further education	36	105	22
b. Guidance and counsel on selection of the proper job for me.	25	89	47
c. Training for the vocation in which I am now engaged.	61	65	37
d. Development of effective health habits.	71	85	9
e. Preparation for home and family living.	60	84	22
f. Training for active participation in civic and community life.	59	92	14
g. Development of high ideals and suitable moral code.	70	89	6
h. Improvement in ability to undertake and proceed with new tasks.	73	82	10
i. Development of ability to meet people easily.	75	72	16
j. Preparation for further education.	61	92	12
k. Training in supervising or directing the activities of others.	36	91	36
l. Preparation in speaking and writing effectively.	55	86	25
m. Stimulation of a desire to read and appreciate good literature.	54	92	18
n. Development of a sound philosophy of life.	34	117	15
o. Training for effective use of leisure time.	44	93	28
p. Cultivation of a wholesome appreciation of work.	58	100	8
q. Development of a broad understanding of social and economic problems.	40	100	25
r. Stimulation of aesthetic appreciation, particularly for good music and art.	53	82	30

It has been stated previously in this report that ninety-six graduates or 57 per cent of those interviewed went on to a higher educational institution, also some figures have been given regarding the factors which influenced these young people to go on to college and the basis upon which they chose their respective educational institutions. In continuing this line of thought, ten statements were inserted into the questionnaire for the purpose of determining what these people would do if they were just now completing high school. Having been out of high school from two to five years and on the basis of the experiences they had had, would their decisions and choices be vastly different? Table X shows the figures as obtained from the questionnaire.

TABLE XI

"If you were just now completing high school and knew your own strength and weaknesses as you now know them, what would you do?"

What They Would Do	
a. Enter the same college that I did.	73
b. Enroll in a junior-college pre-professional course.	10
c. Enroll in a course that could be completed in junior college	4
d. Enroll in a (different) liberal arts or denominational college	8
e. Enter a (different) large university.	5
f. Take a different course in the same college.	8
g. Not go to college at all.	4
h. Enter the same work that I did.	66
i. Enter a different kind of work.	5
j. Enter some other type of school	8

Since numbers (a) and (h) were checked so many more times than any others, in fact more times than all the others combined it is apparent that both groups, those who had gone on to college and those who had gone to work believed that they had made a wise choice and would do the same thing again if just now completing high school.

The so called extra-curricular fields or activities have come in for a great deal of discussion on the part of administrators, staff members and parents. The value of any phase of the entire educational program can best be judged by the results. The questionnaire listed ten activities which are commonly regarded as extra-curricular in most secondary schools. Two of those listed, namely (1) Artistic and (2) Hobby groups are not a part of the extra-curricular program in

the Stafford High School consequently are not included in the tabulations. In response to this section of the questionnaire the graduates were asked to indicate three things. These are shown in the following table:

TABLE XII

Extra-curricular Activities in the Stafford High School

Extra-Curricular Activities	Participated In	Held Position Of Leadership	Now Wish They Had Participated
a. Athletics	89	17	7
b. Musical	126	7	8
c. Speech	39	0	66
d. Student Gov't	43	15	12
e. Journalistic	50	0	20
f. Dramatic	68	2	14
g. Social	71	8	5
h. Religious	88	28	6

Participation in the foregoing extra-curricular fields is a matter of free choice with the exception of Student Government and Dramatics in which case the students participating are elected by the student body or chosen by the staff. The above figures indicate that the 166 graduates had participated in a majority of the activities to a considerable degree. Perhaps the one most noticeable fact revealed in the figures is the very large number who regretted the fact that they had not participated in the speech activity. I think this is a

significant point for those who plan the curriculum. The questionnaire went one step further in checking on the extra-curricular field by asking for information on the following question, "How valuable and useful do you now consider your participation in extra-curricular activities to have been?"

TABLE XIII

Participation In the Extra-Curricular
Activities Listed in Table

The Degree of Value	Number of Times Checked
a. Very Valuable and Useful	75
b. Valuable and Useful	58
c. Perhaps of Some Value	28
d. Of No Particular Value	4
e. A Distinct Waste of Time and Effort	0

Basing his opinion on the graduates response to the above statements the writer is inclined to feel that those extra-curricular activities listed in the questionnaire were a very worthwhile part of the training received in high school and would warrant continuation for the present and future students.

Your Job

Since 57 per cent of the graduates had gone on to college and other training institutions this portion of the questionnaire did not apply to them in full. However since most of the entire group had held a job in the summer time or a part time job while in college most of them checked the greater portion of this particular division. Administrators, teachers and particularly the counselor should be in a position to inform their students on the most common methods as well as the most important factors which enable them to find employment. Those who had held one or more jobs furnished the following information, as shown in the table below:

TABLE XIV

Factors Which Operated In Your Obtaining
Your First Full Time and Your Present Job

A List Of Factors	Importance of Factors		
	First	Second	Third
a. By direct application	48	9	1
b. Through friends	20	5	3
c. Through relatives	15	3	1
d. Approached by employer	16	5	1
e. By financial investment	1	3	0
f. Through an advertisement	1	1	0
g. Through assistance of a University office or staff member	1	1	0
h. Through some non-campus employment agency.	1	0	0

Obtaining a job by direct application is obviously the factor which operated most frequently. This would indicate that even in this day and age when jobs are plentiful that one still gets the best results by making application in person. The writer does not have reliable information regarding the number of schools that assume any responsibility in placing their graduates. The services the secondary schools render to their students are constantly increasing and this may well become the common practice. Every secondary school should accept the responsibility of assisting its students in making a wise vocational choice. What do the Stafford High School students say about their alma mater about this and what do they say about other factors that may have influenced their choice of a vocation? The answer lies in the twenty following statements and the response to each.

TABLE XV

Factors Which Influenced The Choice
Of A Vocation Which Was Made

List Of Factors	Order Of Importance				
	(1)	(2)	(3)	(4)	(5)
1. Advice of parents	23	20	51	11	14
2. Advice of a high school teacher	9	13	33	12	58
3. Advice of a high school counselor	4	3	17	12	77
4. Advice of a high school principal or superintendent	5	5	20	16	72
5. A guidance class in high school	8	3	15	15	92
6. Other subjects studied in high school	16	16	40	10	39
7. Books you read in high school	7	19	33	21	55
8. The program of the high school as a whole	3	14	40	16	46
9. Working at this vocation after school, on Sat. or during summer vacations	30	18	11	5	62
10. A fair knowledge of my own interests and abilities	57	40	23	2	5
11. Advice of a college instructor	9	11	18	5	73
12. Advice of a college instructor or counselor	11	14	8	4	83
13. A college guidance course	7	4	9	19	90
14. Other college courses	18	17	20	7	67
15. The college work and experience as a whole	18	15	21	4	60
16. Talks with people not connected with the high school or college	25	24	42	7	26
17. Advice of a minister	5	5	11	18	92
18. Public library or lectures	5	6	15	35	72
19. Moving pictures you have seen	3	4	23	24	64
20. General reading in newspapers and magazines	6	15	48	13	43

TABLE XVI

The Value Of High School Training
Relative To Job

	Yes	No	Uncertain
a. Did the training received in high school help you in obtaining your first job?	67	34	26
b. Did this training help you hold your job or gain advancement?	72	29	25
c. Did your participation in extra-curricular activities help you secure your first job?	24	80	19
d. Did this extra-curricular participation help you hold your first job or gain advancement?	33	63	27

As we check the foregoing figures we see that in the choice of a vocation the choice was quite generally made by the students own initiative and the belief that they knew their own interests. Talks with people not connected with the high school or college likewise seem to have exerted considerable influence. It is very apparent that there is a serious lack of help or assistance coming from the school. All items in reference to the high school teachers, high school counselor, the high school principal or superintendent and the guidance class were given a very low rating. This study consequently points out a need for a revision in the curriculum in this respect.

What type of jobs are the graduates holding or what occupation are they in? Were any of them holding position as executives, what

was their total earned income last year, for how many firms or institutions had they worked since graduation, and if they had held several jobs were they generally similar in nature? The graduates answers to these questions can best be shown by listing all the questions as they appeared in the questionnaire.

I. "Do you own all or part of your business, farm or place of employment?"

1. Own and manage place of employment	4
2. Manage place of employment for others	1
3. Own part of business, farm etc.	17
4. Work for someone else.	68

II. "In connection with your job or profession, how many persons do you usually supervise or direct?"

(1) None	69
(2) One to five	19
(3) Six to ten	3
(4) More than ten	10

III. "What was your total earned income (before deductions) last year?"

a. Less than 1,000	41
b. 1,000-2,000	19
c. 2,000-3,000	28
d. 3,000-4,000	9
e. 4,000-5,000	4
f. 5,000-6,000	0
g. 6,000-7,000	1
h. 7,000-8,000	0
i. 8,000-9,000	0
j. 9,000-10,000	0
k. Over 10,000	2

IV. "Have the positions you have held since graduation been generally similar in nature?" (Exclude military training, check the best answer?)

	boys	girls
a. I have held the same position since I graduated	16	21
b. All of my jobs have in the same general fields.	14	21
c. If I exclude the first few years after graduation, the positions I have held have all been in the same general field	3	3
d. Although most of my work has been in one field, I have occasionally held positions in other fields.	11	10
e. I have held positions in a number of fields	11	6

V. "How well are you pleased with your present job?" Check the best answer.

	boys	girls
a. Thoroughly pleased, would not change jobs.	30	30
b. Satisfied but would consider a change.	22	20
c. Somewhat dissatisfied, would change if I could.	4	1
d. Thoroughly dissatisfied	1	0

Your Health

The secondary schools of today place considerable emphasis upon the importance of health. Since the period of physical growth and development coincides largely with the time in a child's life that is spent in school, it follows that the school must assume some responsibility in providing the environment and facilities which contribute to the health and physical development of the pupil. That most schools have accepted this responsibility is evidenced by the rather extensive physical training programs, health and hygiene classes, gymnasiums, school nurses, vaccination and immunization practises and dental examinations.

The matter of "Your Health" was placed before the graduates for their response or reaction in this manner.

TABLE XVII

I. "How well do you take care of your health?"

Health Habits	Boys	Girls
a. I have a complete medical examination every three years or oftener	48	65
b. I have a dental check up annually or oftener	41	78
c. I take some definite physical exercise three times a week or oftener	47	45
d. When I come across articles in newspapers and magazines, I usually read them	31	66
e. I often find it necessary or desirable to go on a diet	4	26
f. I am careful about the way in which I take care of cuts, scratches etc.	47	78
g. I consult a physician whenever I feel there is something wrong with me	45	82

TABLE XVIII

II. "Which of the following statements best describes your present health status?"

Health Status	Boys	Girls
a. I am practically never sick and feel vigorous and full of pep most of the time	53	57
b. Although I am seldom sick, I sometimes feel rather listless	21	18
c. I occasionally am ill, but get over it fairly soon, and feel reasonably healthy between illnesses	2	15
d. I have been ill rather frequently, but feel that I am beginning to make progress toward better health	0	1
e. I have been ill rather frequently, and feel discouraged about the chances of ever regaining full health	0	0

Your Leisure

It is a function of the school to help every pupil not only to desire and appreciate worth-while activities, but also to participate in them for the pure enjoyment he gains from such participation. The habits of childhood and early youth determine adult life. If every child in school develops an appreciation of, a desire for, and the habits of participating in varied activities for pure enjoyment, there need not be a great deal of fear as to how he will use whatever leisure time adult life may give him. Not the least of the goals to be attained under this objective is the capacity to enjoy being alone. This objective involves a well organized program of extra-curricular

activities as well as a stimulation of the individuals interest and enjoyment through regular curricular activities.

The graduates involved in this study were requested to give their reply to the matter of "Leisure" by checking 32 items covering this subject. The items and key used in instructing the students how to check them follow.

TABLE IX

The Frequency With Which the Various Activities
 are Participated In

Code: How often do you do these things?

MA - More than the average man
 A - About as often as the average man
 LA - Less than the average man
 N - Never

Activities	MA	A	LA	N
1. Amateur dramatics	7	39	40	71
2. Attending large social functions	9	87	47	17
3. Attending small social entertainments	27	108	20	14
4. Book reading for pleasure	37	66	50	9
5. Card playing	23	77	43	21
6. Church and related organizations	42	92	23	6
7. Dancing	21	52	42	46
8. Entertaining at home	16	79	43	12
9. Informal discussions, e.g. "bull sessions"	32	97	23	12
10. Indoor team sports, basketball, volleyball	21	43	55	42
11. Indoor individual sports, bowling, pool etc.	10	58	48	44
12. Listening to radio	55	35	20	1
13. Magazine reading for pleasure	41	90	30	1
14. Movies	25	93	35	7
15. Newspaper reading	31	102	28	1
16. Odd jobs at home	19	117	18	3
17. Organizations or club meetings as a member	12	71	44	36
18. Organizations or club meetings as a leader	8	52	42	64
19. Outdoor team sports, hockey, baseball etc.	19	39	56	47
20. Outdoor individual sports, golf, skating etc.	14	55	63	33
21. Picnics	17	105	31	1
22. Playing musical instruments or singing	32	54	45	35
23. Spectator of sports	35	92	21	7
24. Musical programs or concerts	19	68	57	15
25. Theater attendance (Not Movies)	4	30	52	72
26. Traveling or touring	32	79	41	7
27. Visiting art galleries, museums etc.	6	41	70	45
28. Volunteer work, social service etc.	7	45	68	39
29. Fishing or hunting	26	53	51	32
30. Camping	12	41	57	51
31. Special hobbies not mentioned above	18	48	32	25
32. Watching television	2	15	45	79

TABLE XX

The Degree To Which The Various Activities

Were Liked or Disliked

LVM - Like very much
 L - Like
 I - Indifferent
 D - Dislike
 DVM - Dislike very much

Activities	LVM	L	I	D	DVM
1. Amateur Dramatics	18	59	51	13	5
2. Attending large social functions	22	80	33	16	6
3. Attending small social entertainments	53	76	22	1	2
4. Book reading for pleasure	78	56	19	3	1
5. Card playing	45	70	23	7	12
6. Church and related organizations	69	72	15	2	0
7. Dancing	57	51	26	12	13
8. Entertaining at home	66	72	16	3	1
9. Informal discussions, e.g. "bull sessions"	59	79	14	5	2
10. Indoor team sports, basketball, volley ball etc.	47	65	32	7	1
11. Indoor individual sports, bowling, pool etc.	35	71	36	5	3
12. Listening to the radio	90	66	0	1	0
13. Magazine reading for pleasure	35	66	8	1	1
14. Movies	72	62	23	0	5
15. Newspaper reading	54	92	11	0	0
16. Odd jobs at home	36	92	25	3	1
17. Organizations or Club meetings as a member	27	78	40	11	4
18. Organizations or Club meetings as a leader	15	60	55	12	5
19. Outdoor team sports, hockey, baseball, etc.	42	68	29	15	1
20. Outdoor individual sports, golf, skating etc.	52	72	29	4	1
21. Picnics	90	58	7	3	0
22. Playing musical instruments or singing	64	59	22	5	0
23. Spectator of sports	72	53	12	3	2
24. Musical programs or concerts	49	73	24	5	7
25. Theater attendance (Not movies)	33	54	50	7	4
26. Traveling or touring	102	46	9	3	1
27. Visiting galleries, museums etc.	27	72	38	8	8
28. Volunteer work, social service etc.	22	54	57	7	1
29. Fishing and hunting	60	55	37	10	1
30. Camping	46	60	31	3	3
31. Special hobbies not mentioned above	30	45	34	2	3
32. Watching television	23	29	42	5	2

Your Civic Activities

Interest in public affairs is one of the objectives of education for citizenship. The well trained citizen must feel his responsibility for government, must have a functioning interest in civic affairs. Many people are unwilling to put themselves continually to necessary inconveniences to perform the functions of citizenship. Obviously a democratic state cannot fully succeed until a majority of its citizens feel personally responsible for its success and are willing to make the sacrifices that are necessary to carry this responsibility into effect. How well does the secondary school develop such interest in civic affairs? Only a part of the obligation for this kind of training rests upon the social science teacher, much of it however, rests upon the general organization of the school and upon those who are responsible for the organization. Obviously, too, outside agencies such as the church, home, theater, and press have responsibilities particularly for the continuation of interest in civic affairs after the individual leaves school.

The graduates of the Stafford High school who were included in this study were asked to check fifteen questions relative to their participation in civic activities during the past two years. The fifteen statements and the total number of times each was checked as having been participated in are given in the following table:

TABLE XXI

Civic Activities Engaged In By the Graduates During Last Two Years

Civic Activities	Number Of Times Checked
1. Contributed to the Red Cross, Community Chest, or similar agency.	130
2. Solicited for one of the agencies mentioned above.	17
3. Voted in one or more local, state, or national elections	51
4. Actively campaigned for one or more candidates for public office.	1
5. Contributed to state or national political party funds.	2
6. Campaigned as a candidate for election to public office.	1
7. Listened regularly to one or more radio discussion programs such as "Town Meeting of the Air," "Meet the Press," etc.	57
8. Read regularly the news and editorial sections of a daily newspaper.	115
9. Read regularly a magazine dealing with current political and social affairs, such as <u>Time</u> , <u>Newsweek</u> , etc.	57
10. Attend church services at least twice monthly.	135
11. Led or advised one of young peoples groups-- Scouts, Camp Fire Girls, Y. C. A., 4-H Clubs, Religious Organizations, etc.	40
12. Frequently discussed social, political, or economic questions with friends.	125
13. Served in one or more non-political offices, such as an officer in fraternal, civic, educational, or other community organization.	40
14. Served on a major committee of one or more of these organizations.	31
15. Retained membership in or joined a reserve military organization such as National Guard or Officers Reserve.	10

Other activities listed by a number of the respondents although not suggested in the questionnaire were: Volunteer nursing, Civic Improvement group, Music Club, Lions Club, Health and Welfare group and American Legion. One person mentioned Donation of Blood. The infrequency in which items number 4-5 and 6 were checked would indicate a lack of active participation in the affairs of state.

Your Military Service

This final division of the questionnaire was included in the study for the purpose of learning how many of the graduates had served, or were at present serving in some branch of the armed forces during the war. An attempt was made also to determine to what extent their work while in the service was related to their civilian occupation. Since the number with military experience was very small nothing of significance was learned. Four boys claimed some service in the Navy and two in the Army. All of these with the exception of one entered the service less than eight months before the close of the war. One of the graduates had served in the Navy and one in the Air Force since the close of the war. At the time the questionnaire was received there were seven in the navy, three in the air force and three in the Army.

In answer to the question concerning the relationship of the work done while in the service to their civilian occupations, not one said it was "Identical," three said "partly related," two said "closely related" and eight said "almost totally different." When asked which statement best described how they felt about their military service,

four stated they liked it so well that they are still in or expected to reenter soon. Eleven stated that although they liked it, they had no particular desire to re-enter. Three stated they disliked much of their experience in the service.

CONCLUSIONS, SUGGESTIONS AND VALUES

Any follow-up study is not complete until a summary of its findings and implications has been prepared. The major value of a study of this type lies in the interpretation and use of the data. A number of rather definite conclusions and generalization, based upon the information supplied by the graduates, may be drawn from the report.

Evidence indicates that in general girls marry sooner after graduation from high school than do the boys. They settle down and become homemakers and housewives.

Parental occupations most frequently mentioned were housewife, farming and oil industry. This would suggest that the Stafford High School students come from homes where the father is the bread-winner while the mother is free to devote her energies and interests in the direction of home-making.

In regard to the continued pursuit of a formal education, 57 per cent of the respondents went on to advanced educational institutions. The fact that only 21 per cent had received an advanced degree is probably because not enough time had elapsed since their graduation from high school to have completed the requirements for a degree. Those who went on to school, chose the specific institution they attended in most instances, because it offered the desired training for a job, and because of its high educational standards. The group who had gone on to college and also those who entered some job, indicated that their decisions and choices were based upon factors operating outside of the school. Obviously they had not obtained much worthwhile

information about these matters through the school's program, the faculty or administration.

Of the graduates who were gainfully employed, seventy-five per cent were working for someone else, eighteen per cent owned a part of the business or farm where they were employed. The remaining few owned and managed the place of employment. Of the number who were holding a job, sixty-two per cent stated that they had held the same job since graduation or one very similar in nature. Fifty-six per cent were thoroughly satisfied with their job and would not change, forty per cent were satisfied but would consider a change. The remainder said they were somewhat dissatisfied with one individual admitting that he was thoroughly dissatisfied.

The graduates gave definite evidence that they now considered English as the most valuable course they had taken while in high school, they likewise indicated that American History was the least valuable course taken in high school. The latter should not be true and might be interpreted to mean that something is seriously wrong. It was found that the so called extra-curricular activities had been participated in quite extensively. The graduates were almost unanimous in saying that the extra-curricular activities were valuable and useful. One significant fact revealed was that sixty-six of the graduates who had not participated in the Speech Activity now regretted that they had not done so.

In response to the questions relative to their health status, health habits, leisure and civic activities, one may conclude from the

replies that the respondents as a whole are a well adjusted group and are making their contributions to the social, political and economic order of which they are a part.

On the basis of the foregoing conclusions a number of suggestions or recommendations may be made. The study would warrant some curriculum revision, in that greater emphasis should be place on Speech. This should become a part of the curriculum and not be considered as extra-curricular. From the data included in the study there seems to be a definite need for an adequate guidance program. The students should not be subjected to the hazards of making wrong vocational choices and decisions on continuing their formal training without the assistance of a qualified counselor. Finally the writer would recommend to high school administrators that a follow-up study of the graduates become a regular procedure. Such a study would tend to keep the administration, the students in school and the patrons of the school informed on many points of vital importance.

Values

Admittedly there are some inadequacies and weaknesses in this study and report. This is particularly true in that portion of the study included under the heading "Your Job". Since many of the graduates surveyed in the study are still in college the information relating to vocational choice and so forth is incomplete. Since no two secondary school systems are exactly alike, all having their own strengths and weaknesses, this study should not be passed on as final

facts that apply to all high schools. In spite of its shortcomings a study of graduates has considerable value as a means of improving public relations, in increasing student motivation and in substantiating recommended changes in the school's program.

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