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A FOLLOW-UP STUDY OF THE GRADUATES AND
DROP OUTS OF THE HOOKS COLORED HIGH SCHOOL,
HOOKS, TEXAS, 1939-1949

GAYNER

1950

A FOLLOW-UP STUDY OF THE GRADUATES AND DROP OUTS OF THE HOOKS
COLORED HIGH SCHOOL, HOOKS, TEXAS, 1939-1949

By

Novel Wilburn Gayner 20

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A Thesis Submitted in Partial Fulfillment of
The Requirements for the Degree of

Master of Science

in the

Graduate Division

of

Prairie View Agricultural and Mechanical College

Prairie View, Texas

August, 1950

BIOGRAPHY

The writer, Novel Wilburn Gayner, was born August 23, 1904 in Columbus, Colorado County, Texas. He is the twelfth of twelve children born to John and Julia Countee Gayner.

The writer's early childhood was spent in Waco, Texas, where he attended South Waco Elementary School and was graduated from Moore High School.

The Bachelor of Science Degree in Education was received by the writer in May, 1929 from Prairie View State Normal and Industrial College. Immediately after graduation, the writer accepted the principalship of Perfection High School, Kildare, Texas, where he served for six years.

He then became principal of the Rosenwald High School, Queen City, Texas. After working there two years, he was elected principal of the Burns High School, Hooks, Texas. He has been employed here since 1937.

ACKNOWLEDGMENT

With sincere gratitude the writer wishes to express appreciation for the valuable assistance and guidance of the persons co-operating with him in this study. He is especially indebted to Dr. J. M. Drew, whose constructive criticism and friendly attitude guided the project to its completion.

DEDICATED TO

My Wife, Mrs. Willa Ware Gayner

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CHAPTER I

INTRODUCTION

With the growing interest and activity in secondary-school curriculum revision programs in many parts of the United States, the need for evaluation of the present educational program grows proportionately. Increasing concern for the help secondary-school students receive in making adjustments while in school and in later life is a fundamental part of present day curriculum planning.

During the past few years educators of this country have become aware that boys and girls who were leaving school without finishing their formal education were creating a problem in the social and economic life of their communities.

Every year it is becoming increasingly difficult for a young man or woman to secure a position upon leaving school. Even after high school graduation a youth is often refused employment, because he lacks those traits which a high school graduate might be expected to possess. Business establishments that were formerly contented to use graduates from eighth grade, today will not consider a junior high school graduate unless he is exceptional in maturity of judgment and social adequacy.

If boys and girls are to take their places in the social and economic life of their community, they should have more education than their parents. A good democracy wants its boys and girls to be educated.

To make the most rewarding use of the resources of the school is a matter of prime importance to all school personnel. Our educational theory is that the public school system, extending through high school, is open to all and serves all. Yet half the children who enter the fifth grade drop out before completing high school.¹

One method of determining the extent to which the secondary educational program has helped youth in this process of adjustment is that of the follow-up study. The follow-up study of former students may yield much pertinent data to the schools and communities as a means for improving their educational program.

The Purpose of the Study

The major purpose of the study is to obtain up-to-date information about the graduates and drop-outs of the Hooks Colored High School from 1939-1949, to find out how

¹The National Association of Secondary School Principals, Why Young People Leave School. pp. 14-24.

satisfactorily the school has been in helping the students to analyze themselves, to become familiar with the world of work, to think seriously about one or more occupations, and to know how to find a job and progress in it.

The writer is intensely interested in making the study as a future aid to the superintendent, teachers, parents, students, and citizens of the Hooks community in order that the high school can help the students more effectively in making vocational adjustments by: (1) helping the students understand their own aptitudes and limitations, (2) helping the students acquire a knowledge of occupational fields and working conditions, and (3) helping the graduates achieve better general education.

Sources of Data

The data for this study have been taken from school records, teachers' registers, accumulative records, teachers' assistance in locating students that have moved away, personal interviews and questionnaires. The writer also gathered printed materials from the city library, college libraries, and recent educational magazines and bulletins.

In order to find out who the drop-outs were, the writer went to the registers of attendance for the school year, 1939-1949. These registers had the names of all the

pupils who had enrolled and those who had withdrawn in the Hooks Colored High School over this period of time. The registers of attendance furnished a good indication of the type of pupil being studied.

The writer is exceedingly fortunate to have two teachers at the present time employed in the Hooks Colored High School who have worked here a number of years. These two ladies have taught most of the students included in this study. Their cautious opinions about these students were valuable aids to the writer.

Scope and Limitation of Study

The persons under investigation in this study include both graduates and drop-outs of the Hooks Colored High School who have left during the years, 1939-49, inclusive. Fifty of these individuals studied are graduates, and 117 are considered eliminates or drop-outs.

The study also includes the number married, the geographical distribution, and the education and economic status of 167 men and women. Age and civic life have been omitted from this study.

Review of Literature in the Field

Various studies, ranging from individual cities to

state-wide investigations, have been made in relation to graduates and drop-outs attending our public schools. These studies have dealt with such factors as the number graduated, those who left school before graduation, cause to drop out, and remedial measures. Various factors or combination of factors, both inside and outside of the school have been assigned as the cause of withdrawals and numerous corrective devices have been suggested and used to remedy the conditions that exist. The high points of a few of these studies will, in some way, paint a picture of the situation as it appears to be.

Thorndike² used data concerning twenty-three cities collected over a period of four years, 1900-04, and found that a fifth of the white children entering city school stay only to the fifth grade with only about a third graduating from elementary school and less than one in ten graduating from high school.

Winn³ made a study of students who left the Fred Douglass School, Columbia, Missouri. His study included both the drop-outs and the graduates of the school. Of the total fifty-five graduates, 72.7 per cent had selected an

²Thorndike, Edward L. The Elimination of Pupils from School. p. 60.

³Winn, W. L. "A Study of Students Who Leave Fred Douglass High School, Columbia, Missouri." Unpublished Thesis, 1942.

occupation while in school that they wish to pursue in life. Sixty-one and eight-tenths per cent were selecting courses with a view of preparing themselves for the occupation they had selected. Of all graduates, 42 or 76.4 per cent remained in the local community. Eighteen and two-tenths per cent were continuing their education in college, and 96.4 per cent had remained in the state.

The school influenced 22.6 per cent of the 31 boys and 20.8 per cent of the 24 girls in making vocational choices. The study indicated that there was a need for a definite program of guidance in Fred Douglass School, Columbia, Missouri.

Shallies,⁴ a New York school teacher, made a study of graduates after leaving high school to find what happens to them after leaving school.

In 1934,⁵ the United States Bureau of Labor directed a study in Denver of the high schools of that city and found that most of the women who had graduated from high schools there were domestic workers and office clerks.

Hewes⁶ compared two groups from Holyoke High School,

⁴Shallies, G. W. "The Distribution of High School Graduates After Leaving High School," School Review, pp. 81-91.

⁵United States Bureau of Labor, A Study of the Graduates of the Denver High Schools. p. 34.

⁶Hewes, Amy. "Why Pupils Leave High School," School Review. pp. 287-94.

one of which would have graduated in 1934. About one-fourth of the pupils who entered high school failed to complete their course of study and withdrawals occurred in larger numbers both in seasons of prosperity and in seasons of depression. The largest number of those who left school after they were able to work. Those who left school to go to work did not find permanently satisfactory adjustment in their first jobs. The girls were more successful than the boys in getting jobs. The percentage of withdrawals was smaller as graduation approached, indicating that pupils who succeed in completing grade eleven, in most cases, will remain in order to secure the benefit of becoming high school graduates.

Davis⁷ found that approximately one-fourth of the pupils who entered the seventh grade was graduated from high school. The greatest number of drop-outs occurred at the ages of fifteen, 31.24 per cent and sixteen, 24.43 per cent, and in the seventh and eighth grades. Failures were not found to be responsible for drop-outs.

There was found to be a definite relation between the completion of the high school course and the class of occupation entered.

⁷Davis, O. W. Elimination in the Dayton, Kentucky High School. Unpublished Master's Thesis. 1931.

Jordan⁹ conducted a survey, in January, 1935, of graduates of Negro high schools in eleven towns and cities in North Carolina and found that 27 per cent of them had entered college, 10.28 per cent were beauticians, 41 per cent were doing laundry work, 1.17 per cent were practical nurses, 14 per cent were taking in sewing, 1.79 per cent were doing housework at home, 2.96 per cent were married, and 3.45 per cent were teaching school.

Usher,⁹ in 1937, made a survey of the Negro high schools in Atlanta, Georgia, including 345 graduates. She considered in her study the pupils' ages at time of graduation, the parents' occupations, and the schools' influence on students' choice of occupation, and influence of parents' occupation over the students' choice.

Roberts¹⁰ considered the problem of elimination from a three point approach: (the state as a whole, the county as a unit, and the individual high school) and found the same trends existing in each case.

It was found that about 15 per cent of the students

⁹Jordan, A. M. "Occupations of Negro High School Graduates in North Carolina." The High School Journal. pp. 24-27.

⁹Usher, Bazoline. A Study of the Graduates of the Negro High Schools of Atlanta, Georgia. Unpublished Master's Thesis. 1937. p. 36.

¹⁰Roberts, M. E. Elimination from the Public High Schools of New Jersey. Unpublished Master's Thesis. 1930.p.251.

were dropping out during the course of the year, with about 2 per cent greater dropping among the boys than among the girls. There was about 7 per cent more mortality among the colored than the white.

The grade classification of the total enrollment was about 41 per cent ninth grade, 27 per cent tenth grade, 18 per cent eleventh grade, and 14 per cent twelfth grade. Adequate provisions for individual pupil capacities, interests, and needs were recommended to prevent wasteful elimination.

Whipple¹¹ made a study of 824 former high school graduates of Warren, Pennsylvania. Two hundred ninety-four or 36 per cent returned questionnaires. He found 50 per cent were working on jobs for which they had no preparation in school; 56 per cent of those returning questionnaires were employed. Forty-one per cent of the boys and 42 per cent of the girls taking college preparatory courses had been unable to go on with their school work, and the average salary was \$33.00 per week.

Another study was made by Theisen¹² in Milwaukee of

¹¹The National Association of Secondary School Principals. A Study of High School Graduates. pp. 165-71.

¹²Theisen, W. W. "What Youth Expects of Education," Secondary Education. pp. 196-199.

the graduating classes of 1937 in which 3,000 members were included, showed that only 20 per cent went to college. Sixty per cent of the group were boys.

Most of the responses said, "Give me an education that has practical value."

CHAPTER II

BRIEF HISTORICAL BACKGROUND OF HOOKS

Hooks, Bowie County Texas is located $1\frac{1}{4}$ miles west of Texarkana, Texas on highway 82. The town was named for Warren Hooks, a pioneer farmer who came to this area from Alabama in 1818, and took possession of thousands of acres of land lying between the Texas and Pacific railroad and Red River.

The grandson still resides in the old home he built in 1858; fortunately, it is located on the north side of the railroad and escaped the fate of the towns, churches, and farm dwellings which were condemned and destroyed when the government took over the south side of the town.

Hooks, before the war, was hardly more than a sleepy contented highway settlement.¹ Pre-war Hooks was a farming community, where cotton and corn and truck crops were raised by men who worked from sun up until sun down.

In 1941-42, the war plants came to Bowie County and were located at Hooks. Hooks welcomed people who migrated here for employment at the Lone Star Ordnance Plant and Red River Arsenal. Today almost 4,000 people call Hooks their

¹Superintendent's Office Records. Hooks Independent School District.

home. Hooks' growth zoomed overnight; it was so tremendous the federal government had to help with housing and schools. Its boundaries embrace both east and west Hooks Courts which federal funds put up to help house thousands of war workers at the two war plants.

Originally there were 852 units at the two housing projects; later 52 units were built for Negro war workers located on the highway 82 west of Hooks. Some of the units have been sold for permanent residence or taken over by the army.

The Hooks school district covers 58 square miles of Bowie County, and its four schools serve boys and girls from Leary and Red Lick as well as Hooks. The enrollment in 1948-49 term was 872 whites and 394 Negroes as compared to 299 whites and 321 Negroes in 1939-40 term. The peak enrollment was reached in 1944-45 term when the district enrolled 1,117 whites and 315 Negroes. The school system employed 31 white and 13 Negro teachers during the 1948-49 term.

The Negro Community

The Negro community has two neighborhoods: Red Bank on the east end and Old Burns on the west end.

The educational background of the adult Negro citizens of Hooks is very poor. The environment and traditions

of the community have had their effect upon the educational pattern of the community. The average adult has not completed the fifth grade.

The community should look to the school as one of the chief sources for culture and leadership. If the cultural status of the community is to be raised, the school, home, teachers, and administrators, all must co-operate in solving problems of the community. Every teacher periodically comes into direct contact with the community, parents, parent-teacher associations, churches, clubs, and recreational centers of the community. The teacher represents education as a whole in the community and thus bears a special responsibility to it.

Formerly Negroes of Hooks lived on farms, and tilled the Red river bottom land. Farming was the chief occupation with the exception of a few who worked on the railroad as section hands. Most of the farms were owned by whites. The Negroes made themselves content to till the soil and do domestic work around the homes of the white land owners.

Their groceries were purchased from commissaries located on the farms and owned by the landlord. The school and churches were the only sources of recreation.

Two Negro families owned bottom land farms with nice homes. Thirty or more Negro families own small hill farms. Under the triple A. A. A. program when parity payments were

available to tenants and sharecroppers, the Negroes worked by the day for 75 cents and drove tractors for \$1.00 per day. Later, the W. P. A. provided food and relief for many Negroes who could not afford the necessities of life on such meager wages.

During World War II when wages were at the highest peak, the Negroes began to purchase small plots of land and build nice homes. Many migrated to the larger cities. A number of students withdrew and moved away. California was the favorite state where most of the Negro migrants wanted to live. A number of Negroes came to Hooks seeking employment at the Ordnance plant.

Today approximately 250 new and remodeled homes have been erected. Most of the homes are painted and equipped with rural electrification, butane gas systems, and radios. Three Negro grocery stores are located in the center of the Negro population. Four Baptist churches are located in various sections of the community.

The first Negro school in the Hooks community was organized in 1866 on Warren Hooks' farm in the Red Bank Community.² He deeded two acres for school and church purposes for his freed Negroes. The first teacher was a white

²Interviewed S. J. Reed, Boland Hooks, and Luella Wyatt, pioneer citizens of Hooks, Texas.

man from the north whose name is not available. The school was a one-room log house.

Later Forest Hooks, son of Warren Hooks (white) known today as the founder of the first church in the community, succeeded the first teacher. Rotelius L. Hooks, son of Forest Hooks followed his father and taught for a number of years, during this time a two-room frame school building was erected from donations by the citizens of both races, known as Red Bank School.

In 1880, the second Negro school was organized on the west end of the district on the Everett Battle farm, a white land owner. The first teacher was E. Campbell, a pioneer educator and farmer. A few years later a two-acre tract was donated by Mrs. Whaley, another white land owner for a school in 1927. A few years later the district voted \$5,000.00 in bonds to be matched by the Julius Rosenwald Fund to build a four-teacher school in Burns Community and a three-teacher school at Red Bank, and a four-room teacherage for the teachers to have a home in the community.²

The first Parent-Teacher Association was organized in 1929. C. W. Wyatt was secretary and Marshall Davis was president. Since that time a very active P. T. A. has been

²Records of Chamber of Commerce and County Superintendent's office.

in operation. Oscar Moore was principal of the Burns school at that time.

In 1930, the two Negro schools consolidated with the white school of the Hooks District. Before the consolidation, the Negro trustees had full control of the two Negro schools of the district. The Negro school had no buses for transportation. The pupils in many instances had to walk long distances, to and from school, in all kinds of weather. Early in the fall of 1930 the first Negro bus in Bowie County was purchased for the Negroes of Hooks. A group of five or six of the key men, namely: Boland Hooks, Waverly Cotton, Stanley Hooks, (the first Negro bus driver) and Eugene Pettoway drove the bus to Prairie View College.

In 1932, J. C. Washington was elected principal of the Burns school. During his administration the school made rapid progress. Vocational Home Economics and Manual Training were added to the curriculum. One year later in 1933, the school was accredited by the State Department of Education. The school continued to grow; more teachers were added. Gwendolyn Taylor established the first Homemaking Department, and Jetty E. Weaver was employed as the manual training teacher.

In 1936, vocational agriculture was added to the curriculum. J. L. Montgomery was employed as the agriculture

teacher and established a very good department. The farmers took on new interest in their farms and livestock. Several farm co-operatives were sponsored under his management. One worthy of mentioning was the boring of wells on all farms that did not have an adequate supply of water. In this section of east Texas, malaria and typhoid fever are very prevalent. Thus the health of many of the pupils was endangered from using water from springs and cisterns.

Health clinics have been sponsored by the school, the Bowie County Health Unit, and the state health department. Blood tests, X-rays, malaria and typhoid serums are given each year. Films, slides, and lectures are shown that illustrates valuable information on how to combat communicable diseases.

The school district has employed a special education teacher who works with the pupils of both races. She checks the boys and girls for sight defects, poor hearing, and malnutrition at the beginning of the school term. If any need glasses they are examined by a doctor free.

CHAPTER III

LOCATION AND ORGANIZATION OF THE HOOKS COLORED HIGH SCHOOL

The Hooks Colored High School is located three and one-half miles north of the town of Hooks, in the center of the Negro population. It is a consolidated A Class high school with a present enrollment of 386 pupils and 410 on the census roll, including the transfers.

It is operated on the 8-4 plan, and all the teachers hold bachelor's degrees. Six of the teachers are pursuing the master's degree in the various subject matter fields. The school is staffed with thirteen teachers, two part-time janitors, two bus drivers, and one lunchroom cook. One of the thirteen teachers serves as part-time librarian.

Pupils are transported from the following communities: Leary, Red Bank, Whaley Switch, and the Negro housing project. Once per week all principals in the school district meet with the superintendent and discuss school problems in their different schools. The writer is a part-time principal and has served as principal for the past twelve years.

Growth and Development

The writer became principal of the Burns High School

in 1937. The four-room school building was overcrowded and the teachers' cottage had been converted into a homemaking department and a fourth-grade room. The agriculture department was operating in an improvised building made from a bus shed.

The people in the community were very co-operative and had talked of making an addition to the school. Since the need was so urgent work was begun prior to the opening of school.

The writer and the agriculture teacher solicited donations in cash and cotton from the friends and patrons of the community. Cotton was donated in 100 and 200 pound lots that soon amounted to two bales.

Two classrooms and a new homemaking department were added to the four-room school building. After school began the teachers and students went out on cotton picking tours in order to finish paying the indebtedness that accumulated from the building program.

Patrons, pupils, teachers, and friends were all very happy and enthusiastic over such rapid progress in the school. Nevertheless, as fate would have it the building burned to ashes the second night after the carpenters completed it.

The superintendent and other school officials were so well pleased that the school went on rural aid just the same. Prior to this time teachers' salaries were unbelievably low.

After many struggles and a law suit the two colored schools in the district were consolidated.

In 1938, Aunt Mira Lomax, a pioneer Negro citizen, sold the school board a 10 acre tract of land for \$100.00 cash. The board secured a W. P. A. project to build a ten-teacher school building and an agricultural building. The main building consists of: ten classrooms, office, book room, library, and a combined study hall and auditorium. The buildings are equipped with gas, lights, and running water.

The agriculture building consists of a classroom and a modern farm shop to be used by the agricultural boys and the adult farmers. It is equipped with electric saws, electric welders, and drills, an electric forge, auto-mechanical tools and sufficient tools for general wood work.

Later a combination homemaking cottage and hot lunch room was built. It has all modern individual cooking units which meet the state requirements, running hot and cold water, sinks, living room, three piece bathroom, and a well equipped room for the preparation of daily lunches. The building has hardwood floors throughout.

A palatable balanced meal is served daily. The federal government appropriates eight cents on type A meals which are served with milk. With this aid, the staff is able to serve meals to students and teachers for 20 cents

on a non profit basis. The high school attendance has improved since these two departments have been added to the school.

The activities sponsored by these two departments have been of great help to many boys and girls who have dropped out before graduation. Grades 8 through 12 are required to take vocational agriculture and homemaking.

The adult women's class and homemaking girls purchased a washing machine as a co-operative project. Many other women of the community are permitted to use it for a small fee to take care of current expenses.

The adult men of the agricultural evening class purchased a tractor to be used for breaking and preparing farm land on a co-operative basis.

The agricultural boys also cultivate the two-acre school garden in which vegetables are grown to supplement the hot lunch program. The homemaking and agricultural pupils get excellent experience in food preservation. Green plants are sold from the hot beds of the garden which prove a great help to the community.

Large quantities of vegetables are canned in the community cannery that is located on the school campus. These vegetables are stored away by the combined homemaking and agricultural classes.

A \$2,500.00 butane gas system has been installed in the last two years. Concrete walks and an intercommunication system have been added recently. A projector has been purchased for educational purposes and entertainment for pupils and adults.

Since 1947, Texas, Arkansas, Oklahoma, and Louisiana conduct a four state fair annually in the Spring Lake Park of Texarkana. The Hooks school and community have entered educational exhibits, farm products, needle work, and livestock. Many first prizes have been won. The teachers frequently center classwork on local community fairs and county affairs in order to keep the children informed. They also encourage pupils to participate in community activities whenever possible.

Athletics, in the school, have been outstanding in the county district and state. In the Interscholastic League events, prizes have been won; a few boys and girls have been able to secure scholarships as the result of being outstanding in athletics.

The library is not large enough to be used as a central library for the entire school. Much stress has been placed upon classroom libraries. Each year from \$200 to \$250 is allotted to the schools in the district to purchase library books. The P. T. A. has helped by subscribing for

magazines, newspapers and pamphlets for the school and community. Teachers and students also supply their rooms with additional newspapers, current events, and pamphlets through homeroom clubs.

Physical education has a recognized regular place and time allotted in the daily schedule of the school. It is not offered for credit, since we do not have a gymnasium and other facilities. A minimum of 150 minutes per week for physical education instruction, in addition to recess and free play periods is allotted to each grade in the school.¹ Some physical education activities are carried on out of doors. Most of the teachers in the school have at least six hours credit in Health and Physical Education. The Texas State Department of Education² recommends that each pupil should be continuously observed by teachers to detect any signs that may indicate the pupil should be examined by a school physician or a family physician. The examination should be an educational experience and not a quick routine procedure.

¹Texas State Department of Education, Standards and Activities of the Division of Supervision. p. 97.

²The State Department of Education, Texas Handbook of Instruction for Health and Physical Education for Junior and Senior High Schools. p. 14.

The course of study is prescribed by the State Department of Education. Its aims are to give the boys and girls a general education, and to meet the needs of those who plan to further their education. Adopting the course of study to the needs of the children is most important. Bringing into the course optional subjects which will add interest and pleasure to school life should increase the school's holding power on its students.

The subjects offered are as follows:

Subjects	Units
English	4
Mathematics:	
General Mathematics	1
Algebra	1
Plane Geometry	1
Commercial Arithmetic	1/2
Science:	
General Science	1
Biology	1
Social Sciences:	
World History	1
American History	1
Negro History	1/2
American Government	1
Economics	1/2
Occupational Guidance	1/2
Vocational Subjects:	
Homemaking	3
Vocational Agriculture	3

English is a fundamental subject that is required of all students in the school. General mathematics, General Science, and Vocational Homemaking, and Vocational Agriculture are freshmen subjects. Algebra, World History, and Biology are the subjects for sophomores. American History, Plane Geometry, Agriculture and Homemaking are the Junior subjects. The seniors have a choice of two electives: Economics or Sociology. Negro History is offered to seniors only, and no foreign languages are offered in the curriculum.

CHAPTER IV

THE STATUS OF GRADUATES AND DROP OUTS

Location of Graduates and Drop Outs

There is a growing tendency on the part of the secondary schools to be more and more concerned with life out of school of the high school youth. It is being increasingly recognized that the school's responsibility to youth does not cease when the formal academic relationship is ended.¹

Of the 167 graduates and drop outs of the Hooks Colored High School, 55 are graduates; 19 boys and 36 girls.

One of the ways to find out the success of a high school is to get opinions of the graduates and drop-outs. The writer will attempt to give facts and information to the Hooks Colored school and community in order that the school might better serve the present student body and help it fit into society. The following table shows the many cities and towns where the youths included in this study are living.

¹The American Youth Commission, What the High Schools Ought to Teach. p. 36.

TABLE I. GEOGRAPHICAL DISTRIBUTION INDICATING PRESENT RESIDENCE OF GRADUATES AND DROP-OUTS, ACCORDING TO SEX, IN TEXAS

Name of City or Town	Male	Female	Total	Per Cent*
Austin	1	0	1	.6
Detroit	1	0	1	.6
Dallas	3	2	5	2.9
DeKalb	1	2	3	1.7
Ft. Worth	1	1	2	1.2
Hooks	45	27	72	43.0
Houston	0	1	1	.6
Leary	1	3	4	2.3
New Boston	0	2	2	1.2
Texarkana	1	13	14	8.2
U. S. Army	3	0	3	1.7
Total	57	51	108	64.0

*Percentages are based on total number in the study, 167.

The figures in the above table show that most of the graduates and drop-outs remain in their home town. Texarkana, the nearest large city, claims 14, or 8.2 per cent. Dallas follows next with 5, or 2.9 per cent. Ft. Worth has 2, or 1.2 per cent. Austin and Houston each has 1, or .6 per cent. Table I also reveals that the majority of the graduates and drop-outs who live in Texas have sought residence in Bowie County, Texas.

TABLE II. GEOGRAPHICAL DISTRIBUTION INDICATING PRESENT RESIDENCE OF GRADUATES AND DROP-OUTS, ACCORDING TO SEX, IN STATES OTHER THAN TEXAS

Name of City or Town	Male	Female	Total	Per Cent
Chicago, Illinois	1	1	2	1.2
Detroit, Michigan	0	2	2	1.2
Flint, Michigan	0	2	2	1.2
Kansas City, Missouri	2	0	2	1.2
Los Angeles, California	10	7	17	10.2
Minneapolis, Minnesota	0	1	1	.6
Madera, California	0	1	1	.6
Oakland, California	3	4	7	4.2
Philadelphia, Pennsylvania	1	1	2	1.2
Pasadena, California	1	1	2	1.2
Richmond, California	0	1	1	.6
Shreveport, Louisiana	0	1	1	.6
San Francisco, California	2	2	4	2.4
Sacramento, California	2	1	3	1.8
San Diego, California	1	2	3	1.8
Santa Monica, California	0	1	1	.6
Seattle, Washington	0	1	1	.6
Vancouver, Washington	0	1	1	.6
Yuma, Arizona	1	1	2	1.2
Wasco, California	0	1	1	.6
U. S. Army	4	0	4	2.4
Total	28	32	60	36.0

Of the 167 individuals under study in this report, Table II shows the distribution of residents in 9 states other than Texas. The state of California claims the largest number of any other state shown in Table II. Los Angeles is the choice of 17, or 10.2 per cent. Oakland shows 7, or

4.2 per cent. Other cities in California are Madera, Richmond, Santa Monica, and Wasco; each claim one resident.

Chicago, Illinois; Flint and Detroit, Michigan; Kansas City, Missouri; Minneapolis, Minnesota; Philadelphia, Pennsylvania; Shreveport, Louisiana; and Vancouver, Washington also have one resident each.

TABLE III. FAMILY LIVING PATTERN OF GRADUATES AND DROP-OUTS, ACCORDING TO SEX

Living Arrangement	Male			Female			Grand Total
	S.	M.	Total	S.	M.	Total	
Living with Parents	18	5	23	13	20	33	56
Boarding with Non-Relatives	5	12	17	0	18	18	35
Living in Own Household	0	9	9	0	38	38	47
Living in College Dormitory	7	0	7	9	0	9	16
U. S. Army	12	1	13	0	0	0	13
Total	42	27	69	22	76	98	167

S. - Indicates single
M. - Indicates married

Marital Status

Table III shows that 76 girls and 27 boys included in the study are married. There were 42 boys and 22 girls

single during the time this study was made.

One out of four lives in his own household. Approximately one out of ten is living in college dormitories in the state or out of the state. Thirty-five are boarding with non-relatives, and 13 boys are in the United States Army.

TABLE IV. TIME OCCUPATIONAL CHOICES WERE MADE OF ALL YOUTH INCLUDED IN THE STUDY

Time Choice was Made	Number	Per Cent
Still Undecided	80	47.8
During Senior High School	31	18.6
Since Leaving High School and Prior to Present Job	36	21.6
While on Present Job	18	10.8
Before Entering High School	2	1.2
Total	167	100.0

Table IV shows 80, or 47.8 per cent, of these young men and women were still undecided about their vocational careers when the study was made. Thirty-one, or 18.6 per cent, made choices while they were in high school. Thirty-

six, or 21.6 per cent, made choices after they left high school, and 18 or 10.8 per cent, made their occupational choices while on their present jobs. Only 2, or 1.2 per cent, chose a vocation before entering high school.

The above table shows the need for a broader guidance program in the Hooks Colored High School. Guidance may be defined as the process of assisting the individual to determine, analyze, and understand his interests, aptitudes, abilities, limitations, opportunities, problems, and needs in light of his knowledge to make wise choices and adjustments in order that he may serve society and live more happily.²

If the Hooks Colored High School is to help the youth to adjust themselves to fit into society, the guidance program should be included in the curriculum.

A phase of the guidance program that the writer recommends is the dissemination of information on occupations associated with vocational guidance.

There are two strategic points at which a large number of students are likely to need occupational information. First, when students are about to make important choices among educational programs, which lead to different

²Happock, Robert. "What, When and How to Tell School and College Youth About Occupations," Bulletin: National Association of Secondary School Principals. p.179.

occupational outlets, for example, in the eighth or ninth grade, they should choose an academic, commercial, or technical high school curriculum. In the twelfth grade when some students are considering their choice of a college, engineering, business administration, liberal arts, and the like, it is imperative at this stage that major emphasis should be placed on the educational plan. Facts about jobs should be introduced when they have a direct influence upon the choice of education. Second, when students are about to quit school and go to work, for example, in the senior year of high school and at whatever other points students drop out of school, these are the most important points for the presentation of occupational information. Some of the major points should be emphasized on jobs immediately available. The information should be accurate, realistic, specific, up-to-date, and down-to-earth. Occupational guidance may be presented to the youth in the following manner:

1. Through the library in which new publications should be added at intervals.
2. Through interviews with good counselors who spend part of their time dispensing such appropriate information that they have, and suggest sources of information to their students.
3. Visits to places of employment which enable students to see, hear, and feel the working environment and ask questions about jobs.

4. Many jobs are closed to the Negro youth, especially jobs which have affiliations with labor unions. All information should be available to the youths while they are in school in order that they may be acquainted with the operation of such labor unions.
5. Through group conferences that are handled on a question and answer basis, give the student ample time and opportunity to ask questions.
6. Make a follow-up study of drop-outs and graduates to learn where they have found jobs, and what they like and dislike about their jobs.
7. Have the students prepare their own study of each occupation in which they are seriously interested.
8. A course in occupations may prove helpful to the youths in school.

TABLE V. REASONS GIVEN FOR LEAVING SCHOOL, BY DROP-OUTS

Reasons	Number	Per Cent
Married	31	27.6
Moved	20	17.8
Worked and Helped Support Family	35	31.2
Called to Army	10	8.8
Not interested	5	4.4
Pregnancy	6	5.3
Illness	5	4.4
Total	112	99.5

Table V reveals 112 drop-outs included in this study. Thirty-one, or 27.6 per cent, are married; 20, or 17.8 per

cent, moved away; 35, or 31.2 per cent, quit to help support the family. Ten, or 8.8 per cent, were called to the United States Army; 5, or 4.4 per cent, were not interested in school; 6, or 5.3 per cent, left because of pregnancy; and 5, or 4.4 per cent, dropped out because of ill health. Some of the pupils attributed their leaving to the attractiveness of higher wages and independence thus achieved, especially during World War II.

Another reason not mentioned in the table is the little value their parents place on the education of their boys and girls. Marriage, family support and entrance into the United States Army were the prime causes of the largest number of drop-outs. Pregnancy, illness, and lack of interest as shown in Table V were the causes of the smallest number of drop-outs.

TABLE VI. REASONS FOR LEAVING JOB

Why They Left	Male	Female	Total	Per Cent
Back to the Farm	4	7	11	9.0
Reduction in Force	6	8	14	11.5
Family Responsibility	0	11	11	9.0
Offered Better Job	14	6	20	16.5
Went Away to School	6	7	13	10.7
Still Working	18	14	32	26.4
Went Into Business	0	3	3	2.4
United States Army	14	0	14	11.5
Fired	1	0	1	.87
Discouraged	1	0	1	.87
Illness in Family	0	1	1	.87
Total	64	57	121	99.61

Since Hooks is a farming section and because many of the students and their parents own their farms, the writer interviewed 14, or 11.5 per cent, who left their jobs when the force was reduced, as shown in Table VI. From these interviews the pupils made the following expressions about the farm:

1. The drudgery of farm work is disliked.
2. Poor equipment and insufficient tools with which to work on the farms make farming very undesirable.
3. There is a lack of capital with which to buy equipment to improve the farms.
4. Unsanitary home conditions and inconveniences are prevalent.
5. Unsuitable recreational facilities detract attention from farm life.

The three females, or 2.4 per cent, went into business to operate Beauty Salons and are successful. Two operate in Los Angeles and one operates in Texarkana.

Of the 6 males and 7 females who are attending colleges, 3 girls and 3 boys attend Prairie View; one girl attends Wiley College, and one attends Texas College. The other five, 2 girls and 3 boys, attend Compton Junior College in Los Angeles.

The 11, or 9 per cent, mentioned in Table VI who left their jobs because of family responsibilities were

women who stopped to rear families and do housework.

TABLE VII. OCCUPATIONS OF GRADUATES AND DROP-OUTS WHO HAVE HELD REGULAR JOBS SINCE LEAVING HIGH SCHOOL

Occupation	Number Employed	Total	Per Cent
RED RIVER ARSENAL			
Mechanic Helper	2		
Welders	1		
Janitor	1		
Machine Operator	3		
Common Labor	4		
Powder Mixer	2		
Explosive Operator	3	16	24.6
CARPENTRY AND BUILDING			
Carpenters	7		
Painters	2		
Concrete Mixers	2	11	16.9
HOTEL AND CAFE			
Bus Boys	2		
Waiters and Waitresses	3		
Maids	14	19	29.2
Domestic Work			
Cooks	8		
General Housework	5	13	20.0
CLEANING AND PRESSING			
Pressers	2		
Mender	1	3	4.4
LAUNDRY WORK			
Shirt Finisher	2	2	3.0
RADIO REPAIRMAN			
	1	1	1.5
Total	65	65	99.6

Table VII shows the graduates and drop-outs have been employed in 20 occupations since leaving high school. The largest number of these graduates and drop-outs has been employed in domestic service. Some of the men have been employed as skilled laborers. The Arsenal Plant employed many Negroes as skilled laborers such as explosive operators, machine operators, mechanics, and powder mixers.

A number of women are listed as beauticians, proprietors, and managers. Since farming is one of the occupations Negroes usually fill, it is of interest to note that many are leaving farms seeking employment in other fields, because farming is a seasonal job.

Hotel and cafe employment is commonly thought of as "Negro Jobs."

TABLE VIII. SOURCES OF HELP ON OCCUPATIONAL PROBLEMS WHILE IN SCHOOL, GIVEN BY GRADUATES AND DROP-OUTS

Sources	Number	Per Cent
Principals	20	11.9
Teachers	51	30.5
Others	96	57.4
Total	167	99.8

The above Table shows 20, or 11.9 per cent, graduates

and drop-outs were assisted by the principal; 51, or 30.5 per cent, were assisted by teachers; and 96, or 57.4 per cent, were helped by others. The school has failed to assist the students with their problems while they were in school.

CHAPTER V

THE OPINIONS OF THE GRADUATES AND DROP-OUTS
CONCERNING SUBJECTS OFFERED

When graduates and drop-outs included in this study were asked which subjects have been most useful in their occupational life since leaving school, 50, or 30 per cent, said that English was the most useful. Thirty-six, or 21.9 per cent of the girls, said homemaking was the most useful subject offered. Fourteen, or 8 per cent of the boys, said agriculture was the most useful subject. Twenty-three, or 13 per cent, of the total number, claimed all subjects proved very useful to them. Some voted for more than one subject. Forty-four, or 26.2 per cent, said mathematics was most helpful.

TABLE IX. SUBJECTS LISTED AS BEING USEFUL IN OCCUPATIONAL LIFE OF GRADUATES AND DROP-OUTS

Subject	Number	Per Cent
English	50	30.6
Mathematics	44	26.2
Homemaking	36	21.9
Agriculture	14	8.3
All Subjects	23	13.0
Total	167	100.0

Table IX also shows that English, homemaking, agriculture, and mathematics are considered most useful of all

other subjects offered. Fourteen of the sixty-nine boys included in the study said vocational agriculture as the most useful subject. The study shows that, even though farming is the fundamental industry of the community, the boys showed an eagerness to work on other jobs rather than to work on the farm.

TABLE X. SUGGESTIONS OFFERED BY GRADUATES AND DROP-OUTS CONCERNING SUBJECTS NOT OFFERED

Suggestions	Number Replying		Total
	Male	Female	
COMMERCIAL SOURCES should be added	15	50	65
TRADES			
Printing	1	0	1
Manual Training	15	0	15
Nurse	0	3	3
SCIENCE			
Chemistry and Laboratory Needed	7	6	13
COSMETOLOGY			
Beauty Culture Course should be in the curriculum	0	10	10
ENGINEERING			
Mechanical	3	0	3
Electric	2	0	2
Radio Repairman	1	0	1
FOREIGN LANGUAGES			
Spanish and French	2	1	3
RELIGIOUS EDUCATION			
	1	0	1
ART			
Music	1	10	11
Drafting and Blue Printing Courses should be added	9	0	9
RECREATION AND GUIDANCE			
A Gymnasium is needed and a Course in Occupational Guidance	30	20	50
	25	18	43

Table X reveals that 15 boys and 50 girls, a total of 65, said that a Commercial Course should be included in the curriculum. One girl living in Los Angeles mentioned that a commercial course would have aided her in getting a number of office jobs.

Fifty boys and girls suggested that a gymnasium be added to the physical plant, and have supervised recreational programs for the students and adults of the community.

Forty-three said that a course in Vocational Guidance would have helped them select an occupation in order that they may live comfortably. Fifteen said Manual Training is helpful to all young men and more students should be encouraged to learn the trade.

Ten girls listed Cosmetology as a course that should be included in the curriculum. Ten girls said Nurse Training should be added to the curriculum. They stated the shortage of trained nurses, and during World War II, they were calling for women to volunteer and help serve humanity. Thirteen boys said there is a definite need for chemistry and a laboratory. More trades should be offered in the school curriculum was suggested by 19 boys and girls.

Nine boys said blue printing and drafting, and one said Religious Education should be in the curriculum as a regular course. Foreign languages, namely; French and

and Spanish, were suggested, and those who had named them said it would have helped them when they were in the army.

Ten said Engineering courses, such as electrical, mechanical, and radio repairman, should be added. Eleven said Art should be offered, including band and piano.

TABLE XI. HOW GRADUATES AND DROP-OUTS LEARNED ABOUT JOB OPENINGS

Source of Job Information and Placement	Number Replying	Per Cent
Member of Family, Friend, or Relative	37	22.2
School Authorities	12	7.2
Public School	15	8.9
Public Employment Agency	16	9.9
Personal Application	20	11.8
Newspaper "Ads"	11	6.4
Contracts	5	2.8
No one	6	3.4
Unemployed at present time	38	23.0
No reply	7	4.0
Total	167	99.6

Thirty-seven, or 22.2 per cent, of the graduates and drop-outs were informed through members of the family or a friend. Public employment agencies assisted 9.9 per cent, school authorities aided 12, or 7.2 per cent. No replies from 7, or 4 per cent. Most of the graduates and drop-outs

sought information from three sources; namely, (1) members of family, relative, or a friend; (2) personal application; and (3) workers on jobs they are interested in. The table also shows 38, or 23.0 per cent, are still unemployed during the time of this study. Eleven, or 6.4 per cent, learned about jobs in newspapers.

TABLE XII. AMOUNT OF FULL-TIME COLLEGE, TRADES, OR VOCATIONAL TRAINING WHICH GRADUATES AND DROP-OUTS HAVE HAD

Months Spent in College	Graduates and Drop-outs		
	Male	Female	Total
1 to 5 months	10	11	21
6 to 10 months	15	16	31
10 to 16 months	10	8	18
16 to 27 months	8	1	9
28 to 38 months	0	2	2
39 to 45 months	0	2	2
Over 45 months	0	0	0

The major reasons why these young people left college are listed as follows:

- Finances
- Enlisted in armed forces
- Marriage
- Dislike of college
- Left for job in other sections
- Sickness

Failed in Studies

Graduated

Returned to Farm

Family Responsibility

Reduction in Forces

These, among other reasons, are why some graduates and drop-outs left high school.

Recently the Federal Government set up a Distributive Educational Course in the community for Veterans. Classes are held at night. Courses offered are arithmetic, English, and civics.

Another course was set up earlier that deals with farm boys who will follow farming as a career. They are a help to our country--they give boys a chance to go to school.

CHAPTER VI

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

A study of 167 graduates and drop-outs of the Hooks Colored High School, over a period of ten years, was made for three purposes: First, to find out why a large number of students leave school. Second, to find out how satisfactory the high school experience had been to them in their academic work and school interests. Third, to follow up the students as a regular technique to discover how effectively the high school had been in guiding those individuals.

The findings have been based on the geographical distribution and location, the marital status, and the educational status.

The history of the school and Negro community was considered necessary in a study of this kind. It was felt that through the history of the community certain customs, heritages, traditions, and cultural patterns have been set which are powerful influences in the lives that have helped or hindered the educational opportunities offered the youth of the community.

Conclusions

From the information found in this study, the conclusions that follow have been reached:

1. Of the 167 students in this study for a period of ten years, the school has graduated fifty-five, or 33 per cent--nineteen boys and thirty-six girls.

2. A large percentage of the students who dropped out of school did so because of economic reasons.

3. The school is characteristic of the schools throughout the State of Texas in that it does not offer any appreciable amount of vocational education and training.

4. School officials, namely: the school board, the superintendent, the principal, and the teachers must not continue to neglect the increasing pleas and demands for more practical vocational training in the school.

5. The majority of the men and women, boys and girls, who are employed regularly are doing work which requires little or no skill, and are paid low salaries. These jobs include: (1) farm labor, (2) domestic work, (3) filling station helpers, (4) garbage haulers, (5) workers in lumber mills, and (6) mechanic helpers.

6. Two of the graduates are teaching homemaking; three own and operate beauty shops; sixteen are attending college.

7. The students studied urged students now in school to take advantage of the courses that are offered, and want the school to offer more of the courses which would better fit them to secure more desirable jobs. All want better

school facilities and a better set-up for recreational activities.

8. The interests of the graduates and drop-outs of this study tend to center in the school's physical needs and in its curricula shortcomings. They are desirous of an educational program that will reach every child, and of a broad curriculum that will meet their needs.

Recommendations

Based on conclusions presented above, the following recommendations are offered:

1. That the curriculum should be thoroughly organized and enriched. Course offerings that are suitably integrated in the individual training pattern of each student should be increased.

2. That more emphasis be placed upon vocational guidance. Guidance should aim to have all students to take the proper course. If a student is going to college, he should take the college preparatory course.

3. That the students be provided courses in business and commercial training to fit them for business positions that are opened to those who can present adequate training, as mentioned in the questionnaire.

4. That more trades be offered the youth now in

school.

5. That a gymnasium be erected to provide wholesome recreation for the youth in school and out of school in the community. Provisions should be set up for twelve-month recreational program.

6. That health and physical education be stressed more in all grades in the school. Although not mentioned in the study, that health clinics, known as SUMMER ROUNDUPS to check health conditions, such as poor hearing, poor vision, and immunizations against typhoid and malaria fever that are very prevalent in this section of Texas.

7. That an adequately equipped laboratory be added, and courses in chemistry be offered.

8. That a distributive-co-operative educational program be put into operation, which would absorb young workers into the industries in the community.

9. That there is a better public relation of the school's programs and problems.

10. That more facilities and more teachers should be added to take care of overcrowded conditions in the elementary grades.

11. That the present library be enlarged and increased sufficiently to meet the needs of the youth and citizens of the community.

12. There is a need for a full time music teacher and a band director, in order that there may be courses in public school music and training for band.

13. That the athletic program and extra-curricula activities be expanded in order to include all age levels.

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APPENDIX

Box 213
Hooks Colored High School
Hooks, Texas

Dear Graduates and Non-Graduates:

I am counting on your loyalty to the Hooks Colored High School by asking you to answer the enclosed list of questions. I am making a study of all the graduates and non-graduates out of school during the period from 1939-49, inclusive.

The enclosed blank calls for facts about what you have been doing since you left school that will be of great help in this study. Most of the questions can be answered by making a small check mark, or by one or two words. You may be assured that the information you give will be treated confidentially, and it will be used to see if the school meets the needs of the graduates. The best way to find out how well the high school program is working out is to see whether it is helping those who are now out of school.

Your prompt assistance in filling out the enclosed questionnaire is very important and will be highly appreciated. Let me extend my personal greeting to you, as former students of the Hooks Colored High School.

Why not get this off your mind by filling out the blanks and sending it back to me in the enclosed envelope.

Yours truly,

Principal

1	2	3	4	5	6

The Implementation Commission of the National Association of Secondary-School Principals

POST - SCHOOL INVENTORY

Mr. _____ Present
 Name Mrs.* _____ Address _____
 Miss _____ (Print in capitals) _____ Street and Number

* Married Girls _____
 (Write maiden name here) _____ City _____ State _____

Phone _____ Date _____
 (If no phone, write "none") (Date this is filled in)

Directions: Please answer the following questions carefully. Most of the questions can be answered by placing a check "X" in the appropriate square. On some the answers will have to be written. These questions can be answered in one or two words or a few short sentences. Please write plainly.

All replies will be treated as strictly confidential.

- 1. What is your present employment status?**
 (Check "X" one)
- 1 Employed full-time (30 or more hours per week)
 - 2 Employed part-time (less than 30 hours per week)
 - 3 Doing housework at home, not otherwise employed, and not seeking outside employment.
 - 4 Unemployed, and seeking work
 - 5 Unemployed, and not seeking work
 - 6 Going to school full time
 - 7 Taking compulsory military training (Under Selective Service Act)
 - 8 Serving a regular enlistment in the Army, Navy, Marines, or other armed forces of the U. S.
 - 9 Other (Explain) _____

- 2. In what employment or placement agencies are you now registered, if any?**
 (If not registered in any agency now, write "none.")

(1) Name _____
 Address _____

(2) Name _____
 Address _____

- 3. How many months of full-time schooling have you had since you left high school?** _____

- 4. At what schools or colleges have you studied or taken training since you left high school, if any?**

NOTE: If you have taken any training since you left high school, fill in the following information for each school from which you took work. Be sure to indicate any training you are taking at the present time. If you have not taken any training since leaving high school, cross out the table below and go on to Item 5.

Name and address of school	Name of course taken	Dates attended	Type of attendance Check "X" one	Reason for leaving (If still attending give expected date of leaving instead.)
First school attended		From: To:	1 <input type="checkbox"/> Full-time 2 <input type="checkbox"/> Part-time 3 <input type="checkbox"/> By mail	
Second school attended		From: To:	1 <input type="checkbox"/> Full-time 2 <input type="checkbox"/> Part-time 3 <input type="checkbox"/> By mail	

5. What regular jobs have you held since you left high school, including your present job, if any?

NOTE: Fill in the following information for each regular job you have held since you left high school. Be as complete as possible.

Name and address of employer	Kind of business	Name of job or kind of work	Dates	Reason for leaving
EXAMPLE: Clover Stores Co. 333 So. Main St. Stockton, Kansas	Retail Grocery	Sales clerk	From: Mar. 1942 To: Jan. 1945	Offered better job
First Job:			From: To:	
Second Job:			From: To:	
Third Job:			From: To:	
Fourth Job:			From: To:	
Fifth Job:			From: To:	
Sixth Job:			From: To:	

Note: Continue on the back of this form if more space is needed.

6. How many months of full-time (30 OR MORE HOURS A WEEK) employment have you had since you left high school including months served in the armed forces of the U. S.?

9. How many hours a week do you work on your present job?

(Indicate the average number of hours if the number varies from week to week).

NOTE: If you do not have a job at present, skip items 7 to 12 and go directly to item 13 at the top of the next page.

10. What is your present average weekly wage?.....

(Include extras such as tips, commission, meals, lodging, etc. Indicate average wages if wages vary from week to week.)

7. Describe briefly the specific duties of your present job:

11. Are you employed by a member of your family, or by a friend of your family, or by a relative?

(Check "X" one)

- 1 Yes (Explain)
 No

8. Did your employer put you through a period of training when you first started working on your present job?

- 1 Yes. For how long?

(Describe)

- 2 No

12. Through what source did you learn about the "opening" that led to your present job?

(Check "X" one)

- 2 Member of your family, a friend or relative
3 School authorities
4 Private employment agency (to whom you paid a fee)
5 Public employment agency (such as State Employment Service)
6 Personal application while looking for a job
7 Other (Explain)

13. What is your present marital status?

(Check "X" one)

- 1 Single
2 Married
3 Other

14. With whom do you live now?

(Check "X" one)

- 1 Parents or relatives
2 Boarding with non-relatives
3 In own household
4 Other (Explain)

15. What do you expect is going to be your regular occupation?

.....
(Be specific, as airplane mechanic or airplane pilot, not aviation; typist, stenographer, private secretary, not clerical. If you are still undecided, write "undecided" here.)

16. When did you decide definitely on what you now expect is going to be your regular occupation?

(Check "X" one)

- 0 Still undecided
1 Before entering Senior High School
2 During Senior High School
3 Since leaving high school and prior to present job
4 While on present job
5 Other (Explain)

17. With whom did you talk at high school, if with anyone, who helped you with your occupational problems?

18. From what sources chiefly have you sought advice about your occupational problems since leaving school?

(Check "X" those who have been of most help to you)

- 0 No one
1 Public School officials
2 A school attended since leaving high school
3 YMCA, YWCA, and similar sources
4 Public employment service agency
5 Private employment agency
6 Parents, relatives, or adult friends of the family
7 Workers on jobs you are interested in
8 Employer or supervisor
9 Immediate personal friend
10 Movies
12 Other (Explain)

19. Which subject that you took in high school has been of most value to you in your occupational life since you left high school?

Note: By "occupational life" is meant everything received to do with getting jobs, doing the work required on those jobs, deciding and planning for a life's work, and actually carrying out the plans for life's work.

.....
(If no subject has helped you, write "none" here.)

20. What subjects or kinds of education which you DID NOT HAVE do you now think would have helped you in your occupational life since leaving school?

21. If there are any suggestions you care to make which might help the school be of greater service to you or the young people now in the school, please write them here.

22. Why did you leave high school?

- 1 Graduated
2 Other (Explain)

NOTE: Will you kindly check over the questions to make sure that you have indicated or written an answer for each question. Be sure that your name, address, phone number, and the date this blank was filled in are written clearly on the top of first page.

PLEASE RETURN THIS INVENTORY FORM TO THE HIGH SCHOOL OFFICE AT ONCE. THANK YOU.