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A Ten Year Follow-Up on Members of the Senior Classes of E. A. Kemp High School, Bryan, Texas for the Years 1949 Through 1958

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A TEN YEAR FOLLOW-UP ON MEMBERS OF THE SENIOR
CLASSES OF E. A. KEMP HIGH SCHOOL, BRYAN, TEXAS
FOR THE YEARS 1949 THROUGH 1958



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A TEN YEAR FOLLOW-UP ON MEMBERS OF THE SENIOR CLASSES
OF E. A. KEMP HIGH SCHOOL, BRYAN, TEXAS
FOR THE YEARS 1949 THROUGH 1958

By
Claude Lorenzo Scurry

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A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Science in Education
In The
Graduate Division
of
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Prairie View, Texas

August 1960

DEDICATIONS

To my wife, Doris, and our children, Ida, Stearn
and L. C.

ACKNOWLEDGEMENT

The writer is particularly indebted to Mr. Samuel Walter Davis, without whose invaluable assistance and inspiration this thesis could not have been written. Special credit goes to Dr. J. W. Echols for constructive suggestions.

Finally, the writer wishes to express his appreciation to his wife for encouragement.

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CHAPTER I

INTRODUCTION

An important objective of education is to encourage and adequately equip each student to succeed at the highest level of which he is potentially capable. It is now recognized that the responsibility of the school does not terminate at graduation, but continues as aid and encouragement to the student when he takes his place in the community.¹

Follow-up is probably the most neglected and most inadequately done of all the steps in guidance. It is often neglected because school personnel think it is unnecessary, difficult, expensive and unrewarding.²

Statement of the Problem. The foregoing facts serve to indicate the significance of the follow-up technique in America today. Therefore, the purposes of this study are: (1) to review the literature in order to determine the values and purposes in making a follow-up study of high school graduates and drop-outs; and (2) to determine how meaningful the curriculum of the E. A. Kemp High School was to the members

¹Emery Stoops and Gunnar L. Wahlguist, Principles and Practices in Guidance (New York: McGraw-Hill Book Company, Inc., 1958), p. 190.

²John W. M. Rothney, "Follow-up Service in the Small Secondary School," The High School Journal, XL (May, 1955), 274.

of the senior classes for the period 1949 through 1958 as measured by their responses to items on an interview schedule and questionnaires.

Definition of the Problem. The problem defined is, what were the favorable and unfavorable aspects of the curriculum of the E. A. Kemp High School to the members of the senior classes for the period 1949-58; with reference to: (1) the graduates who entered college or completed their college work; (2) those persons who did not enter college but are gainfully employed; and (d) those persons who withdrew from school in their senior year?

Scope and Limitations. Although 538 students were classified as members of the senior classes for the period 1949 through 1958, for this study samples will be taken from 400 students of the classes under study who could be contacted.

Description of Instrument. The data gathering instrument was divided into four parts.

The first part sought to get information relative to marital status and employment status.

The second part sought to get at the favorable and unfavorable aspects of the academic curriculum.

The third section dealt with the students' feelings toward the co-curriculum activities of the school.

The fourth section dealt with optional remarks of the respondents that had bearing on the local high school.

A "pilot study" was made with the instrument before it

was mailed out to the respondents of this study. The general purpose of the "pilot study" was to determine whether the items in the data gathering instrument could be interpreted by the respondents to it. The sample on whom this study was made consisted of twelve former students; two who had dropped out of school during the senior year, two who had finished college, two who had finished high school and were now employed, two who had graduated but who were not employed, two who were attending college, and two who had attended college and were in the army.

Six students were personally interviewed; one from each of the groups as stated above. Each of the six students were interviewed personally and the answers to the information sought were recorded on the instrument prepared. Instruments were mailed to the remaining six.

It was found that each of the twelve understood the data presented and had no trouble interpreting the instrument. Therefore, it was felt that the instrument was satisfactory to be used in the study.

Method of Collecting Data. A list of names and addresses of 538 members of the senior classes from 1949-1958 were taken from the enrollment cards. The enrollment cards were checked with the principal's reports for the same years in order to be sure that the total number of names taken from the enrollment cards equalled the total enrollment taken from the principal's reports for the years 1949-1958.

The opinions concerning the favorable and unfavorable factors in the curriculum of the school will be secured from these former students by means of questionnaires, personal interviews, or some combination of the two.

Importance of the Study. It is hoped that this study may prove useful in giving E. A. Kemp School some criteria for evaluating the curriculum in terms of how well it is meeting the needs of the students expecting to adjust to the world in which they live.

Traxler states:

The administration of a school can have no clear idea of the worth of its guidance program, or the mistakes that are being made, or the phases which should be stressed more, or those which should be changed, unless data are available concerning outcomes, that is, concerning what is happening to the product of the school.¹

This study will aid the administrators and teachers in determining the weaknesses and strengths of the curriculum. Such information is valuable in that it can aid administrators in changing and enriching the school curriculum; in changing and improving guidance practices and counseling; and in helping the students who are still attending school.

The results derived from a follow-up study can give teachers ideas of how to evaluate the instructional and guidance programs. It helps teachers to deal with the problems of youth more intelligently.

¹Arthur E. Traxler, Techniques of Guidance (New York: Harper and Brothers Publishers, 1957), p. 289.

Perhaps more important than any of these, it benefits the boys and girls still in school, since it helps to bring about needed improvements in the entire school program.

Definitions of Terms. Follow-up. Erickson defines follow-up as a service intended to secure information about former pupils, and to provide continuing services for pupils after they leave school.¹

Follow-up is a technique for evaluating the appropriateness and adequacy of the instructional program while in process, as well as after completion. Just as a physician rechecks his patient from time to time, just so the guidance worker should employ follow-up as a continuing diagnosis of a continuous educational process.²

The term follow-up, as used in this study applies to a recheck on the school's instructional program after the student has terminated his high school experiences.

Curriculum. Reeder defines curriculum as, "all the activities and all the experiences in which pupils engage under the direction of the school to achieve the objectives of the school".³

¹Clifford E. Erickson, A Basic Text for Guidance Workers (New Jersey: Prentice-Hall, Inc., 1947), p. 9.

²Stoop and Wahlquist, op. cit., pp. 190-191.

³Ward G. Reeder, The Fundamentals of Public School Administration (New York: The MacMillan Company, 1951), pp. 575-576.

CHAPTER II

SURVEY OF RELATED LITERATURE

Purposes of Follow-up Studies

The purpose or reason for using the follow-up technique of alumni as stated by Hoppock is:

The major purpose of the follow-up study is to give the students a more realistic picture of their future by helping them to find out what has happened to those who have preceded them. A considerable variety of additional information may be picked up incidentally but should be regarded as useful surplus rather than as a primary objective.¹

McDaniel and Shaftell in speaking of the purpose of follow-ups state:

The follow-up has a professional value for the counselor and is reassuring and helpful to the student. Although within the limits of their level of maturity student clients want and need freedom to make their own choices, outside those limits they are not wholly independent and self-directive but need help from adults. It is part of the counselor's role to observe periodically the activities of a student client, to be prepared to give him the encouragement he may need to remind him of steps that were planned but may have been neglected. This follow-up service to the student is also a service to the counselor. Because no guidance worker can know how effective his counseling has been until he has studied its out-comes, a systematic program of follow-up is a research aspect of counseling necessary for self-evaluation and professional development.²

¹Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1957), p. 202.

²Henry B. McDaniel and G. A. Shaftel, Guidance In The Modern School (New York: The Dryden Press, 1956), p. 170.

Willey and Andrew support these statements in speaking of a study of school drop-outs and graduates. They state:

Most teachers are interested in what happens to students who leave the school either before or after graduation. Follow-up studies should be made to determine the success or failures of students who enroll in institutions of higher learning as well as those who enter home making or gainful occupations. Initial studies may be superficial but they stimulate interest in what will eventually develop into one of the most significant of guidance services.

Studies involving these techniques are essential to any consideration of curriculum revision or school evaluation. This approach helps to initiate the organization of a guidance program because it is so closely related to the phases of school improvement.

Arbuckle is of the opinion that:

In some cases the need for a follow-up or a follow-through is quite obvious, but in other cases it is more questionable. In case of referral, for example, it is highly desirable that the counselor check to find out just what happens to his referrals, since if he finds that practically none of his referred clients get to the place of referral, then he must check up on what the client is doing. A follow-up in such a case is a normal part of the evaluation of counseling, and a follow-up of terminated counseling cases is necessary if there is to be valid research on the outcomes of counseling.²

Hahn and MacLean speak of the most important purpose of a follow-up study is a self-evaluation of the counselor.

They state:

In many ways, the most important of all evaluations is that made of the counselor by himself, since his internal image, the picture of himself in answer to the question "How am I doing?" will of itself, through its

¹Roy D. Willey and Dean C. Andrew, Modern Methods and Techniques in Guidance (New York: Harper and Brothers Publishers, 1955), p. 110.

²Dugald S. Arbuckle, Guidance and Counseling in the Classroom (Boston: Allyn and Bacon, Inc., 1957), pp. 150-151.

accuracy or distortion, control in large measure his present effectiveness and future growth and development in the profession. He will fuse results of follow-up studies of him and his work.¹

Information obtained in follow-up services may serve such purposes as these stated by Rothney:

1. They may reveal strengths and weakness in the guidance services of the school.
2. They provide good public relations materials. The subjects who are followed, their friends and their relatives may realize that school personnel is still interested in their progress.
3. They stimulate members of a school staff to recognize education as a longitudinal process which extends beyond the graduating ceremony.
4. They remind all those who participate in the educational process that one needs to be concerned with preparation for next steps while consideration is being given during the school years to current needs.
5. They may serve as surveys of occupational and educational opportunities which may be useful in guidance of current students.
6. They provide information which inhibits tendencies toward feelings of futility, complacency, or even over-confidence that sometimes come to school personnel who have not discovered whether their former students are doing well or ill after they have left the high school.²

Follow-up studies may be beneficial to the school as well as to those who have left school. Brammell supports this statement. He states:

¹Milton E. Hahn and Malcolm S. MacLean, General Clinical Counseling (New York: McGraw-Hill Book Company, Inc., 1950), p. 363.

²Rothney, op. cit., p. 275.

There are two outstanding benefits that result from postschool followship; the first accrues to those who left school, and the second accrues to the school itself. Follow-up becomes something more than a mere check to determine the percentage of graduates who succeed or fail. It is, again, a campaign of helpfulness to all who have left the school.

The school also benefits from follow-up. Follow-up studies of students who have gone on to school have sometimes revealed certain common scholastic difficulties that stem from a weakness in the local school. These weaknesses might go on uncorrected and pupils might go on indefinitely under a lagging curriculum if follow-activities were not engaged in. Such activities can be the means of improved education, of bridging the gap between the school and the larger community of which it is a part.¹

Smith summarizes the purposes of follow-up studies by stating that:

Follow-up studies have three major purposes: (1) offering further help to graduates and drop-outs, (2) securing information about the experience of former pupils which may be of value to pupils in the secondary school, and (3) obtaining information which will be useful in improving the total school program.²

The school has a definite responsibility toward former students not only until they secure employment but also until they are successfully located in the type of work most useful with their talents and their preparation. Also the school should be interested equally as much in their adjustment to other demands of normal living.

Lee states:

¹P. Roy Brammell, Your Schools and Mine (New York: The Ronald Press Company, 1952), pp. 304-5.

²Glenn E. Smith, Counseling in the Secondary School (New York: The MacMillan Company, 1955), p. 213.

Many students are dropping out of school to go to work. Now, as never before, we need a careful follow-up of these students. We need to know what is happening to them, how they are getting along on their abilities, and what the school can do to help them. The school's responsibility does not end when they inform us they are leaving. These follow-up need to be systematic and definite. Many schools do not even know what has happened to the student when he leaves school.¹

Chisholm is of the opinion that:

Follow-up studies make two things possible in guidance. First, the information secured through the studies affords a basis for the evaluation of much of the guidance work as well as other parts of the work of the school. Second, the information is highly desirable in placement and other guidance work. This latter benefit applies both to former students and to students who are still in school.²

Hamrin and Erickson list five values in following-up of graduates of a secondary school. They state five distinct values:

In the first place, continued interest in a person after he has left a particular institution has a most salutary effect upon him. The value of the feeling of belonging on the part of the graduate, of being worth being checked upon, can hardly be overestimated.

In the second place, the results of such a program can be of tremendous significance to the individual school in evaluating its own work. If schools never follow up their graduates how can it know where it is weak and where it is strong.³

Hamrin and Erickson further state:

¹J. Murray Lee, "Gearing the Curriculum to War Time Needs," Washington Education Journal, XXI (April, 1942), 160.

²Leslie L. Chisholm, Guiding Youth in the Secondary School (New York: American Book Company, 1945), p. 290.

³Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary Schools (New York: D. Appleton-Century Company, 1949), p. 319.

In the third place, the school must demonstrate interest in its products if it is to win the confidence of prospective employers.

A fourth reason why a follow-program is worth while to a school is that such an endeavor promotes confidence on the part of the community toward the school, its administrators, faculty, student body, and graduates.

Finally a follow-up program can be worth while to the pupils still in school. One can learn from the experience of others.¹

Summary of the Purposes of Follow-Up Studies

Student who leave school either by graduation or by dropping out are followed up for one or more purposes. There is the desire to help the individual with problems of vocational, educational and social adjustment after he goes from the school and while he is getting himself established elsewhere.

A second purpose of follow-up studies is to gather data for use in evaluating the instructional and guidance programs of the school.

A third purpose of follow-up studies is to gather information of general interest concerning those who have left. These studies are intended to help all social agencies, including schools, deal with the problems of youth more intelligently.

A fourth reason is to furnish information as a basis for the evaluation, and possible revision of the educational program in the light of the school-leavers experiences.

¹Ibid., p. 320.

Fifth, experiences of former students furnish useful leads toward helping present students solve difficult problems.

Finally, a follow-up program promotes confidence on the part of the community toward the school, its administrators, faculty, student body and graduates.

Related Studies

In 1942, Archia¹ made a study that should furnish a basis for evaluating the school program and re-organizing the curriculum. Through questionnaires and interviews the writer found:

1. About six percent of the former students remained in the communities.
2. The average wage for men was about eighty dollars per month and about twenty-five dollars for women per month.²

Archia concluded that, "vocational and commercial courses should be included in the curriculum that would enable students to qualify for better positions in the community."³

In 1949, Hines⁴ made a study of the graduates and non-

¹Ernest Alvin Archia, "A Ten Year Follow-Up Study of the Sixty Graduates and Ninety-Two Drop-Outs of the George Washington Carver High School" (unpublished Bachelor's Thesis, Dept. of Education, Prairie View A. and M. College, 1942).

²Ibid., p. 43.

³Ibid., p. 69.

⁴Harry James Hines, "A Study of the Graduates and Non-Graduates of the Booker T. Washington High School" (unpublished Master's Thesis, Dept. of Education, Prairie View A. and M. College, 1943).

graduates to be used as an aid for the purpose of improving or revising the curriculum. Questionnaires were sent to all the graduates and non-graduates of the classes of 1937-47.

The writer found:

The status of a graduate or ex-student of a school has important meaning and use for teachers, principals, supervisors, and administrators as well as for the community as a whole.¹

In conclusion Hines stated, "the school should place greater emphasis on vocational education, and additional courses be provided to create challenging experiences."²

In 1951, Batts³ reported a study that concerned itself with opinions of the graduates and drop-outs for the classes of 1942-48. Each person was sent a questionnaire or was contacted personally. He found:

1. That only one and ninety three percent of the students graduated.
2. Almost two-thirds of the graduates had received no further schooling.
3. A large percent of the students dropped out because of financial conditions.⁴

Batts concluded that:

¹Ibid., p. 73.

²Ibid., p. 80.

³Fred Douglas Batts, "A Follow-Up Study of the Graduates and Drop-Outs of the John Moore School" (unpublished Master's Thesis, Prairie View A. and M. College, 1951).

⁴Ibid., p. 40.

Adult classes be organized to study better systems of planning and operating forms so as to insure better standards of living and thereby make it unnecessary to keep children out of school.¹

In 1954, Harmon² made a study of the problems of the high school graduates who did not attend college. The purpose of the study was to determine the occupational status of the graduates.

Through questionnaires and personal interviews it was found that:

The greater number of the eighty six former students felt that their high school training was not sufficient to equip them to perform adequately in their present vocations.³

Harmon concluded that, "courses be provided that would help students be more adequately prepared to participate in the occupational life of the community more satisfactorily after graduation."⁴

In 1955, Brown⁵ reported a study relative to graduates and drop-outs. The study involved analysis and study of

¹Ibid., p. 49

²Marcellus F. Harmon, "A Follow-Up and Occupational Study of the Graduates of O. J. Thomas High School" (unpublished Master's Thesis, Dept. of Education, Prairie View A. and M. College, 1954).

³Ibid., p. 21.

⁴Ibid., p. 30.

⁵Urissa R. Brown, "A Follow-Up of the Graduates and Drop-Outs of Round Top High School" (unpublished Master's Thesis, Dept. of Education, Prairie View A. and M. College, 1955).

status, positions, occupations, and personal reactions of the graduates and drop-outs. The purpose of the study was to improve the services and functions of Round Top School.

Through school records, questionnaires and interviews, it was found that:

A high percentage of graduates having been unable to hold a job, reflected inadequacy of preparation for the kind of jobs they were obtaining. A majority of graduates who were employed regularly were doing work that required little or no skill.¹

Brown concluded that, "More emphasis should be placed on educational and vocational guidance."²

Summary of Related Studies

There are a number of important reasons why a high school should gather information about its former students, both drop-outs and graduates. First, this information will indicate the achievement of these former students, achievements that are due in part to their school training.

Second, employing this information, the educational institution can conduct studies of the relationships between the training given these former students and the use that they later made of this training. These studies help the institutions to determine the effectiveness, desirability, and fitness of its course offerings--in short, to evaluate its educational programs. On the basis of such evaluation, the institution

¹Ibid., p. 44.

²Ibid., p. 50.

may decide to introduce important changes in its offerings and practices.

Third, by drawing upon information from former students, counselors can improve their current work with students. Counselors often find that the experiences of former students furnish useful leads toward helping their present students to solve difficult problems.

The demands on education are increasing and give every promise of continuing to do so. This means there will be a continuing need to raise the efficiency of education.

The data presented herein and within the limitations of this study would seem to support the general conclusions that in all the studies included in this study, the evidence shows that most of the students felt that their high school training was not sufficient to equip them to perform adequately in the occupational life of the community more satisfactorily.

Most of the writers suggested that more vocational and commercial courses be offered in the high school curriculum.

CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

During the inclusive years of 1949-1958, five hundred thirty eight students were among the graduates and drop-outs of the senior class. However, only four hundred of these former students could be contacted. Of the four hundred students contacted, 365 questionnaires were returned. Therefore the data for this study are the 365 usable questionnaires returned. These data will be interpreted by number and per cent and only the four highest percentage subjects are considered for discussion.

Table 1 shows the academic status of the students under study.

TABLE 1

ACADEMIC STATUS OF 365 FORMER GRADUATES AND DROP-OUTS
OF THE SENIOR CLASSES FOR 1949-58, INCLUSIVE

Schooling	Number	Per Cent
Attended college	203	55.6
Did not attend college	136	37.3
Dropped out of high school	26	7.1
Total	365	100.0

The total of 365 students in Table 1 represents 67.8 percent of the 538 students who were members of the senior classes of E. A. Kemp High School during the inclusive years of 1949-1958. The 365 students in the table represent 91.2 per cent of the return of the 400 questionnaires that were sent out. The 26 drop-outs represent 92.9 per cent of the total drop-outs for the years 1949-1958 inclusive.

It is pointed out that of the 173 students not accounted for in the classes of 1949-58, only two were drop-outs. Therefore, such data indicates that the school had very good holding power. Also, it can be seen, as measured by attendance in college, the educational aspiration of these students seem to be high.

Table 2 shows the marital status of the students under study.

TABLE 2

MARITAL STATUS OF 365 FORMER GRADUATES AND DROP-OUTS
OF THE SENIOR CLASSES FOR 1949-58, INCLUSIVE

Educational Standing at Time of Study	Married		Not Married	
	Number	Per Cent	Number	Per Cent
Attended college	77	37.9	126	62.1
Did not attend college	49	36.0	87	64.0
Drop-outs	19	73.1	7	26.9
Total	145	220

Equally interesting as the academic status is the marital status. Among these who answered the questionnaire, thirty-nine per cent were married at the time of the study, sixty per cent were single, and less than one per cent reported they were widowed or divorced. The high school graduates who did not attend college were married in almost the same ratio as the graduates who attended college. The students who dropped out of school during the senior year had a percentage of seventy three married which is about twice the per cent of the other two groups. This seems to indicate that most of the drop-outs have a tendency to marry more hurriedly than those who graduate. Since marriage involves a certain degree of financial stability, it could be that those who entered college felt they did not have enough financial security to enter into marriage.

Of the students who were married, 81 per cent had one or more children. Two was the number of children most frequently reported. Of the 81 per cent married about 25 per cent of each group had three or only one child, 10 per cent of those with children had four or more.

The occupational status of the students under study is shown in Table 3.

The data show that the greatest percentage of those who were trained or attended college were employed in skilled occupations. The study also indicates that the opportunities for adequate occupations are limited, especially when one is not prepared or qualified for some specific vocation or profession

TABLE 3

OCCUPATIONAL STATUS OF 365 FORMER GRADUATES AND DROP-OUTS
OF THE SENIOR CLASSES FOR 1949-58, INCLUSIVE

Type of Occupation	Attended College		Did Not Attend College		Dropped Out of High School	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Unskilled	10	4.9	76	55.9	12	46.1
Semi-Skilled	22	10.8	39	28.6	8	30.7
Skilled	91	44.8	7	5.1	1	3.8
Housewives	18	8.8	10	7.3	2	7.6
Attending College at Present	57	28.0				
Unemployed	5	2.1	4	2.9	3	11.5
Total	203	136	26

(see Table 3). It also seems to indicate a need for more courses to prepare students who graduate from high school, or drop out of the senior class, for adult life and occupational life more satisfactorily. The evidence of the present study seems to indicate that the higher the level of education a student obtains, when measured by the type of job the respondent held, those with more years of schooling had better types of jobs.

Favorable and Unfavorable Aspects of the Curriculum

When asked the subjects they found "helped the most" after they had left school, the students who had attended

college reported English, Mathematics, and Chemistry in rank order. Government and Economics tied for fourth place. Less than one-fifth of these students listed subjects that had "helped them the least".

Since courses such as English, Mathematics, Government, Economics and certain Science courses are usually found in the first two years program of most colleges, these findings were as expected.

Those students who had graduated, but who did not go to college, and are now employed, reported the subjects that "helped the most" were English, Mathematics, Chemistry, and Economics in rank order. These findings were unexpected, since such courses are usually considered "academic", and the majority of this group of students were holding jobs classified as unskilled and semi-skilled. Facility in the use of English and simple Mathematics could aid an individual in the job he held, but the data does not account for Chemistry as a choice. Understandings related to certain areas of Economics would certainly be beneficial to an individual regardless of the type of job held. Therefore, such a finding was not entirely unexpected.

Whereas Mathematics was ranked second as the course that had "helped the most", it also tied for first with a percent response of 42.1 of twenty four persons in the group responding that Mathematics had helped them the least. This finding was expected, for generally, the Mathematics obtained by the average high school student, is not sufficient to be offered as an inducement for job placement.

TABLE 4

OPINIONS OF 203 GRADUATES WHO ATTENDED COLLEGE
REGARDING SUBJECTS THAT HELPED THE MOST
AND HELPED THE LEAST

Subjects	Helped Most		Helped Least	
	Number	Percentage	Number	Percentage
Agriculture	0	0.0	9	4.4
Biology	17	8.4	0	0.0
Chemistry	102	50.2	20	9.9
Civics	0	0.0	1	0.4
Driver Education	5	2.4	1	0.4
Economics	67	33.0	41	20.2
English	158	77.8	7	3.4
Government	68	33.4	7	3.4
Health	7	3.4	0	0.0
History	41	20.2	32	10.8
Home Economics	41	20.2	13	6.2
Industrial Education	7	3.4	17	8.4
Literature	20	9.9	12	5.9
Mathematics	140	68.9	44	21.6
Music	18	8.8	10	4.9
Physical Education	18	8.8	22	10.8
Science	41	20.2	2	0.5
Spanish	20	9.9	40	19.7
Typing	20	9.9	0	0.0

TABLE 5

OPINIONS OF 57 GRADUATES WHO DID NOT ATTEND COLLEGE
BUT ARE EMPLOYED REGARDING COURSES THAT
HELPED THE MOST AND HELPED THE LEAST

Courses	Helped Most		Helped Least	
	Number	Percentage	Number	Percentage
Agriculture	2	3.5	4	7.0
Biology	0	0.0	2	3.5
Chemistry	26	45.6	10	17.5
Civics	2	3.5	0	0.0
Driver Education	2	3.5	0	0.0
Economics	20	35.0	0	0.0
English	53	92.4	0	0.0
Government	16	28.0	2	3.5
Health	0	0.0	0	0.0
History	18	31.5	24	42.1
Home Economics	18	31.5	0	0.0
Industrial Education	8	14.0	4	7.0
Literature	10	17.5	14	24.5
Mathematics	36	63.1	24	42.1
Music	4	7.0	4	7.0
Physical Education	10	17.5	8	14.0
Science	8	14.0	2	3.5
Spanish	4	7.0	20	35.0
Typing	6	10.5	4	7.0

When graduates of the school who were employed, but did not go to college, were compared with those graduates who did go to college with respect to courses that "helped the most", it was found that both groups listed the same courses in the same rank order.

Graduates of the high school who are not employed reported the subjects that "helped the most" were English, Home Economics, Government and Economics in rank order. Such a finding could be expected. Each of these subjects could be considered as having practical application regardless of the occupational status of the person. Understandings related to each of these subjects are functional in every-day living.

This group listed the following subjects as those that "helped the least", Chemistry, Mathematics and Physical Education, Government and Literature, and Industrial Education in rank order. Of these subjects, the findings with respect to Literature and Chemistry were not entirely unexpected. From a vocational point of view, little use could be made of such subjects by the students. The remaining subjects listed by them, although it seems reasonable to feel that they had little vocational use, have practical use in day by day living.

The drop-outs in their senior year listed the subjects that "helped the most" as English, Mathematics, Government, and Health and Physical Education in rank order. Of these subjects, the findings were expected, for each of these subjects could be considered as having practical application regardless of the

TABLE 6

OPINIONS OF 79 GRADUATES WHO DID NOT ATTEND COLLEGE
AND WHO ARE NOT EMPLOYED REGARDING COURSES THAT
HELPED THE MOST AND HELPED THE LEAST

Subjects	Helped Most		Helped Least	
	Number	Percentage	Number	Percentage
Agriculture	2	3.0	2	3.0
Biology	10	13.0	10	13.0
Chemistry	22	27.9	28	36.0
Civics	0	0.0	0	0.0
Driver Education	0	0.0	0	0.0
Economics	30	38.0	6	8.0
English	61	77.2	10	13.0
Government	31	39.2	16	20.2
Health	2	3.0	2	3.0
History	8	10.1	2	3.0
Home Economics	46	58.2	6	8.0
Industrial Education	0	0.0	12	15.1
Literature	2	3.0	16	20.2
Mathematics	26	33.0	20	25.3
Music	0	0.0	2	3.0
Physical Education	16	20.2	20	25.3
Science	4	5.0	10	13.0
Spanish	2	3.0	8	10.1
Typing	8	10.1	6	8.0

occupational status of the person. Understandings related to each of these subjects are applicable in every-day living. Very few of them mentioned any subjects that they felt "helped them the least".

Degree of Personal Satisfaction of Students Toward School Experiences

This portion of this study concerns itself with opinions or feelings of graduates and drop-outs toward their school experiences. They were asked what subjects they "enjoyed the most", and to list the subjects from high to low in the order in which they enjoyed them. Of the students who attended college, less than one-half of them reported the same subjects. However, thirty seven per cent listed Chemistry and English, twenty five per cent reported that they enjoyed Biology.

The students that graduated from high school, but who did not attend college and are employed, listed the subjects that they "enjoyed most" in the following rank; Chemistry, English, Mathematics and Physical Education. About one-half of this group listed some form of Mathematics as not enjoyable, and one-fourth reported History as not enjoyable.

Of the subjects "most enjoyed", the graduates who did not attend college and who were not employed, rated Physical Education first, Home Economics a close second, Chemistry third, and English fourth. The rank order of the subjects that were "least enjoyed" were; Mathematics, English and Literature.

The students who dropped-out of the senior class ranked

TABLE 7

OPINIONS OF 26 DROP-OUTS REGARDING COURSES THAT
HELPED THE MOST AND HELPED THE LEAST

Courses	Helped Most		Helped Least	
	Number	Percentage	Number	Percentage
Agriculture	5	19.2	3	11.5
Biology	4	15.3	3	11.5
Chemistry	6	23.0	2	7.6
Civics	4	15.3	0	0.0
Driver Education	1	3.8	1	3.8
Economics	6	23.0	2	7.6
English	18	69.2	2	7.6
Government	15	57.6	1	3.8
Health	7	26.9	0	0.0
History	3	11.5	1	3.8
Home Economics	5	19.2	1	3.8
Industrial Education	1	3.8	0	0.0
Literature	0	0.0	4	15.3
Mathematics	17	65.3	3	11.5
Music	1	3.8	1	3.8
Physical Education	7	26.9	0	0.0
Science	5	19.2	0	0.0
Spanish	1	3.8	4	15.3
Typing	1	3.8	0	0.0

as the "most enjoyable subjects"; Health, Home Economics, Government and Physical Education in rank order. Of the subjects "least enjoyed", the drop-outs reported Spanish, Science, Industrial Education, and Mathematics in rank order. (See Tables 8, 9, 10 and 11 in Appendix.)

Optional Comments by the Students

No less important than the data submitted in answer to specific questions, were comments voluntarily expressed. A large number mentioned the school with appreciative and affectionate regard. An even larger number referred enthusiastically to the excellent training and background the school had given them. Some reported that their high school training had been of "considerable" or "of a great" help in occupational adjustment since leaving school.

On the negative side were statements commenting on the inadequacy of guidance services in high school, and on the failure of the school to include a course in "How to Study". Several mentioned that more research papers should be written and that emphasis be placed on how to write them. About twenty per cent of the students felt that they lack sufficient vocational skills. Some stated that their high school training was of no help and that they felt their time was wasted. Some felt that they needed a better basic background in grammar, mathematics, science and public speaking. Some students commented that they would appreciate it if some of the teachers were a bit more professional,

as well as understanding. They felt that they had not been taught to take advantage of what they studied.

Several suggested that greater pressure be exerted to "make" students work harder. Most of the students volunteered that the classrooms and especially laboratory classrooms needed more equipment and instructional materials. Several expressed disappointment in the jobs that they held, and lack of opportunity they had for occupational advancement.

Summary of Data

The evidence shows that the greatest percentage of those who attended college were employed in skilled occupations while most of those who did not attend college were employed in unskilled occupations.

Among those who answered the questionnaire only thirty nine per cent of the students under study were married. Of those married a greater per cent of the drop-outs were married than the students who graduated from high school.

Subjects the school offered that had been "most helpful" to students who attended college were the "academic" courses that were of help to them in college. Only a very few of them listed subjects that had "helped them the least".

Those students who graduated, but who did not attend college, and now employed, also listed "academic" courses that had "helped them the most". A greater percentage of these students reported that mathematics had "helped them the least" than had "helped them the most".

Graduates of the high school who are not employed reported the subjects that are more applicable in every-day living had "helped them the most". They listed subjects that had little use from a vocational point of view. However, they also listed some courses that have practical use in day by day living.

Most of the drop-outs reported subjects that were more functional in every day life as "most helpful". Very few of them mentioned any subjects that they had felt "helped the least".

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purposes of this study were stated as: (1) to review the literature in order to determine the values and purposes in making a follow-up study of high school graduates and drop-outs; and (2) to determine how meaningful the curriculum of the E. A. Kemp High School was to the members of the senior classes for the period 1949 through 1958 as measured by their responses to items on an interview schedule and questionnaires.

The problem was defined as, what were the favorable and unfavorable aspects of the curriculum of the E. A. Kemp High School to the members of the senior classes for the period 1949-58, with reference to: (a) the graduates who entered college or completed their college work; (b) those persons who did not enter college but are gainfully employed; (c) those persons who did not enter college and are not gainfully employed; and (d) those persons who withdrew from school in their senior year?

Three hundred sixty five of the 400 former students responded to the reactionnaires. The four highest categories

of response in each area sampled were discussed in the general text, as measured by their rank order. The balance of the responses were indicated in the Tables.

Those students who entered college responded that the subjects that they found "helped the most" after they had left school were English, Mathematics, and Chemistry in rank order. Government and Economics tied for fourth place. Less than one-fifth of these students listed subjects that had "helped them the least". These findings were as had been expected since they are usually found in the first two years' program of most colleges.

Those persons who did not enter college but are gainfully employed, reported that the subjects that "helped the most" were English, Mathematics, Chemistry and Economics in rank order. It is assumed that facility in the use of English and simple Mathematics could aid an individual in the job held. Further understandings related to certain areas of Economics would certainly be beneficial to an individual regardless of the type of job held. However, the data does not account for Chemistry as a choice. Whereas Mathematics had ranked second as the course that had helped them the most it also tied for first place as the course that had helped them the least. This was as expected.

Those persons who did not enter college but are not employed, responded that the subjects that helped the most were English, Economics, Government, and Mathematics in rank

order. Each of these subjects could be considered as having practical application regardless of the occupational status of the person. This group listed Chemistry, Mathematics and Physical Education, Government and Literature, and Industrial Education in rank order as subjects that helped the least.

Of these subjects, the findings with respect to Literature and Chemistry were not entirely unexpected. From a vocational point of view, little use could be made of such subjects by the students. The remaining subjects listed by them have practical use in day by day living.

The drop-outs in their senior year listed the subjects that "helped the most" as English, Mathematics, Government, and Health and Physical Education in rank order. These are considered as having practical application. Very few of them mentioned subjects that they felt had "helped the least".

Those students who attended college reported, by rank order, those courses they enjoyed the most as Chemistry and English, Mathematics, Biology, and Economics. Of those courses enjoyed the least, by rank order, were History, Mathematics, Agriculture, and English.

The students who graduated, but did not attend college, by rank order, indicated the courses they enjoyed the most were Chemistry, English, Mathematics and Physical Education. The courses they enjoyed the least, by rank order, were Mathematics, History, English, and Agriculture, Chemistry, Industrial Education, and Music were tied for fourth place.

Students who graduated, and were not employed, by rank

order, reported the courses they enjoyed the most were Physical Education, Home Economics, Chemistry, and Mathematics. The courses they enjoyed the least, by rank order, were Mathematics, English, Literature, and Chemistry, Government and History were tied for fourth place.

The drop-outs indicated, by rank order, the courses they enjoyed the most were Health, Home Economics, Government and Physical Education, and Music. The courses they enjoyed the least, by rank order, were Spanish, Science, Industrial Education, and Government, Mathematics and Music were tied for fourth. It is pointed out that in this latter group of 26 students, the range for the number of students reporting was from 18 as the highest, and one as the lowest. Therefore, these data should be interpreted with caution since in only one instance did the number reporting a course exceed more than one-half the respondents.

The school was found to have great holding power. In the ten year period covered by the study, only twenty six students were drop-outs.

The educational level of the school was found to be high. Of those students who graduate, more go to college than those who do not.

Those students who go to college, and those who graduate and do not go to college, were found to have fewer marriages among them than those who were drop-outs.

Among the optional remarks of the respondents, large numbers suggested that the teachers "make" students study more.

Since the majority of such remarks were made by the respondents attending college, this was interpreted to mean that these students had begun to recognize the importance of study as a means of doing well.

The purposes of follow-up studies were found to be, determining the effectiveness of the curriculum of the school, as measured by the favorable personal, social, and economic adjustment of the student after leaving the school.

The value of follow-up studies was such studies enable the school board, principal, and teachers to make needed changes in the educational program so that those still in school may profit the most from such changes.

Finally, the findings of follow-up studies may act as a guide by which students and the related educational personnel may make personal inventories of themselves as a means of making improvement wherever such improvement may be needed.

Conclusions

1. The present vocational courses offered in the school seem not to meet the needs of the former students.
2. There is a lack of variety in the present vocational course offerings.
3. The present academic courses offered in the school seem not to meet the needs of the former students who attended college.
4. That a majority of the boys and girls constituting our drop-outs and graduates who did not attend college and are now employed regularly, are doing work which requires little or no skill.

5. That the interest of this group as evidenced through their responses, tends to focus attention on the school's physical plant's needs.
6. There is a lack of organized guidance services in the present curriculum.

Recommendations

It is recommended:

That additional follow-up studies should be made in the future in order to determine whether the curriculum is meeting the students' needs and as a means of evaluating the effectiveness of the curriculum. Also, that teachers emphasize to students the importance of developing good study habits; especially those students who plan to attend college.

That additional vocational courses be added if possible, to the present curriculum in order to provide a wider selection of vocational choices. This would especially be true for students who could not follow his or her vocational choice in some higher educational institution.

That the additional vocational courses be Cosmetology, Plumbing, Mechanics, Electricity, Bookkeeping, Shorthand, Shoe Making, Catering or similar courses.

That consideration be given to creating a position for a guidance counselor in order that a guidance program with stress on counseling and vocational placement be available in the school.

That classroom teachers assume more responsibility of assisting students in guidance services. That teachers expect

more from students academically, thereby students would be encouraged to do more and perhaps would not have to "be made" to do.

That teachers encourage students to secure work experiences after school hours and during vacation periods.

That teachers direct participation of students in extracurricular activities in such a way as to help a student discover his interests and abilities.

That a course in occupational information either as a separate course, as a part of the work in community civics, or as a part of an advanced course in the social studies be included in the course offerings.

That the school continue to use its system of conferences between groups of students and representatives of selected occupations as a means of job placement.

APPENDIX A. LETTER TO STUDENTS

508 West 17th Street
Bryan, Texas
March 29, 1960

Dear Former Student:

I am seeking your help for a two fold purpose: (1) This questionnaire is being sent to you in order that I might obtain information to be compiled as part of a Master's Thesis; and (2) Your answers will be used as a basis for recommendations to the Administration in order to improve the curriculum here at the E. A. Kemp High School.

You will find a self-addressed stamped envelope enclosed. Will you please answer these eleven (11) questions and return to me by the 12th day of April the enclosed questionnaire.

Do it now, do not delay. Thank you very, very much.

Yours truly,

C. L. Scurry

Enclosures 3

APPENDIX B. QUESTIONNAIRE

1. Married _____
 - a. If married, number of children in family _____
 - b. College attended _____
 - c. Number of years attended college _____
 - d. Degree or degrees obtained _____

2. List position or positions you now hold _____

 - a. Where employed? _____
 - b. How long on present job? _____

3. List positions held since leaving high school. (Please list in the order obtained and number of years employed in each.)

4. What help did we give in the E. A. Kemp High School, other than the courses you took that helped you to secure employment. (Please list in the order that you consider most helpful.)

 - a. Former employment _____
 - b. Present employment _____

5. List the subjects you took that you found helped you the most after you left high school.

6. List the subjects you took that you found helped you the least after you left high school.

7. List the subjects that you enjoyed the most. (Please list them in the order that you feel you enjoyed the most.)

8. List the subjects that you took that you enjoyed the least. (Please list them in the order that you feel you enjoyed the least.)

9. Did your participation in the Hi-Y, Tri-Hi-Y, N. H. A., N. F. A., 4-H Club, Student Council, Athletics, Choir, Band, Drill Team, Industrial Arts Club, and Dramatics help you to obtain any employment?

a. Former job _____

b. Present job _____

10. List other activities that led directly or indirectly to your obtaining your present position.

11. Please feel free to make any remarks you would care to make as it relates to your high school.

APPENDIX C. TABLES 8-11 INCLUSIVE

TABLE 8

OPINIONS OF 203 GRADUATES WHO ATTENDED COLLEGE
WITH REGARD TO COURSES THAT THEY ENJOYED
THE MOST AND ENJOYED THE LEAST

Courses	Enjoyed Most		Enjoyed Least	
	Number	Percentage	Number	Percentage
Agriculture	1	0.5	41	20.3
Biology	41	20.3	3	1.4
Chemistry	76	37.4	22	11.0
Civics	2	1.0	0	0.0
Driver Education	1	0.5	0	0.0
Economics	33	16.2	4	2.0
English	76	37.4	40	18.2
Government	29	14.2	15	7.3
Health	6	2.9	0	0.0
History	34	17.0	58	29.0
Home Economics	34	17.0	17	8.3
Industrial Education	20	9.8	41	20.3
Literature	22	11.0	15	7.3
Mathematics	52	25.6	50	25.0
Music	28	14.0	1	0.5
Physical Education	26	12.8	0	0.0
Science	0	0.0	0	0.0
Spanish	0	0.0	0	0.0
Typing	0	0.0	0	0.0

TABLE 9

OPINIONS OF 57 GRADUATES WHO DID NOT ATTEND COLLEGE
BUT WHO ARE EMPLOYED WITH REGARD TO THE COURSES
THAT THEY ENJOYED MOST AND ENJOYED THE LEAST

Courses	Enjoyed Most		Enjoyed Least	
	Number	Percentage	Number	Percentage
Agriculture	2	4.0	4	7.0
Biology	6	11.0	0	0.0
Chemistry	40	70.1	4	7.0
Civics	0	0.0	0	0.0
Driver Education	0	0.0	0	0.0
Economics	12	21.0	2	4.0
English	38	67.0	10	18.0
Government	18	32.0	0	0.0
Health	0	0.0	0	0.0
History	20	35.0	16	28.0
Home Economics	14	25.0	0	0.0
Industrial Education	16	28.0	4	7.0
Literature	10	18.0	7	12.2
Mathematics	34	59.6	30	53.0
Music	4	7.0	4	7.0
Physical Education	30	53.0	2	4.0
Science	10	18.0	0	0.0
Spanish	10	18.0	8	14.0
Typing	8	14.0	0	0.0

TABLE 10

OPINIONS OF 79 GRADUATES WHO DID NOT ATTEND COLLEGE
AND ARE UNEMPLOYED WITH REGARD TO THE COURSES THAT
THEY ENJOYED MOST AND ENJOYED THE LEAST

Courses	Enjoyed Most		Enjoyed Least	
	Number	Percentage	Number	Percentage
Agriculture	2	3.0	2	3.0
Biology	24	30.3	2	3.0
Chemistry	38	48.1	20	25.3
Civics	0	0.0	0	0.0
Driver Education	0	0.0	0	0.0
Economics	18	23.0	4	5.0
English	32	41.0	24	30.3
Government	24	30.3	20	25.3
Health	2	3.0	0	0.0
History	12	15.2	20	25.3
Home Economics	44	56.0	6	8.0
Industrial Education	4	5.0	4	5.0
Literature	6	8.0	22	27.8
Mathematics	36	46.0	52	66.0
Music	2	3.0	0	0.0
Physical Education	46	58.0	6	8.0
Science	20	25.3	4	5.0
Spanish	4	5.0	4	5.0
Typing	10	13.0	4	5.0

TABLE 11

OPINIONS OF 26 DROP-OUTS REGARDING THE
COURSES THAT THEY ENJOYED THE MOST
AND ENJOYED THE LEAST

Courses	Enjoyed Most		Enjoyed Least	
	Number	Percentage	Number	Percentage
Agriculture	1	3.8	1	3.8
Biology	1	3.8	0	0.0
Chemistry	2	7.6	2	7.6
Civics	1	3.8	0	0.0
Driver Education	1	3.8	0	0.0
Economics	2	7.6	1	3.8
English	2	7.6	1	3.8
Government	5	19.2	3	11.5
Health	18	69.2	0	0.0
History	3	11.5	1	3.8
Home Economics	11	42.3	0	0.0
Industrial Education	1	3.8	4	15.3
Literature	1	3.8	1	3.8
Mathematics	2	7.6	3	11.5
Music	4	15.3	3	11.5
Physical Education	5	19.2	1	3.8
Science	0	0.0	7	26.9
Spanish	2	7.6	8	30.7
Typing	2	7.6	0	0.0

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