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EDUCATIONAL AND OCCUPATIONAL FOLLOW-UP STUDY
OF THE 1961-1965 GRADUATES OF CLAY CITY HIGH
(TITLE)

BY

James McDaniel

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

Education 560

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1967
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

5-10-67
DATE

ADVISER

5-10-67
DATE

DEPARTMENT HEAD

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CHAPTER I
INTRODUCTION

Students who graduate from high school are faced with the decision of continuing their education or going to work in the labor force.

The push for more education is evident in the rapid expansion of our colleges. This push for more education is based on the belief that education will produce desirable results. However, the following question could be asked, "Will such results be achieved without loss as well as gain to some students?" If counselors are to work with high school students in the making of decisions about pursuing their education beyond high school, there is a need for much consideration of pros and cons.¹

Students should be made aware of occupations that are relatively stable and those that are irregular. In order for a student to select a stable occupation he must understand his abilities, aptitudes, interests and be familiar with vocational opportunities available to him. To make intelligent educational plans students need a knowledge of themselves and a familiarity of opportunities available.

¹John W. M. Rothney, "Trained and Non-Trained Males Ten Years After High School Graduation," Vocational Guidance Quarterly, Volume XIV (Summer, 1966), pp. 247-250.

For many students the problem of getting into an acceptable college becomes a confusing experience. To the student who has never gone through the process of applying for admission to college, it is a mystery. However, college admission is a matter of educational planning in which parents, students, schools, and colleges have important roles.

The counselor's and the student's duties are to evaluate the following questions that a student needs to answer: (1) What ability does the student have? (2) How well has the student achieved in his subjects in relation to his educational goal? (3) What is the student's purpose in going to college? (4) How adequate are his abilities and achievements for the demands he will face in college?²

The change of students from high school to college could be a rewarding process when the student's understand the processes of selecting the colleges of their choice.

The staff of Clay City High School was interested in what the students were doing and the feelings the students had toward their school. It was hoped that by using a survey the school could locate its graduates and obtain their opinions about the school.

The school would like to use this information to improve the curriculum for the present students.

²Clyde Vroman and Gayle C. Wilson, "College Admissions," NEA Journal, October, 1966, p. 41.

STATEMENT OF PURPOSE

The purpose of this study was to survey what students are now doing and the part that Clay City High School had in preparing its graduates for occupations and further education. The following statements were hoped to be derived from this survey.

1. To determine where the graduates who responded were located.
2. To determine how many graduates who responded had obtained additional education.
3. To determine who had helped the graduates who responded decide to continue their education.
4. To determine who had helped the graduates who responded obtain scholarship information.
5. To determine who helped the graduates who responded make their occupational choices and what their occupational choices were.
6. To determine who had helped the graduates who responded select the occupation in which they are presently employed.
7. To determine the importance of high school courses to the graduates who responded.
8. To receive suggestions regarding courses that should be added to the curriculum.

PROCEDURE OF STUDY

Data for the follow-up study was collected by the use of a questionnaire. This questionnaire was devised by Mr. William Hill, Principal of Clay City High School, the writer, and approved by Dr. Carl Green, Eastern Illinois University.

A list of students who graduated from Clay City High School from 1961 through 1965 was compiled by checking the school's permanent record file.

The location of the addresses of the graduates was accomplished by asking many students in high school and Mrs. Clara Long, English teacher at Clay City High School who has had all of the graduates in her classes.

A letter was sent with each questionnaire to describe the purpose of the survey to the graduates. A follow-up letter was sent to the students in July 1966, in the hope of securing a higher percentage of returns.

The returns of the questionnaire were analyzed and compiled to answer the purposes of the survey.

DEFINITIONS OF TERMS

Education--The social process by which people are subjected to the influence of a selected and controlled environment (especially that of the school) so that they may attain social competence and optimum individual development.³

Occupation--The economic activity that is the life work of an individual.⁴

Follow-Up--A plan by which the experiences or status of young people who have left school are investigated or surveyed, either for the purpose of assisting them in further adjustment or for securing facts to improve the plan of guidance for those still in school.⁵

Questionnaire--A list of planned, written questions related to a particular topic, with space provided for indicating the response to each question, intended for submission to a number of persons for reply; commonly used in normative survey studies and in the measurements of attitudes and opinions.⁶

³ Carter V. Good, Dictionary of Education, (New York, Toronto, London: McGraw-Hill Book Company, Inc., 1959), p. 191.

⁴ Ibid., p. 373.

⁵ Ibid., p. 233.

⁶ Ibid., p. 435.

LIMITATIONS OF THE SURVEY

This study was limited by three factors: the use of the questionnaire method; the use of graduates from 1961-1965 from one high school; and the percentage of questionnaires returned.

When a student has been out of school a few years, his memory of school life may be tinted by sentiment, and he may be inclined to exaggerate the values derived from the school program.

Secondly, this study was limited by the number of graduates. There was a total of 288 students who graduated from 1961-1965 from Clay City High School. This is only a small sampling of students who have graduated from high schools during these five years.

This study was further limited by the number of questionnaires returned. A total of 288 questionnaires were mailed. However, only 152 or 53 per cent were completed and returned.

RELATED RESEARCH

Other follow-up studies of similar nature have been made at other high schools. It was hoped the use of other studies would make the information gained from this study more meaningful when compared.

In 1959, Daniel W. Snapp did a follow-up study of high school graduates at Evansville, Indiana. The results of his survey were:

The percentage of the graduates who entered college was 36 per cent. The percentage of high school graduates over the nation attending college on a full time basis is approximately 42 per cent, as reported by the United States Office of Education in Progress of Public Education in the United States in 1958-59.

The percentage of the 1959 graduates who are unemployed or who moved from the city at the time of the survey was the highest of any class in ten years.

The present study was significant in that a large percentage of Clay City graduates have left the community.

In 1965, a follow-up study of 1960-64 graduating classes of Arcola High School was made by Dorothy M. Smith. The results of this study were:

Forty per cent of the students graduating from high school entered employment. Fifty-six per cent of the students are attending college or graduated from college, four per cent are unemployed.

Clerical and sales jobs account for 44 per cent of the occupations which graduates work, 20 per cent are in the service, with 12 per cent working in agriculture, 12 per cent working in manual labor, 12 per cent in professional, technical, and managerial work.

⁷ Daniel W. Snapp, "Follow-Up of Graduates of 1959," Clearing House, (December, 1960), Volume XXXV, pp. 204-206.

The following subject areas were listed by the students as being inadequate: English--30 per cent; Mathematics--12 per cent; Commerce--11 per cent; History--9 per cent; and Foreign Language--8 per cent.

The objectives of this study were similar to the objectives that were in the study made at Clay City.

In 1964, a survey of former Oakland High School students as an aid in curriculum planning was made by Julius F. Wiese. In Wiese's Study:

Ninety-three per cent of the former students indicated an interest in further training. The three predominate choices--business, college preparatory work, industrial arts--emphasize a possible need for greater emphasis in the high school curriculum.⁹

This recommendation was important because this writer was interested in the courses needed to improve Clay City's curriculum.

⁸Dorothy M. Smith, "Follow-Up Study of the 1960-64 Graduating Classes of Arcola High School," (Unpublished Master's Plan B Paper, Department of Education, Eastern Illinois University, 1965).

⁹Julius F. Wiese, "A Survey of Former Oakland High School Students as an Aid in Curriculum Planning," (Unpublished Master's Plan B Paper, Department of Education, Eastern Illinois University, 1964).

CHAPTER II
RESULTS OF THE QUESTIONNAIRE

Of the 288 questionnaires mailed, 152 were returned for a 53% return. The class of 1963 showed the greatest number of returns with a return of 60%. Of the twenty-nine questionnaires returned, thirteen were returned by girls, and sixteen were returned by boys.

Of the sixty-five students in the class of 1961, twenty-eight questionnaires were returned for a return of 43%. Of the twenty-eight questionnaires returned, thirteen were returned by the girls, and fifteen were returned by the boys.

From the sixty-one students in the class of 1962, thirty-three questionnaires were returned for a return of 54%. Seventeen questionnaires were returned by the girls, and eleven questionnaires were returned by the boys.

The class of 1964 consisted of forty-nine students of which twenty-three students returned their questionnaires for a return of 47%. Twelve girls and eleven boys returned their questionnaires for a total of twenty-three questionnaires returned.

Of the sixty-five members of the class of 1965, thirty-nine questionnaires were returned. Twenty-two were returned by girls, and seventeen were returned by the boys for a total return of 60%.

Question number one asked the graduates their marital status.

Table I indicates the replies from the graduates of 1961 through 1965 to question one, giving both males and females married each year and a composite percentage of the single, married, and divorced.

Eighty-eight or 58% of the students answering the questionnaire were single. Sixty-four of the students who answered the questionnaire, (42%), were married. None of the students who returned the questionnaire were divorced. The class of 1961 had the greatest number of married students who returned the questionnaire (75%). The females seemed to marry sooner than the males from 1962 through 1964, probably because girls usually marry older boys (who work awhile before marriage for financial security). The class of 1965 had the greatest number of students who were still single (85%).

Question two asked, "Are you attending school at the present time?" The results of the question are compiled in Table II. The graduates were to indicate if they were attending school full time, part time, or not at all. Males and females were charted separately, and a composite total percentage was given each year.

A total of forty-eight, or 32%, of the students who returned the questionnaire indicated that they were presently attending school full time. Seven students indicated that they were going to school part time for a total of five per cent. However, ninety-seven of the students indicated that they were not attending school at the present time for a return of 64%.

Many of the Clay City High School graduates were enrolled in Olney Junior College. From the class of 1965, ten students enrolled in Olney for a percentage of 15% of the class. The Clay City graduates will

TABLE I

WHAT IS YOUR MARITAL STATUS?

Year Graduated	1961			1962			1963			1964			1965				
	Total	M	F	M	F	M	F	M	F	M	F	M	F				
Single	88	58%	4	3	25.0%	8	3	33.3%	12	6	62.1%	9	10	82.6%	15	18	84.6%
Married	64	42%	11	10	75.0%	8	14	66.7%	4	7	37.9%	2	2	17.4%	2	4	15.4%
Divorced	0	00%	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%

TABLE II

ARE YOU ATTENDING SCHOOL AT THE PRESENT TIME?

Year Graduated	1961			1962			1963			1964			1965	
	Total	M	F	M	F	M	F	M	F	M	F	M	F	
Full Time	48 32%	4	1 17.8%	4	3 21.2%	4	4 27.8%	7	4 47.8%	8	9 43.6%			
Part Time	7 5%	1	0 3.6%	0	0 0.0%	0	1 3.4%	1	1 8.7%	2	1 7.7%			
No	97 63%	10	12 78.6%	12	14 78.8%	12	8 68.8%	3	7 43.5%	7	12 48.7%			

probably enroll in Olney in greater numbers in the future because the Clay City School District will be paying the students' tuitions.

Question three asked, "What additional educational training have you had since high school graduation?" The results were compiled in Table III. The different universities, schools of business, beauty schools, and airline stewardess schools were listed; and the males and females attending each from 1961-1965 were indicated.

Of the graduates who replied, sixty-three, or 41% of the graduates had received no additional training since high school graduation. From the students who have additional training since high school graduation, fifty-eight, or 38% of the total number of students attended state universities. Eleven, or seven per cent of the students were enrolled in schools of business. Eight, or five per cent of the students were enrolled and being trained in schools in the armed forces. Four or three per cent of the students were enrolled in technical schools. Three or two per cent of the students were enrolled in beauty school. Two students or one per cent of the students were enrolled in nursing and airline stewardess schools. One student or one per cent of the students had attended chiropractic school.

Twenty-seven of the sixty-five students who graduated from the class of 1965 continued their education. This was 42% of the graduating class. The Clay City seniors seem to be following the national trend of more high school graduates furthering their education.

Question four stated, "If you have graduated from any school beyond high school, state the degree held." Table IV gives the degrees held by

TABLE III

WHAT ADDITIONAL EDUCATIONAL TRAINING HAVE YOU HAD SINCE HIGH SCHOOL GRADUATION?

Year Graduated	Total		1961		1962		1963		1964		1965	
	No.	%	M	F	M	F	M	F	M	F	M	F
None	63	41	6	5	10	11	8	4	3	4	7	5
State Universities	58	38	7	4	4	4	4	7	7	4	8	9
Business School	11	7	1	1	0	1	0	1	0	3	1	3
Armed Forces	8	5	2	0	1	0	1	0	1	1	2	0
Technical School	4	4	1	0	0	0	0	0	1	0	2	0
Beauty School	3	2	0	0	0	1	0	0	0	1	0	1
Nursing	2	1	0	0	0	1	0	1	0	0	0	0
Airline Stewardess	2	1	0	1	0	0	0	0	0	0	0	1
Chiropractor School	1	1	0	0	1	0	0	0	0	0	0	0

TABLE IV

IF YOU HAVE GRADUATED FROM ANY SCHOOL BEYOND HIGH SCHOOL, STATE THE DEGREE HELD.

Year Graduated	Total		1961		1962		1963		1964		1965	
	No.	%	M	F	M	F	M	F	M	F	M	F
None	140	92	11	9	13	13	15	11	11	9	17	19
B. S. in Education	10	6	1	5	1	3	0	0	0	0	0	0
B. S. in Agriculture	1	1	1	0	0	0	0	0	0	0	0	0
Dr. of Chiropractor	1	1	0	0	1	0	0	0	0	0	0	0

the Clay City High School graduates from 1961-65. Ten of the students who returned the questionnaire had received a B. S. Degree in Education from a state university for a percentage of six per cent. One student had received a Doctor of Chiropractor Degree from Logan Chiropractic College in Missouri, a percentage of one per cent. One student had received a B. S. in Agriculture Degree from Southern Illinois University, for a percentage of one per cent. The remaining 140 graduates who returned the questionnaire had not received a degree, for a percentage of 92%. However, this figure is misleading because the classes of 1962-65 had not attended school long enough to obtain a degree.

Twenty-one per cent of the graduates of the class of 1961 have obtained a B. S. Degree in Education. The majority of the students who have received their B. S. Degree in Education had graduated from Eastern Illinois University.

Question five asked, "Who helped you decide to continue your education?" Table V gives the information received when the graduates were asked to tell who helped them decide to continue their education beyond high school. Fifty-nine or 39% indicated their parents helped them the most. In four of the five years of this survey from 1961-1965, the parents played the dominant role in helping the graduates to decide to continue their education. Twelve or eight per cent of the graduates indicated that they received help from their teachers. Thirteen or nine per cent of the graduates indicated they received help from the principal. The smallest number, three or two per cent of the graduates, felt they were helped by the part-time counselor. The remainder of the students, or 42%, indicated

TABLE V

WHO HELPED YOU DECIDE TO CONTINUE YOUR EDUCATION?

Year Graduated			1961		1962		1963		1964		1965						
	Total		M	F	M	F	M	F	M	F	M	F					
Parent	59	39%	8	5	46.5%	6	5	33.3%	4	3	24.1%	7	4	47.8%	7	10	43.6%
Teacher	12	8%	4	1	17.8%	0	0	0.0%	0	0	0.0%	2	1	12.6%	4	0	10.2%
Principal	13	9%	5	0	23.8%	1	1	6.1%	0	0	0.0%	0	1	4.3%	3	2	12.8%
Guidance Director	3	2%	0	1	3.6%	0	0	0.0%	0	0	0.0%	0	0	0.0%	1	1	5.1%
Other	65	42%	3	1	8.3%	8	12	60.6%	9	13	75.9%	2	6	35.3%	5	6	28.3%

that they received no help, or received help from other sources than those mentioned.

The writer has been the part time counselor at Clay City since 1964. He has been employed as counselor for three periods of a seven period day. Prior to 1964, the counselors' were employed for two periods of a seven period day.

Question six asked, "Who helped you select the college you are now attending?" Forty-six of the graduates who returned the questionnaire, or 30.2%, indicated that their parents helped them to select the college they were attending. Possible significant reasons for the parents' directing the students as they did might be financial, closeness to home, and where former students had gone. Four, or three per cent, of the students indicated they were helped by their teachers. Nine, or six per cent, of the graduates indicated that the principal aided them. Eight, or five per cent, of the graduates indicated that the part-time counselor helped them. The remaining 56% of the graduates stated that they had no help or they received help from other sources than those mentioned. It would seem that a student's peer group had more influence on Clay City High School graduates than the school personnel and the parents.

Question seven asked, "If you enrolled in college, who helped you to gain scholarship information?" Table VII gives the results found when the graduates were asked to indicate who had helped them gain scholarship information. One, or one per cent, of the graduates indicated his parents helped him gain scholarship information. Four, or three per cent, of the graduates indicated that their teachers helped them. Thirty-six, or 24%, of the students indicated that the principal helped them.

TABLE VI

WHO HELPED YOU SELECT THE COLLEGE YOU ARE NOW ATTENDING?

Year Graduated			1961		1962		1963		1964		1965						
	Total	%	M	F	M	F	M	F	M	F	M	F					
Parent	46	30%	4	1	17.8%	4	3	21.2%	6	6	41.3%	6	2	34.7%	6	8	35.8%
Teacher	4	3%	1	0	3.6%	1	0	3.3%	1	1	6.8%	0	0	0.0%	0	0	0.0%
Principal	9	6%	3	1	14.3%	0	0	0.0%	3	0	10.3%	0	0	0.0%	1	1	5.1%
Guidance Director	8	5%	0	1	3.6%	0	0	0.0%	1	0	3.4%	1	3	17.4%	2	0	5.1%
Other	75	56%	5	8	60.7%	10	14	75.5%	7	4	38.2%	3	8	47.9%	9	12	54.0%

TABLE VII

IF YOU ENROLLED IN COLLEGE WHO HELPED YOU TO GAIN SCHOLARSHIP INFORMATION?

Year Graduated	1961				1962				1963				1964				1965				
	Total	M	F		M	F			M	F			M	F			M	F			
Parent	1	1%	0	0	0.0%	0	0	0.0%	0	0	0.0%	1	0	4.3%	0	0	0.0%				
Teacher	4	3%	1	0	3.6%	0	0	0.0%	0	0	0.0%	1	0	4.3%	2	0	5.1%				
Principal	36	24%	5	4	32.1%	6	3	27.3%	3	3	20.7%	2	0	8.7%	6	4	25.6%				
Guidance Director	14	9%	1	0	3.6%	0	0	0.0%	1	0	3.4%	1	3	17.0%	4	4	20.5%				
Other	97	63%	8	8	60.7%	13	10	72.7%	12	10	75.9%	5	10	65.7%	7	12	48.8%				

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Fourteen, or nine per cent, of the students indicated that the part-time counselor helped them. Sixty-three per cent of the students had received help from other sources.

The number of students consulting the counselor from 1961-1965 had risen from a percentage of 4% to 21%. While this was a significant increase, it was still low. This increase might have been because more students were seeking scholarship information since more of them were going to college.

The largest percentage of students credited the principal as giving them the scholarship information that was needed. This ranged from a high of 32 per cent in 1961 to a low of 9 per cent in 1964.

Parents were of little or no help to the graduates in gaining scholarship information. Only one student in the five-year study reported that his parents helped him gain scholarship information.

The information in Tables V, VI, VII indicate the importance of the teachers, principal, and guidance counselor working together with the students to help them prepare for college.

Due to the increasing cost of attending college and the increasing number of students who plan to attend college, it is becoming increasingly important that the students be trained at a younger age and have the preparation to select a course of study after graduation from high school.

As this was an educational-occupational survey, the first portion of the questionnaire was devoted to the education of the Clay City High School graduates, and the second portion was devoted to occupational information.

Question eight asked the graduates, "Are you employed at the present time?" Table VIII shows the number and percentages of the graduates who were employed full time, part time, or were unemployed. Eighty, or 53%, of the graduates who returned the questionnaire were employed full time. Eighteen, or 12%, of the graduates were employed part time. Thirty-eight, or 25%, of the graduates were not employed. Sixteen, or 10%, of the graduates were housewives.

The class of 1965 showed the largest percentage of unemployment, with 39%. The class of 1964 had more females working part time and less unemployed. The same class also had more females employed full time than males.

The Clay County area has three basic occupations to stabilize the economy: agriculture, oil production, and industry. Also, workers are needed in construction, medical facilities, and transportation. These skilled and semi-skilled employees must be trained and prepared in our school systems.

The area in which graduates settle down is of special interest to the school personnel. This knowledge aids the school administration in the planning of the curriculum in such a manner that the graduates will have the necessary skills to be employable in the locality of their choice.

Table IX shows the graduates living in Clay County, in Illinois, other than Clay County, and out of state. The class of 1961 had the fewest number of graduates living in Clay County with a percentage of 29%. The occupations, held by the graduates of the class of 1961 living in Clay County, were mainly farming with other occupations ranging from telephone repairmen to teachers.

TABLE VIII

ARE YOU EMPLOYED AT THE PRESENT TIME?

Year Graduated	1961		1962		1963		1964		1965								
	Total	M	F	M	F	M	F	M	F	M	F						
Full Time	80	52.6%	10	6	57.1%	12	6	54.5%	9	7	55.2%	4	8	52.1%	9	9	46.1%
Part Time	18	11.9%	2	1	10.8%	1	0	3.0%	3	1	13.8%	2	3	21.7%	3	2	12.8%
Not Employed	38	25.0%	2	7	32.1%	3	11	42.5%	4	5	31.0%	5	1	26.2%	5	11	41.1%
Housewife	16	10.5%	0	4	14.3%	0	8	24.4%	0	3	10.3%	0	0	0.0%	0	1	2.6%

TABLE IX

PER CENT OF GRADUATES WHO LIVE IN CLAY COUNTY, ILLINOIS, AND OUT OF STATE.

Year Graduated	Total		1961		1962		1963		1964		1965						
	No.	%	M	F	M	F	M	F	M	F	M	F					
Clay County	79	52.0	6	2	28.6%	9	7	48.5%	10	7	58.6%	6	6	52.2%	11	15	66.7%
Illinois	45	29.6	5	6	39.3%	3	8	33.3%	3	4	24.1%	5	4	39.1%	3	4	17.9%
Out of State	28	18.4	4	5	32.1%	4	2	18.2%	3	2	17.3%	0	2	8.7%	3	3	15.4%

Eleven of the graduates of the class of 1961 indicated they lived in the state of Illinois. The graduates addresses ranged from Marion, Illinois, in the southern part of the state, Lawrenceville in the eastern part of the state, and Nokomis in the northern half of the state.

Nine of the graduates were found to be living outside the state of Illinois, with addresses ranging from Jacksonville, Florida, in the south; Washington, D. C., in the east; Saint Louis, Missouri, in the west; and Lansing, Michigan, in the north.

The class of 1965 had the largest number of graduates still living in Clay County with a percentage of 67%. However, ten of the twenty-six graduates who indicated they still lived in Clay County were students at Olney Junior College. Their living at home while attending college would help account for the high percentage. Many of the graduates who were students at other universities gave Clay City as their home address.

The major companies for which a Clay City High School graduate has an opportunity to work are located in Olney and Flora. The largest factory is the American Machine and Foundry located at Olney. The second largest factory is the International Shoe Company which is located in Flora, Illinois.

Within the past five years, there has been an increase of industry moving into this area and the opening of new oil fields. Despite these increases in industry, a recent survey of the population of Clay County by the Olney Junior College showed that Clay County had a population of 16,542 in 1940. In 1960 the population was 14,249, for a percentage drop of 13%.

In the Clay County area the population loss has resulted primarily from consolidation of farms and industries into larger operating units rather than from the loss of industry or depletion of natural resources.

Question ten asked the employed graduates the kind of job they were holding. Table X indicated that Clay City had more graduates enrolled as students than in any other occupation. The percentage was 30%. The class of 1965 showed the largest percentage of students going to college with 44%. The second ranked occupation was a tie between a housewife and a secretary with a percentage of 13%. Twenty-four per cent of the 1962 graduates stated they were housewives, and 26% of the class of 1964 stated they were secretaries. Factory work ranked fourth, although no graduates in the class of 1962 indicated they were factory workers. A probable reason for such a low percentage of students indicating they were factory workers is the low social status that is associated with just being a factory worker. Students would rather indicate they had a specific title for their job. For example, one student wrote that he was a maintenance specialist at AMF in Olney when his job actually consisted of minor repair work.

Farming ranked fifth, which is rather low, considering that Clay City is a farming community. Eleven per cent of the graduates were engaged in farming in the class of 1961. The classes of 1964 and 1965 seemed least interested in farming with percentages of four and five per cent of their students engaged in farming. Due to the rising costs of owning and managing a farm, it is getting more difficult for a person to become a farmer. Farm parents seem to be encouraging their boys to prepare for some other vocation.

Question eleven asked, "Do you consider your present occupation to be your life's work?" Forty-four, or 29%, of the graduates indicated in Table XI that the job they were presently doing was going to be their

TABLE X
OCCUPATIONS OF CLAY CITY GRADUATES

Year Graduated	Total		1961		1962		1963		1964		1965	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Attending College	46	30.2	4	14.9	7	21.2	7	24.2	11	47.8	17	43.6
Housewife	19	12.5	4	14.9	8	24.2	3	10.3	0	0.0	4	10.3
Clerical Office Worker	8	5.3	3	10.7	1	3.0	1	3.4	0	0.0	3	7.7
Mechanic	7	4.6	3	10.7	2	6.1	2	6.9	0	0.0	0	0.0
Truck Driver	2	1.3	1	4.2	1	3.0	0	0.0	0	0.0	0	0.0
Teacher	5	3.3	4	14.9	1	3.0	0	0.0	0	0.0	0	0.0
Farmer	10	6.6	3	10.7	2	6.1	2	6.9	1	4.3	2	5.1
Carpenter	1	0.7	1	4.1	0	0.0	0	0.0	0	0.0	0	0.0
Secretary	19	12.5	3	10.7	3	9.1	5	17.4	6	26.3	2	5.1
Factory Worker	12	7.9	1	4.2	0	0.0	2	6.9	2	8.7	7	17.9

TABLE X--Continued

Year Graduated	Total		1961		1962		1963		1964		1965	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Employed	3	2.0	1	3.6	0	0.0	2	6.9	0	0.0	0	0.0
Armed Forces	11	7.1	0	0.0	5	15.3	2	6.9	1	4.3	3	7.7
Stewardess	1	0.7	0	0.0	1	3.0	0	0.0	0	0.0	0	0.0
Salesman	2	1.3	0	0.0	1	3.0	1	3.4	0	0.0	0	0.0
Telephone Operator	1	0.7	0	0.0	1	3.0	0	0.0	0	0.0	0	0.0
Heavy Equipment Operator	1	0.7	0	0.0	0	0.0	1	3.4	0	0.0	0	0.0
Oil Field Worker	2	1.3	0	0.0	0	0.0	1	3.4	0	0.0	1	2.6
Filling Station	1	0.7	0	0.0	0	0.0	0	0.0	1	4.3	0	0.0
Beautician	1	0.7	0	0.0	0	0.0	0	0.0	1	4.3	0	0.0

life's work. Seventy-three, or 48%, of the graduates indicated that they were not satisfied with their present occupations. The remaining 23% of the graduates indicated they were not sure what their future occupations would be.

However, the class of 1965 showed the largest percentage of graduates who were not satisfied with their jobs totaling 69%. The graduating class of 1961 had the fewest number of graduates who were not satisfied with their jobs, with a per cent of 36. Significant reasons for this could be the graduates had worked at the job longer, were more secure on their jobs, or were more attracted to the community where they were living. Another reason could be that several of the students of the classes of 1962-1965 were working their way through college at jobs they did not intend to be their life's work.

The graduates who answered "no" to the question, "Do you consider your present occupation to be your life's work?", were to indicate what they intended their life's work to be. Several of the occupations they listed required advanced training such as mechanics, electronics, beauticians, secretaries, law enforcement officers, teachers, and doctors, which might indicate that they were working to go to college or were attending college.

Question twelve asked, "If your above answer was no, what do you intend your life's work to be?" Table XII indicated that thirteen, or nine per cent, stated they were undecided about what their future work would be. Seventeen, or 11%, stated that they would like to become teachers. The class of 1961 seemed unsure about what their future occupations would be. It would seem surprising that the class of 1962 were unhappy in their

TABLE XI

DO YOU CONSIDER YOUR PRESENT OCCUPATION TO BE YOUR LIFE'S WORK?

Year Graduated	1961			1962			1963			1964			1965				
	Total	M	F	M	F	M	F	M	F	M	F	M	F				
Yes	44	29%	8	5	46.4%	5	8	39.3%	6	6	41.3%	1	3	17.4%	0	2	5.1%
No	73	48%	6	4	35.7%	9	4	39.5%	8	4	41.4%	4	7	47.8%	13	14	69.3%
No Answer	35	23%	1	4	17.9%	2	5	21.2%	2	3	17.2%	6	2	34.8%	4	6	25.6%

TABLE XII

IF YOUR ABOVE ANSWER WAS NO, WHAT DO YOU INTEND YOUR LIFE'S WORK TO BE?

Year Graduated	Total		1961		1962		1963		1964		1965	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Undecided	13	8.6	1	3.6	4	12.1	1	3.4	2	8.9	5	12.8
Mechanic	2	1.3	2	6.1	0	0.0	0	0.0	0	0.0	0	0.0
Farmer	6	3.9	0	0.0	0	0.0	3	10.3	0	0.0	3	7.7
Electronics	1	0.7	1	3.6	0	0.0	0	0.0	0	0.0	0	0.0
Teacher	17	11.4	2	7.1	3	9.1	3	10.3	2	8.5	7	17.9
Beautician	2	1.3	0	0.0	0	0.0	0	0.0	0	0.0	2	5.1
Secretary	10	6.6	1	3.6	1	3.0	0	0.0	4	17.4	4	10.3
Office Work	4	2.6	0	0.0	0	0.0	0	0.0	0	0.0	4	10.3
Construction	5	3.3	0	0.0	1	3.0	1	3.4	1	4.3	2	5.1
Housewife	8	5.3	3	10.7	1	3.0	2	6.9	2	8.7	0	0.0
Law Enforcement	2	1.3	0	0.0	1	3.0	1	3.4	0	0.0	0	0.0
Doctor	1	0.7	0	0.0	1	3.0	0	0.0	0	0.0	0	0.0

present jobs and were undecided about their future, as they had had time to decide upon a life's occupation.

Question thirteen asked, "Was there anyone in high school who helped you to chose a vocation?" Question fourteen asked, "How much help did you receive in choosing a vocation?" The results from these two questions are in Tables XIII and XIV. In Table XIII, twenty-four, or 16 per cent, of the graduates indicated that teachers had helped them to choose a vocation. In the class of 1965, 23 per cent indicated that their teachers had helped them. This was the largest total percentage of graduates who said that school personnel had helped them. Thirteen, or nine per cent indicated that the principal had helped them choose a vocation. Ten, or seven per cent, indicated that the part-time counselor helped them. The remaining 69 per cent indicated that they chose their vocations by other means, which indicates the school is not helping graduates enough in choosing their vocations.

In Table XIV, twelve, or eight per cent, of the graduates who returned the questionnaire felt that they had very much help in choosing a vocation. Forty-five, or 30 per cent of the graduates who returned the questionnaire felt that they had very much help in choosing a vocation. Forty-six, or 30 per cent, of the graduates felt they received very little help in choosing a vocation. Thirty-two per cent of the graduates felt that they had received no help in choosing a vocation.

These figures would seem to indicate that in addition to the school not helping the students in selecting colleges, as indicated in Tables V, VI, and VII, it had also not been very helpful to the students in preparing them for an occupation.

TABLE XIII

WAS THERE ANYONE IN HIGH SCHOOL WHO HELPED YOU TO CHOOSE A VOCATION?

Year Graduated			1961		1962		1963		1964		1965						
	Total		M	F	M	F	M	F	M	F	M	F					
Teacher	24	15.8%	3	2	17.8%	2	2	12.1%	0	3	10.3%	0	3	13.0%	7	2	23.0%
Principal	13	8.6%	5	1	18.2%	0	1	3.0%	4	0	13.8%	0	0	0.0%	1	1	5.1%
Guidance Director	10	6.6%	1	0	3.6%	1	1	6.1%	1	1	6.9%	2	1	13.0%	2	0	5.1%
Other	105	69.0%	7	9	60.4%	12	14	78.8%	11	9	69.0%	9	7	74.0%	9	17	66.8%

TABLE XIV

HOW MUCH HELP DID YOU RECEIVE IN CHOOSING A VOCATION?

Year Graduated			1961		1962		1963		1964		1965						
	Total		M	F	M	F	M	F	M	F	M	F					
Very Much	12	7.9%	4	0	14.3%	0	3	9.0%	1	0	3.4%	2	0	8.7%	0	2	5.1%
Average	45	29.6%	5	4	32.1%	5	2	21.2%	6	3	31.1%	0	4	17.8%	7	9	41.0%
Very Little	46	30.3%	5	4	32.1%	5	3	24.2%	4	6	34.4%	3	3	26.1%	6	7	33.3%
None	49	32.2%	1	5	21.5%	6	9	45.6%	4	5	31.1%	6	5	47.4%	5	3	20.6%

Again this statement can only be assumed from the replies of the graduates who returned the questionnaires. However, it would seem to point out again the need for more vocational counseling services to be offered by the school counselor and school personnel.

Question fifteen listed the courses offered at Clay City High School and asked the graduates, "Mark the courses in relation to how they have helped you in your occupation." The rating scale for the courses was as follows:

Excellentlly Trained--Training in a course which is better than average.

Semi-Trained--Training which was received in a course which would give the student basic skills, but further training would be necessary.

Poorly Trained--The material learned in a class was defective, and was not enough to aid the student in his job.

Not Trained--The course did not help the student in any way to do the job he is presently doing.

The graduates varied their percentages from year to year on the importance of the various subjects. English, history, and typing received the largest number of graduates' opinions.

English varied from a high of 48 per cent of the students who felt they were excellentlly trained in 1964 to 21 per cent of the graduates who felt they were excellentlly trained in 1962. The 1961 and 1963 graduates rated English low with a percentage of 32 per cent, but 24 per cent of the students felt they were excellentlly trained.

However, as the high school had the same English teacher for the past ten years, it would seem the difference would be in the students rather than in the teacher's instruction.

United States History is another required subject at Clay City High School. The number who stated they were trained the best was second highest in United States History. The percentages ranged from a high of 50 per cent in the class of 1961 to a low of 29 per cent in the class of 1965. The instructor of the class of 1961 was a man who had his Master's Degree and also was almost finished with his doctorate degree. He was a gifted speaker and could present material in an enjoyable manner. Since 1964 we have had three history teachers. One was released at the end of the first semester for lack of discipline, and the second had not completed his undergraduate education. This could be a significant reason for the drop in the number of students rating the course high.

The third course that was rated high in the eyes of the students was typing. The percentages varied from a high of 58 per cent in the class of 1962 to a low of 32 per cent in the class of 1961. A reason for the large number of students rating typing high could be that the writer sent the questionnaires and also taught the typing class.

The fourth highest course which the students marked as beneficial to them was driver's training. Driver's training ranged from a high of 58 per cent of the graduates who stated they were excellently trained in 1965 to a low of 30 per cent in 1964. However, 57 per cent of the graduates in the class of 1964 stated they were semi-trained. A significant reason for the high percentage of students who felt driver's training was of such importance is the fact that owning and operating a car is a must for people today in our mobile society. Also, most people feel that they are good drivers and would tend to rate the training they received in driver's education to be important.

The fewest number of graduates in our curriculum from 1961-1965 were enrolled in agriculture. The number who stated they were excellently trained varied from 6.1% in 1962 to 10.5% in 1965. Also, the number who did not take agriculture at Clay City High School ranged from a high of 84.3% in 1965 not taking the course to a low of 63.5% in 1962. A significant reason for the fewer number of students who are enrolled in agriculture is because farms are growing larger, and there are fewer opportunities for graduates to select a farming vocation as a career. Another reason might be that salaries paid farm helpers are much lower than many other occupations, the work hours are longer, and it is hard work. This might be a determining factor in changing the agriculture curriculum from emphasis on farming to agriculture related jobs such as tractor maintenance, buying and selling of fertilizer, farm advisory capacities, grain elevator operators, and any other jobs which might be most prevalent in the community.

Another course rated low in the curriculum by the graduates was industrial arts. The number of graduates who rated the program as excellent varied from a high of 27.6% in 1963 to a low of 8.7% in 1964. A significant factor is that only a small percentage of our students take industrial arts. Less than one-third of all our graduates who returned the questionnaire indicated they had taken industrial arts. Another factor is that we have very little equipment for the boys to use. Thus they are hampered in the skills they can be taught. A third factor is because we have a seventy-two year old industrial arts teacher. Industrial arts teachers are in great demand, and Clay City has always had a difficult time in attracting an industrial arts teacher. With a beginning salary of \$5,200, it is extremely difficult to obtain a qualified teacher.

Most industrial arts majors find they can find better paying jobs outside of the teaching career, and therefore schools are left without teachers because they cannot meet the salaries of other occupations.

General science, biology, chemistry, and physics showed no significant gains from the years 1961-1965 in the number of graduates who had taken the courses. This is surprising because of the increased importance placed on sciences in the past few years. Less than one half of the students had taken these courses, and they were probably students who went on to college.

Algebra, geometry, trigonometry, and senior math, had been taken by less than 50 per cent of the graduates. Less than one third of the graduates from 1961-1965 were enrolled in foreign language. From 1961-1964 the only foreign language taught at Clay City High School was Latin. In 1965, Spanish was taught rather than Latin. Since that time the enrollment in foreign language has increased. The above courses are necessary for college-bound students, and Clay City High School has approximately 40 per cent attending college. Perhaps this has been one reason for the small enrollments in the classes.

Shorthand, bookkeeping, and general business received low percentage scores of usefulness. Bookkeeping showed the highest percentage in 1965 with 47 per cent of the students either marking semi-skilled or excellent for their training.

Home economics and family living had less than 50 per cent of the graduates from 1961-1965. One of the reasons is that home economics is offered only to girls, and it is not considered a college prep course. Many of the girls felt they could receive as much training at home.

TABLE XV

THE PERCENTAGES OF HOW STUDENTS FELT THEY WERE AIDED BY HIGH SCHOOL COURSES IN RELATION TO THEIR OCCUPATION.

Year Graduated	1961					1962					1963				
	E	S	P	N	B	E	S	P	N	B	E	S	P	N	B
English	32.1	53.6	10.7	0.0	3.6	21.2	54.5	12.3	3.0	9.0	24.2	62.0	6.9	0.0	6.9
Algebra	25.0	39.3	3.6	0.0	32.1	21.2	21.2	12.1	9.0	36.5	34.5	27.6	10.3	0.0	27.6
Geometry	4.7	3.6	6.3	7.1	78.3	15.2	15.2	12.1	12.1	45.4	20.7	10.3	3.5	10.3	55.1
Trigonometry	7.1	7.1	0.0	7.1	78.7	18.2	0.0	0.0	21.2	60.6	17.3	0.0	0.0	10.3	72.4
Senior Math	14.2	10.7	0.0	7.2	67.9	6.1	0.0	0.0	21.2	72.7	3.4	0.0	0.0	10.3	86.3
U. S. History	50.0	21.4	7.2	0.0	21.4	39.4	27.3	18.2	3.0	12.1	27.1	7.8	3.5	35.0	29.6
Geography	10.7	3.6	0.0	7.1	78.6	12.1	3.0	0.0	15.2	69.7	3.4	17.2	3.4	6.9	69.1
General Science	21.4	39.3	17.8	3.6	17.9	24.2	54.5	18.3	0.0	3.0	17.2	51.8	13.8	0.0	17.2
Biology	21.4	39.3	14.3	0.0	25.0	27.3	39.4	9.1	0.0	24.2	10.4	44.8	13.8	0.0	31.0
Chemistry	7.1	21.4	3.6	3.6	64.3	6.1	31.2	9.1	12.1	51.5	13.8	6.9	0.0	13.8	65.5
Physics	10.7	17.8	0.0	3.6	67.9	0.0	12.1	6.1	18.2	63.6	24.1	13.8	0.0	15.5	46.6
Advanced Science	7.1	3.6	0.0	7.1	82.2	15.6	3.0	0.0	8.1	73.3	6.9	5.1	0.0	10.5	77.5

TABLE XV--Continued

Year Graduated	1961					1962					1963				
	E	S	P	N	B	E	S	P	N	B	E	S	P	N	B
Foreign Language	0.0	3.6	3.6	3.6	89.2	3.0	18.2	9.1	9.1	60.6	3.4	6.9	3.4	13.8	72.5
Industrial Arts	10.7	17.9	0.0	3.6	67.8	21.2	9.1	0.0	6.1	63.6	27.6	10.3	0.0	3.4	58.7
Agriculture	7.1	14.3	7.1	7.1	64.4	6.1	6.1	6.1	18.2	63.5	66.9	13.8	5.5	6.9	6.9
Band	17.9	7.1	7.0	3.6	64.4	24.2	6.1	0.0	18.2	51.5	17.2	3.5	0.0	13.8	65.5
General Business	10.7	28.6	0.0	3.6	57.1	33.3	21.2	5.0	9.1	31.4	24.1	31.2	0.0	3.4	41.3
Bookkeeping	25.0	25.0	3.6	3.6	42.8	12.1	18.2	3.0	18.2	48.5	31.0	17.2	0.0	10.4	41.4
Shorthand	14.3	14.3	7.1	7.1	57.2	12.1	12.1	6.1	8.2	51.5	13.8	10.3	0.0	13.8	62.1
Typing	32.2	46.4	7.1	3.6	10.7	57.6	36.4	0.0	0.0	6.0	48.4	34.4	0.0	3.4	13.8
Stenography	10.7	10.7	0.0	7.1	71.5	9.1	18.2	0.0	21.2	51.5	14.0	10.0	0.0	14.0	62.0
Home Economics	17.9	10.7	3.6	7.1	60.7	15.1	18.2	6.1	15.1	45.5	20.7	6.9	0.0	13.8	58.6
Family Living	3.6	3.6	0.0	7.0	85.8	6.1	3.0	0.0	21.2	69.7	6.9	3.4	0.0	13.8	75.9
Health	0.0	3.6	0.0	7.0	89.4	9.1	9.1	0.0	9.1	72.7	3.4	3.4	3.4	10.4	79.4

TABLE XV--Continued

Year Graduated	1961					1962					1963				
	E	S	P	N	B	E	S	P	N	B	E	S	P	N	B
Driver's Training	35.7	14.3	17.9	7.1	25.0	42.4	6.1	12.1	3.0	36.4	48.3	27.6	0.0	6.9	17.2
P. E.	32.1	39.3	14.3	0.0	14.3	42.4	39.4	3.0	0.0	15.2	34.5	41.4	0.0	3.5	20.6

TABLE XV--Continued

Year Graduated	1964					1965				
	E	S	P	N	B	E	S	P	N	B
English	47.8	39.2	13.0	0.0	0.0	36.8	42.1	7.9	2.6	10.6
Algebra	39.1	21.8	0.0	0.0	39.1	44.7	23.8	0.0	2.6	28.9
Geometry	47.8	0.0	0.0	0.0	52.2	36.9	13.2	0.0	2.6	47.3
Trigonometry	17.3	8.7	0.0	0.0	74.0	21.1	7.9	0.0	2.6	68.4
Senior Math	17.4	4.3	0.0	0.0	78.3	13.1	0.0	0.0	2.6	84.3
U. S. History	34.8	39.1	4.3	4.3	17.5	29.0	39.5	10.5	7.9	13.1
Geography	0.0	8.7	4.3	0.0	87.0	15.8	10.5	2.6	0.0	71.1
General Science	21.7	43.5	17.4	4.4	13.0	13.2	44.7	23.7	5.2	13.2
Biology	13.0	39.1	13.0	0.0	34.9	26.2	13.2	15.8	5.3	39.5
Chemistry	13.0	21.7	0.0	0.0	65.3	21.1	15.7	7.9	5.3	50.0
Physics	17.4	13.0	0.0	0.0	69.6	2.6	2.6	13.3	2.6	78.9
Advanced Science	4.3	0.0	4.3	4.3	87.1	0.0	7.9	0.0	2.6	89.5

TABLE XV--Continued

Year Graduated	1964					1965				
	E	S	P	N	B	E	S	P	N	B
Foreign Language	4.3	13.1	21.8	4.3	56.5	7.9	10.5	5.3	5.3	71.0
Industrial Arts	8.7	17.4	4.3	8.7	60.9	15.8	7.9	7.9	0.0	68.4
Agriculture	8.7	8.7	0.0	0.0	82.6	10.5	2.6	2.6	0.0	84.3
Band	26.2	4.3	4.3	4.3	60.9	23.7	0.0	2.6	2.6	71.1
General Business	4.3	30.6	4.3	4.3	56.5	23.3	24.1	0.0	0.0	52.6
Bookkeeping	13.0	21.7	4.4	4.4	56.5	28.9	18.4	0.0	0.0	52.7
Shorthand	21.7	17.4	0.0	4.3	56.6	15.8	18.4	2.6	5.3	57.9
Typing	34.7	30.5	4.4	0.0	30.4	42.1	28.9	2.6	5.3	21.1
Stenography	13.0	8.7	4.3	4.3	69.7	13.2	7.9	0.0	2.6	76.3
P. E.	52.2	39.1	0.0	0.0	8.7	44.7	31.7	10.5	2.6	10.5
Home Economics	21.7	21.7	0.0	8.7	47.9	26.3	18.4	5.3	2.6	47.4
Family Living	8.7	8.7	0.0	0.0	82.6	2.6	2.6	0.0	2.6	92.2

TABLE XV--Continued

Year Graduated	1964					1965				
	E	S	P	N	B	E	S	P	N	B
Health	4.3	4.3	0.0	0.0	91.4	0.0	2.6	2.6	2.6	92.2
Driver's Training	30.4	56.5	0.0	4.4	8.7	57.9	21.1	2.7	2.7	15.6

The students who felt they were excellently trained in physical education varied from a high of 58 per cent in 1965 to a low of 30 per cent in 1964.

One should note that English, science, mathematics, history, and physical education were required courses, and so they were taken by a greater percentage of the students. Therefore, this might have influenced the tables. Some of the students were not yet in their chosen occupations, and also some of the students were still in school, so their interests at the time they filled out the questionnaire might have influenced their response.

Question sixteen asked, "What additional courses do you feel should be added to the curriculum to better equip students to prepare for a job?" Of the students who answered the questionnaire, the majority of them did not make any recommendations of new courses to be added to the curriculum. Of the students who wanted new courses, the largest per cent, seven, wanted speech and foreign language added to the curriculum. The next wanted course was office machines with a percentage of three per cent.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The follow-up study has accomplished its purpose by answering some of the questions that the guidance counselor had regarding the Clay City High School's graduates.

The greatest number of graduates became students in colleges furthering their education. (See Table III). Schools of business ranked second, and the armed forces ranked third as a training unit for Clay City High School graduates.

The greatest number of graduates had very little help in deciding to continue their education. (See Table V and VI). Very little help was given by the school in helping the graduates to receive scholarship information. (See Table VII). Former students felt they were left on their own to find the college of their choice, their career, and scholarship information.

According to the alumni who answered the questionnaire, (See Table VIII), 52% of the graduates live in Clay County.

Clay City High School had more graduates enrolled as students than in any other occupation. (See Table V). The second ranking occupation was secretary, factory work was third, and farming was fourth. Approximately 40% of the Clay City graduates furthered their education beyond high school.

In addition to the school not helping the graduates select a college, the school has also not been helpful in preparing graduates for an occupation. (See Table XIII)

The following courses were rated of most usefulness to the graduates in their work: English, history and typewriting. (See Table XIV). The fewest number of graduates at Clay City from 1961 to 1965 who responded to the questionnaire, were enrolled in agriculture. Another course rated low was industrial arts which showed that less than one third of the graduates had taken the course. General science, biology, chemistry, and physics showed no significant gains from the years 1961-1965 in the number of graduates who had taken the courses.

Home economics had less than 50% of the graduates from 1961-1965 enrolled in its curriculum. One reason was that home economics is not considered a college preparatory course in the curriculum, and many girls feel they can get that training at home, and they should spend their time taking other courses.

Several conclusions can be drawn from the above information.

1. With 59% of the graduates who returned the questionnaire indicating that they were attending schools of higher education, it would seem essential for the guidance counselor to be providing services to the students in preparation for their advanced training. Occupational and educational information should be available to the students throughout their high school careers.

2. Over 48% of the graduates that returned the questionnaire said they had very little or no help in choosing a vocation. This would

seem to point out the need for more vocational counseling service to be offered by the school counselor and other school personnel.

3. Several of the college students are working part time while they are completing their advanced education. The many types of scholarships should be brought to the attention of the students and parents.

4. Clay City students should be informed of the importance of high school courses in relation to occupations and college requirements so they can plan their curriculums.

5. It appeared from the small percentage of new courses preferred, that the students were either satisfied with the school curriculum or unsure as to what courses would be most beneficial.

The writer of this paper makes the following recommendations:

1. The small enrollment indicated that the agriculture curriculum needs revising from the stress on farm ownership to agriculture related jobs, such as tractor maintenance, farm advisors, and farm mechanics.

2. The industrial arts program needs more tools and equipment for the 60% of the students who are not going to college to better prepare themselves for future work.

3. The counseling program would seem to be inadequate. A closer working relationship between counselor, principal, and teachers should be encouraged to promote the guidance program and its services to the students.

4. Students should be provided more information about different occupations. Perhaps an occupations course should be given during the freshman year to all students.

APPENDIX I

Statements from the Graduates

APPENDIX

The following quotes are from respondents concerning the English department:

"There should be a college prep course for students planning to attend college and practical English for those who are not planning to attend college. I felt I was lacking when it came to taking essay tests at Eastern Illinois University."

"It's my belief that splitting the English courses into one of grammar and one of literature might be very rewarding especially for those of college ambitions."

"The only comment I have is to stress to new students or freshmen the importance of proper grammar."

"English theme writing needs to be stressed more, especially, if the individuals are preparing to go to college."

"I had English under Mrs. Clara Long, and although I disliked it, I feel it did help me in college."

Students expressed the subject area of mathematics as being one in which they felt inadequate.

"Mr. Tolliver was my math instructor my last two years of high school. I didn't make my best grades, but his instruction helped a great deal at college."

"I felt if I had been encouraged to take more math courses and science courses, my first year in college would have been much easier."

"I feel newer concepts in math should be taught, and more application to everyday life should be stressed in high school math because it would help in college."

From the comments the graduates made concerning an inadequacy in foreign language, the inadequacy seemed to be a lack of courses offered, rather than a weakness in the existing courses.

The majority of the graduates who answered the questionnaire felt that a speech class should be added to the curriculum. A few of their comments were:

"A speech class should be taught. At Southern Illinois University, speech is a required subject."

"I believe that the school needs a speech class which would help in the future if students are planning to go to college."

"An additional French course is needed, and as far as I know you offer only Latin. Foreign language is a required course for almost everyone in college, and at Eastern the most often taken courses are Spanish and French."

Two students felt the commerce department was inadequate. This is what the students said:

"I had only two business courses which helped me in college."

"I think it would be of great help if typing students could learn to use electric typewriters. Almost all offices are now using them, and it would save much time if a person already knew how to operate one before he took an office job."

Three respondents gave comments about school and the questionnaire.

"I feel that Clay City does a very good job of training students for college. The teachers and substances for knowledge are there. The student has only to take advantage of them."

"Just learn all you can now, you'll need it later."

"I think the teachers should crack down and make the students try and make them realize the importance of a good education."

"I think you left a large gap between S and E in your questionnaire. Very few of my courses deserved an "excellent," but they did rate higher than an "S."

APPENDIX II

Letters to Accompany Graduate Questionnaire

Clay City Comm. High School
Clay City, Illinois
April 19, 1966

Dear Graduate:

The purpose of this questionnaire is to discover what the graduates of Clay City High School are presently doing. The school is also interested in how you feel the school can better prepare the students for future occupations.

The results of this survey will be very helpful in improving the educational opportunities for future students.

Would you please complete the enclosed questionnaire and return it as soon as possible. Your help will be appreciated.

Sincerely,

James M. McDaniel
Guidance Director

Clay City High School
Clay City, Illinois
July 26, 1966

Dear Graduate:

Your help is needed! Recently you received a questionnaire about what the graduates of Clay City High are presently doing.

The school is very interested in your opinion on how the school can improve the educational opportunities for future students.

Would you please complete the enclosed questionnaire and return it as soon as possible. Your help will be appreciated.

Sincerely,

James M. McDaniel
Guidance Director

APPENDIX III

Graduate Questionnaire

EDUCATIONAL AND OCCUPATIONAL FOLLOW UP STUDY
OF 1961-1965 GRADUATES OF CLAY CITY HIGH

Permanent Address _____

What is your marital status? Single _____ Married _____ Divorced _____

What additional educational training have you had since high school graduation? _____

Are you attending school at the present time? (Check one)

- _____ (1) Full Time
_____ (2) Part Time
_____ (3) No

If you are attending school, give the name and address of the school.

If you have graduated from any school beyond high school state the degree held. _____

Who helped you decide to continue your education? Parent _____ Teacher _____
Principal _____ Guidance Director _____ Other _____

Who helped you select the college you are now attending? Parent _____
Teacher _____ Principal _____ Guidance Director _____ Other _____

If you enrolled in college who helped you to gain scholarship information?
Parent _____ Teacher _____ Principal _____ Guidance Director _____ Other _____

Are you employed at the present time?

- _____ (1) I am employed full time.
_____ (2) I am employed part time.
_____ (3) I am not employed.

If you are employed, tell what your job is called and what you do.

What is the name and address of the company you are employed with?

Do you consider your present occupation to be your life's work?

_____ yes _____ no

If your above answer was no what do you intend your life's work to be?

Was there anyone in high school who helped you to choose a vocation?

(Check one) Guidance Director _____ Principal _____ Teacher _____
Other _____

How much help did you receive in choosing a vocation? (Check one)

Very much _____ Average _____ Very little _____ None _____

The following courses are presently being offered at Clay City High.
Mark the courses in relation to how they have helped you in your occupation.

Put an E in the blank for excellently trained.

Put an S in the blank for semi-trained.

Put an P in the blank for poorly trained.

Put an N in the blank for not trained.

If you did not take the course leave it blank.

- | | |
|----------------------------|------------------------------|
| _____ 1. English | _____ 15. Industrial Arts |
| _____ 2. Algebra | _____ 16. Agriculture |
| _____ 3. Geometry | _____ 17. Band |
| _____ 4. Trigonometry | _____ 18. General Business |
| _____ 5. Senior Math | _____ 19. Bookkeeping |
| _____ 6. U. S. History | _____ 20. Shorthand |
| _____ 7. World History | _____ 21. Typing |
| _____ 8. Geography | _____ 22. Stenography |
| _____ 9. General Science | _____ 23. Physical Education |
| _____ 10. Biology | _____ 24. Home Economics |
| _____ 11. Chemistry | _____ 25. Family Living |
| _____ 12. Physics | _____ 26. Health |
| _____ 13. Advanced Science | _____ 27. Driver's Training |
| _____ 14. Foreign Language | |

What additional courses do you feel should be added to the curriculum to better equip students to prepare for a job.

We would appreciate any additional comments you might have. Thank you for your time in completing this questionnaire.

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