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A FOLLOW-UP STUDY OF MOUND FORT JUNIOR HIGH'S

NINTH GRADE CLASS OF 1962-63

by

Helen Heaps

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Counseling Psychology

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1968

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To my parents and other family members, for their continued patience and support in fulfilling this goal, I extend my sincere gratitude.


Helen Heaps

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Background and Need for the Study	1
Statement of the Problem	2
REVIEW OF LITERATURE	4
Follow-up of Dropouts, Graduates, and Exceptional Children	5
Follow-up of College Attenders	11
Follow-up in Occupational Placement	15
Follow-up on the Effects of Counseling	18
Summary	25
Historical Background	29
METHODS AND PROCEDURES	50
Description of the Sample	52
RESULTS	53
Questionnaire Findings	54
Student Reactions	65
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	76
Summary	77
Conclusions	81
Recommendations	82
LITERATURE CITED	83
APPENDIXES	88
Appendix A. Letter to Ogden City Schools	89
Appendix B. Reply from Ogden City Schools	90
Appendix C. Questionnaire	91
Appendix D. First explanatory letter	93
Appendix E. Second explanatory letter	94
VITA	95

LIST OF TABLES

Table	Page
1. What happened educationally to the students	53
2. Comparison of test scores	55
3. Responses to questionnaire mailed to ninth grade students .	56
4. College bound and marital status information reported in study	57
5. Employment of students at time of study	58
6. Students' awareness of counseling services	60
7. Courses listed as most valuable	61
8. Courses listed as least valuable	62
9. Comparison of graduates and dropouts	63
10. Comparison of test scores for graduates and dropouts . . .	64

ABSTRACT

A Follow-up Study of Mound Fort Junior High's

Ninth Grade Class of 1962-63

by

Helen Heaps, Master of Science

Utah State University, 1968

Major Professor: Dr. E. Wayne Wright
Department: Counseling Psychology

The intent of this study was to follow up the students of Mound Fort Junior High School's ninth grade class of 1962-63 in order to secure information and facts about members of that class and to answer the following questions: (1) What has happened to the students educationally? (2) What has happened to the students vocationally? (3) How many students have served or are presently serving the armed forces? (4) What is the marital status of each student? (5) How did the high school graduate compare with the dropout in test scores, grade point average, attendance, awareness of counseling services, and use of counseling services? (6) How did the students react to the school's program?

There were 214 students (108 boys and 106 girls) who constituted the sample of this follow-up study. Sources used for obtaining desired information concerning the sample included a questionnaire and school records. Questionnaires were mailed to 214 students and it was assumed that 185 students received one. Of this number, 135 students (72.9%) completed and returned their questionnaires.

The results of this study showed that graduates scored higher in all areas than the dropouts--intelligence, achievement, grade point, and school attendance. The test scores for the average dropout indicated that they had the intelligence and the ability to achieve in school work. There was a greater awareness of counseling services among the graduates than was true of the dropouts. Suggestions and comments made by the students indicated they would like their teachers to take a personal interest in them, talk to them on their level, and treat them as an adult. Students want to be encouraged to stay in school and to have the importance of education stressed.

(98 pages)

INTRODUCTION

Background and Need for the Study

One of the roles of the counselor is to research and evaluate the school's program and its impact on the students. Counselors need to research and evaluate the school's program in order to determine its effectiveness as well as the relative effectiveness of different counseling and guidance functions performed with students. The follow-up study is one of the most traditional methods of carrying on research and evaluation of a particular school.

The writer planned to use the follow-up study as a means of obtaining information that might be helpful in assisting her to reach students in a school setting and help them to better understand themselves and to make the most of their opportunities. The information sought in this study concerned the graduates vs dropouts in IQ scores, achievement, grade point, attendance, attitudes toward the school curriculum, its teachers, the counseling services, the students' plans for continuing their education, as well as their present employment or vocational choices.

Mound Fort Junior High School, Ogden, Utah, was selected for this study because a follow-up study had not been done on their students and it seemed timely in their behalf since the school district is planning to replace Mound Fort with a new junior high in the near future. It was also felt that the data gathered through this study would be of help to the present counselors at Mound Fort in working with their students

and perhaps make their services more effective. The data gathered through this study could also be used for projecting and making plans for the new facilities and programs anticipated in the new building.

Although the history of Ogden and the geographical area in which Mound Fort is now established is not of particular relevance to the study, the writer was made aware of considerable early history surrounding the evolvement of Mound Fort; thus an account of this is included in the Review of Literature for any historical value or interest it may have to the reader.

Statement of the Problem

This study was a follow-up of 214 ninth-grade students who attended Mound Fort Junior High School, Ogden, Utah, during the 1962-63 school year. The main purpose of the follow-up, conducted in February and March, 1968, was to secure information about these former students which would provide answers to the following questions:

1. What has happened to the students educationally?
 - A. How many graduated from high school?
 - B. How many entered a college or university?
 - C. How many dropped out of high school before graduating?
2. What has happened to the students vocationally?
 - A. What is each student's current vocation and level of occupational status?
3. How many students have served or are presently serving in the armed forces?
4. What is the marital status of each student?

5. How did the high school graduate compare with the dropout in the following areas:
 - A. California Test of Mental Maturity?
 - B. California Achievement Test?
 - C. Grade point average?
 - D. Attendance?
 - E. Awareness of counseling services?
 - F. Use of counseling services?

6. How did the students react to the school's program?
 - A. Which courses did the students consider most valuable?
 - B. Which courses did the students consider least valuable?
 - C. In what ways did the students feel they had been helped by teachers, counselors, and/or the principal to prepare for the life environment they are now experiencing?
 - D. What suggestions do the students have for counselors, teachers, and/or principals that would enable the school staff to better understand and reach ninth grade students?
 - E. What suggestions would the subjects of this study offer to students presently in school if they (the follow-up group) were to counsel ninth graders at Mound Fort?

REVIEW OF LITERATURE

A traditional procedure for determining the extent to which students utilize and receive benefit from guidance services is to employ a follow-up study. However, because such studies are very time consuming and rather expensive they have often been neglected. Throughout the years researchers have supported the value of studying the progress of students after the students have left the school, either as graduates, or as dropouts; but, many school administrators have also felt a limitation of staff time and research monies and have, therefore, not pressed for this type of undertaking. Recently, however, national concern about dropouts and/or disadvantaged youth has brought increased attention to the need for better follow-up procedures and "outreach" educational opportunities for the dropout as well as the graduate. Follow-up activities have generally been the responsibility of the school counselor, both the elementary and the high school levels.

Lee and Pallone (1966), Zeran and Riccio (1962), Andrew and Willy (1958), Miller (1965), Crow and Crow (1956), and Mortensen and Schmuller (1959) all recognize the follow-up study as being most useful to a given school if the study is conducted on a systematic and continuing basis. It is frequently suggested that follow-ups be made over a period of several years. Some authors recommend that follow-up data be gathered one, three, and five years after students leave school while others propose longitudinal studies covering as much as ten years.

The follow-up is generally concerned with many aspects of the guidance program, some of which have been specified by Crow and Crow (1956) as follows:

1. To discover the effects of counseling.
2. To determine the effects of teaching in various areas of instruction.
3. To determine the extent of the pupil's adjustment to the school climate.
4. To determine to what extent placement in groups, classes, extra-curricular activities met with the pupils' needs.
5. To determine the extent to which test results and other guidance data helped pupils develop a realistic self-concept.
6. To determine the extent to which teachers are adapting classroom activities to individual differences of pupils.
7. To determine the extent to which pupils are realistically oriented to the subject matter fields of their specific interests.
8. To assist in the evaluation and the adjustment of the total school program. (Crow and Crow, 1956, p. 390-408)

Typical concerns of many follow-up studies have included the following: Progress of pupils currently in school, follow-up of dropouts and graduates to determine employment and occupational choice, college admissions and successes, income, geographical location, effects of counseling, and effects of curriculum.

Follow-up of Dropouts, Graduates, and Exceptional Children

Follow-up studies of school dropouts have increased over the past ten years. Most of these studies can be summarized by the findings of two significant researchers, Sando (1952) and Snypp (1958).

Sando (1952) conducted a follow-up study to determine the percentage of high school populations who were actually graduating. He found that

fifty years ago high schools were graduating about 10 percent of the total school populations. By 1950, schools were graduating 50 percent of the students enrolled. Sando found that there were two major characteristics of boys and girls who left school early: (1) they had been retained in some earlier grade(s); and (2) they were generally from a low socio-economic status. Prompted by these findings, Sando interviewed one hundred school dropouts from high schools in California in an attempt to determine their reactions and feelings to the school situation. This group of dropouts was paired with a non-leaver group in variables of sex and socio-economic status. The reactions and feelings of the students were grouped under three major headings: social relationships in school, curricular practices, and extra-curricular practices. His findings indicated that dropouts expressed greater dissatisfaction with their relationships in school. He found that there were no differences among the dropouts as compared to the non-dropouts in terms of sex, retardation, or socio-economic status. Girl non-leavers were just as critical as girl dropouts in terms of their feelings about teachers' personal interest in them and understanding of their problems. Boys, on the other hand, were generally more satisfied with their teacher-student relationships than were girls. Sando found that in many instances parents were uninformed about the social relationship problems which their children were facing in school.

Another significant finding indicated a considerable difference between the opinions of dropouts and their parents on a number of matters concerning the school. Dropouts were considerably more critical of the school than were their parents. Moreover, there was no significant difference between non-leavers and their parents in their attitudes

toward the school. Dropouts reported that they were getting less from school and that their subjects were less useful. The parents of the dropouts differed with their children in terms of the usefulness of the school subjects and the amount of help they received from teachers. While the dropouts felt that the subjects were not useful, that the teachers were not helpful, and that teaching methods used were not effective, the parents felt quite the opposite. None of the questions regarding extra-curricular activities produced any significant differences between dropouts and non-leavers.

Snypp (1958), conducting a study of the Evansville Public Schools in Indiana, found that 68 percent of the entering Freshmen in 1953 remained to graduate in 1957. The national average of high school students to graduate at that time was 55 percent. Thirty-one percent of the high school graduates in Snypp's study entered college, while the national average was 35 percent. Twenty percent were employed in industry and service occupations and 21.8 percent of the boys had joined the armed services. Only 39.2 percent of those employed were employed locally; 19.2 percent had entered business occupations. More than one out of six girls had married, while 10.2 percent were either not gainfully employed or they had left the city and could not be located.

Snypp concluded that it was regrettable that a greater number of the better students did not continue college. He inferred that counselors need to inform students and parents, much earlier, regarding the availability of attractive scholarships. In fact, he felt that this information should be provided to students as early as the eighth grade. His study also indicated that the local industry and businesses were

unable to furnish job opportunities for all newly graduated boys and girls. In summary, Snypp said that we must move more of our capable students into college courses and hold more of the students in school who can profit from high school programs. Weaver and Bear (1960) report similar results.

In a study of Negro Public Schools in Maryland, Moore (1954) attempted to determine the reason for students' withdrawal from school and to analyze the reason in relationship to variation in age, sex, geographic location, and the occupational character of the community. In an attempt to compare typical conditions surrounding school withdrawals with those inherent in situations of survival, he gathered data from the following sources: (1) school records, (2) annual reports of the Maryland State Department of Education, (3) personal testimonies of dropouts, and (4) appraisals of home surroundings reported by an observer following visits to the home of each dropout. Moore obtained surprising results. Approximately 60 percent of his dropouts indicated that they dropped out of school for one of three reasons: (1) compulsory attendance age too high, that is, over the age of sixteen; (2) indifferent to school work or unable to do school work; (3) physical incapacity. Twenty percent of his dropouts failed to show any reasons for their dropping from school and the remaining twenty percent were distributed among nine other reasons.

Testimonies from the dropouts in Moore's study disclosed the following: 37.5 percent of all girls withdrew because of pregnancy; employment ranked second as the reason for dropout, while being tired of school and lack of interest in school were given as reasons by 5.9 and 5.6 percent of

the students, respectively; economic reasons other than employment were given by 4.1 percent of the students; a dislike for school and personal illness were given as reasons by 3.1 and 3.8 percent of the students, respectively; and the remaining 41.9 percent of the students gave reasons which were almost different in each case, amounting to thirty different types of reasons.

Moore concluded from his study that no single source of data is sufficiently reliable to be used exclusively in determining factors that influence dropouts. He also felt that pregnancy as a precedent and potent determiner of elimination is unique to the Negro Public Schools. He found that employment needs ranked high in frequency. The most prevalent reasons for student withdrawal in the Negro schools of Maryland are of such a nature that the school can contribute only indirectly to their solution. For example, the dropouts in Maryland showed less awareness of the impact of the in-school factors on their decision to withdraw from school, and the high rate of pregnancy suggests the imperative need for the mobilization of every available resource in every school community to insure increased protection of future women of the Negro race.

A study conducted by the National Education Association (1962) reveals these findings: The June graduating class of 1960 numbered 1,675,000. Of these, 750,000 were boys and 925,000 were girls. Nearly one of every two graduates were attending college in October, 1960. Of the 921,000 graduates who did not go to college, 706,000 were in the labor market. Clerical, operative, and kindred workers accounted for 56 percent of the June graduates employed, and sales workers, farmers, and laborers

accounted for a little more than 8 percent each. In the labor force as a whole, 6.3 percent were unemployed in October, 1960; while of the graduates of June 1960, as many as 15.2 percent were unemployed in October.

The 215,000 high school graduates who were not in college and not in the labor force included full-time homemakers and those who were taking training in special schools. In summary, it would appear that approximately 50 percent of the high school graduates entered college in the fall of the year they graduated from high school. Most of the students who were not attending college entered the labor market. Of these, 15.2 percent were unemployed after only five months of employment.

In a similar study, Shaw (1965) found that high school graduates sought jobs or positions as bookkeepers, clerks, typists, secretaries, or office machine operators. He found that of students who did not continue their education, those who were employed in full-time jobs outnumbered those in part-time jobs more than 30 to 1. His findings also indicated that 17.6 percent of the high school graduates were unemployed by fall of that year. A number of the boys in his study entered the armed services, while approximately the same number of girls, or 1 percent, married.

France (1964), in a six-year follow-up study of 1300 randomly selected students found that predictions could be made by using selective data from group tests and other records of elementary school children in predicting their success in later secondary education. He concluded his study with these remarks:

The results of these analyses suggest that a selection procedure based on a result of a series of group tests taken throughout the junior school course and incorporating both elementary school assessments and adjustment for differences between elementary schools can provide an accurate forecast for later secondary school achievement. (France, 1964, p. 19)

In a study concerning the income of 18,000 Minnesota High School graduates, Wolfe and Smith (1956) found that those who ranked closest to the top of their graduating classes were receiving the largest annual income. The differences in the income were greater for the college graduates and less for those of lesser education. Those who graduated from college earned from \$1,000 to \$2,000 more a year than those with no formal education beyond high school. He also found that many students who had good grades in high school and who performed well on intelligence and aptitude test scores did not go on to college. In some cases, lack of money was the reason. Probably more often, he indicated, a lack of continuing in education may be blamed on the lack of motivation. In general, Wolfe and Smith concluded that higher scores on intelligence tests and increased formal education after high school graduation were both correlated with the amount of income, to the extent that those receiving higher education and having higher ability scores also received higher salaries.

Follow-up of College Attenders

Berdie and Hood (1963) conducted a follow-up study of the post-high school plans of seniors in 1961 as compared to those in 1950. Some 24,892 students were involved. Of these, 95 percent of the Minnesota seniors completed and returned the questionnaire. In comparison, only 36 percent of the students in 1950 expressed an intent to attend college

and a follow-up study showed this percent actually attending. In 1961, 41 percent of the graduating class intended to attend college. This increase in plans to attend college was proportionately greater among boys than among girls. It also seemed to be proportionately greater among students coming from metropolitan areas than from rural areas.

In 1950, the farm area was the only one in which more girls (24 percent) planned on college attendance when compared with boys (20 percent). In 1950, 30 percent of the boys planned to seek employment, whereas eleven years later only 15 percent had such plans. This represents a reduction of 50 percent. In 1950, seven percent of all students planned to work for their parents after graduation as compared to three percent in 1961. The proportion of students planning to attend trade school increased markedly, particularly, for girls. The increase was 1 to 4 percent for girls, and for boys from 7 to 8 percent, planning to attend trade schools.

At least four authors report statistics of the number of students who graduated from their high schools and plan to attend college or who actually did. Nisbet and Buchanan (1959), Little (1959), Hand (1960), and Weaver and Bear (1960) all report that from 29 percent to 60 percent of students graduating from high school plan to attend college. An exception to this was a study conducted by Alter (1957) of students at Beverly Hills High School in California wherein 90 percent of their graduates were in attendance at college one year following graduation. Here again, the findings of Berdie seem to bear out the fact that geographic location had some influence on the number of students who would attend college in any graduating class.

The follow-up studies of Shaw (1965) and those of Nisbit and Buchanan (1959) seem to coincide and represent the data in this area. Shaw found that 60 percent of the graduates from the schools in New York City attended college full-time. He also found that the unemployment rate in 1963 of high school graduates who had graduated that spring was 17.6 percent. Seventy-five percent of those students enrolling in college continued to a point of receiving their B. S. degrees. The University of Rochester, in a study of their admission standards, found that 96 percent of their students came from the upper two-fifths of the graduating classes of high schools. The other 4 percent of their students were selected from the bottom three-fifths groups of their graduating class. In following these students through their academic careers in college, they found that 60 percent of the bottom three-fifths group were capable of doing satisfactory college work. However, their work was considerably less satisfactory than the students selected from the upper two-fifths graduating classes. Forty percent of those admitted from the lower three-fifths group did not make satisfactory college record and either withdrew or were at the present time not making satisfactory records. In contrast to this, 69 percent of the students coming from the upper two-fifths of their graduating class set commendable academic records at the college. From this, they concluded that even the most promising students in the lower three-fifths of the graduating classes could be considered in the "risk" category.

A study by Hand (1960) tends to confirm the fact that more of the top one-fourth of the students graduating from high school enter college than do those of the lower three-fourths of the graduating class.

In a study by Astin and Nichols (1966) of merit scholars from 1956 to 1959 some 3,106 students were examined. Of these, 97.6 percent returned the surveys sent out to them. Eight years after entering college, 95 percent of the boys and 94 percent of the girls who were selected as merit scholars had graduated from college with their Bachelor's degree. Less than 1 percent of the boys and 2 percent of the girls had given up their plans of attaining college degrees. Eighty-seven percent of the boys and 69 percent of the girls entered a graduate or professional school.

Many of these students indicated that their financial award assisted them in school in some way. Actually 11 percent reported that they would not have been able to attend college without it. Thirty-three percent reported that the scholarship enabled them to attend a better college, while 24 percent reported that they would have attended the same college without the scholarship but that the scholarship made it easier for them. Thirty-two percent reported that the financial reward made very little difference to them. Most of these students were found to be specializing in the sciences; in mathematics, physical science, some in humanities and medicine. They were less likely to be specializing in education, theology, and dentistry.

A study by Alter (1957) of highly academically talented students, confirms the findings of Astin and Nichols and their merit scholars. Lehmann (1963), in a rather unique study of college attenders, conducted a survey of 1,051 students who were measured as freshmen and then again as seniors. His study was started in 1958 and concluded some four years later. In citing his conclusions, he makes the following comments:

. . . it is evident that the informal, nonacademic experiences, such as, friends, persons dated, "bull-sessions," and so forth have a greater impact upon personality development than do the formal, academic experiences such as courses and instructors . . . For these college students, the greatest change in attitudes, values, and critical thinking ability, take place during the freshmen and sophomore years. (Lehmann, 1963, p. 31)

Lehmann feels that school should attempt to provide and isolate those experiences which are most effective in influencing personality development. In contrasting the freshmen with the seniors, he makes the following conclusions. He felt that there is a significant decrease in stereotypic beliefs and unrespectivity to new ideas. He felt that as seniors students were more "outer-directed" than they were as freshmen. He also felt that there was a significant improvement in critical thinking ability and that seniors were no more homogeneous in certain attitudinal traits than freshmen.

Follow-up in Occupational Placement

In a study of 1,675,000 students who graduated in June of 1960 the NEA found that 921,000 of these graduates did not go to college. Of these, 706,000 were in the labor market. They found that clerical, operative, and kindred workers accounted for 56 percent of those in the labor force, while sales workers, farmers, and laborers, accounted for little more than 8 percent in each area, or a total of 24 percent of the labor force. The remaining number were scattered among a variety of occupations.

Cooper's (1961) findings varified those of the U. S. Department of Labor (1960). Both found the same percentage of individuals employed in various occupational fields. Essentially, they found that 5 percent of the graduates were employed in professional, technical, or managerial

areas; while 48 percent were employed in clerical and sales positions. In the occupations of craftsmen and operatives, the number employed in these jobs was 21 percent. Ten percent of the graduates were in private households and service occupations, while 18 percent were on farm or other non-farm labor jobs.

Some research by Shaw (1965) indicates similar results in the kinds of jobs that graduates were seeking upon graduation. He found, essentially, that instead of continuing their education, many of the graduates sought positions in clerical areas, such as, bookkeeping, clerks, typists, secretaries, or office machine operators. Some boys joined the military service and some girls married and became housewives. Also, full-time jobs seemed to outnumber part-time jobs by 30 to 1. In a study to determine the area in which graduates would be employed, a study published in the Balance Sheet (1953) indicated that graduates generally remain in the same area in which they have been trained. It also shows that a large majority of graduates are now employed on a full-time basis if they entered the labor market. Confirming the findings of the NEA this study reveals that a majority of the graduates are employed in the general office and clerical field. Most of the graduates indicated that they were satisfied with their present position.

Those who left their jobs indicated the two main reasons to be: (1) getting better jobs, (2) maternity or marriage. A majority of the high school graduate workers stayed on their first job at least two years. Few of them received additional training after graduation. But, all recognized the value of cooperative training in high school and on their present job.

In a study done by Weaver and Bear, (1960) 64 percent of the graduates in the graduating class were holding jobs that fall, while 37 percent of the graduates had entered college. This indicated that a number of the students who had entered college were also holding jobs while attending school. A three and a half year follow-up of these students indicated that of the 37 percent who entered the university or college more than half had dropped out. Forty-two percent of the males had completed or were in the process of completing active military obligations. Twelve percent were attending non-degree granting institutions. Over half of the employed group were still located within the same county from which high school they were graduated. Only 9 percent were located in adjoining counties. After three and a half years beyond graduation, 66 percent of the girls were married as were 35 percent of the boys. The number of children ranged from 0 to 4, and 32 girls and 14 boys had found it necessary to separate in their marriages. Ninety-three girls and 45 boys were divorced. Forty-five of the graduates had died, and 5 of the graduates were in penal institutions.

In a study by Hand (1960), a higher percentage of the bottom quartile of the graduating class entered gainful employment immediately following graduation. A higher percentage of the top quartile entered college. He found that graduates of lesser academic aptitude strongly tended to either become full-time homemakers or to enter the military service. This study revealed that about one-third of the graduating class entered the labor market immediately. Another one-sixth of the boys went into military service, while one-third of the girls became full-time homemakers. Approximately one-seventh of the graduating class were unable to be located.

In an interesting study conducted by Birdie and Hood (1963), a comparison was drawn between 1950 graduates and 1961 graduates. These writers indicate that in 1950 30 percent of the boys planned to seek employment, whereas eleven years later only 15 percent had such plans. This represents a reduction of 50 percent. In 1950, 7 percent of all students planned to work for their parents after graduation as compared to only 3 percent in 1961. These found that the proportion of students planning to attend trade school increased markedly particularly for girls. The increase was from 1 percent to 4 percent for girls and for boys from 7 to 8 percent. This would tend to indicate that more students, both boys and girls, are going to college, fewer are entering the labor market. Also, that a larger proportion of the students are attending trade technical colleges than were doing so in 1950.

Follow-up on the Effects of Counseling

In general, the purpose of follow-up studies in this area has been to collect significant data that would be useful in helping school counselors to be more effective in their guidance program. It has also been used to provide some data which may be useful in evaluating counseling and guidance. One of the most extensive studies in this area, especially with ninth-grade students, is being conducted at the present time by Ball (1955), using a basic instrument for collecting the data which was developed by the State Follow-up Committee. Ball sent this questionnaire to former ninth-grade students during 1936, 1946, and 1948. This questionnaire collected information regarding the students' place of residence, marital status, age at first marriage, number of children, highest grade completed in high school, number of years attendance at college, type of

additional schooling after leaving high school, employment status, job title, yearly earnings, job satisfaction, armed forces experience, extent of extra-curricular participation in high school, extent of participation in community, and opinions regarding administration and other school officers.

There was a total of 11,666 usable questionnaires returned to the State school office. This represented approximately 66 percent of the students. No results have been tabulated for this follow-up study but it indicates the type of information being used to determine counseling effectiveness.

A California Governor's Advisory Committee on Children and Youth appointed a subcommittee to study one of the special problems of the school. This committee developed a four-page questionnaire which was sent out to administrators or teachers in charge of educational programs. Teachers, students, and administrators alike all filled out questionnaires regarding the educational program.

The recommendations of this committee were as follows: Follow-up studies should be conducted to provide the school with information concerning individuals in an attempt to determine why they left school early and what would have to be done to get them to return to school. The committee felt that this information could be used to guide and counsel students with the aim of preventing their becoming school leavers. In general, they felt that this information could be used most adequately by school counselors to assist them in playing a bigger and more important role in the lives of the students. This research was reported by Bash and Johnson (1956) in their article asking why we should make follow-up studies.

Similar studies on high school graduates were conducted by both Jesse and Heimann (1965), and Campbell (1965). Jesse and Heimann studied 262 eighth grade boys in the intermediate public school of Phoenix, Arizona during the spring of 1962. They divided their sample into three randomly selected groups. Group A received individual counseling, Group B received group counseling, and Group C was a control group. The three experimental programs were conducted by counselors who were assigned to the group and who met with them in counseling sessions for 50 minutes once each week for six weeks. The follow-up of this program in the fall of that year indicated that a significant difference in favor of the individually counseled group over the group guidance group and the control group was found. Criterion measures of vocational maturity, self-information, and knowledge of occupational and job fields were used to determine the differences. It was concluded that the guidance program does contribute to the vocational maturity and vocational development of junior high school students.

Campbell (1965) concluded that a number of desirable changes occurred during the time period when the students were being counseled. This seemed to be confirmed by the fact that 16 percent of the original control group sought out counseling after the original study was completed.

In a follow-up study of 34,151 Wisconsin High School seniors, Little (1964) found that the graduates tended to follow through with their plans which had been determined through guidance and counseling earlier in the year prior to graduation. Eighty-one percent of the graduates followed the plan they had made in the spring. However, when asked what influenced them to make their plans and to follow them, results tended to be quite surprising. Little found that the students generally replied

that teachers and counselors did not strongly influence the plans of many graduates. His results indicated that less than a majority of the college-going students credit teachers with very much influence. Among those graduates who are discontinuing their education, 70 percent reported that teachers had no influence on their plans. On the other hand, 75 percent of the college-going graduates said that their friends were part of their planning of college attendance. Seventy-one percent of those getting jobs reported their friends were also getting jobs and influenced them in so doing. Fifty-nine percent of those entering the military service reported that their friends had joined the service and thus had influenced them in this selection. From the results reported in this study, one would question to some extent the influence of parents, teachers, and counselors on this group of students.

A similar finding was reported by Goodstein (1967) in a five-year follow-up study of counseling effectiveness with probationary college students. He concludes his findings with this comment:

The present results tend to cast some doubt upon the usefulness of brief, traditional, educational, and vocational counseling for effectively dealing with the academic problem of freshmen under-achievers. (Goodstein, 1967, p. 436)

While this study was conducted with students who possibly should not have been admitted to college, it does raise some doubts concerning the use of counseling with certain types of problems under certain types of situations.

Other studies report that counseling on both group and individual tend to have a significant and meaningful effect on the student. Cuony (1962) in a study of 182 students who had participated in group discussions conducted by school counselors with eighth grade students found that one

of the major causes of concern for these junior high school students related to apprehension concerning their success in senior high school. During the group discussions which followed, students began to prepare questionnaires to be sent to tenth graders currently in high school, in an attempt to gain answers to their concerns. The results of this questionnaire indicated that the students were well prepared to enter high school. About three-fourths of the respondents were satisfied with their preparation at the junior high school level. About one-third of the respondents would have desired some courses not offered at the junior high. A majority of students found courses in the senior high school that repeated material of courses on the junior high level. About three-fourths of the respondents thought that classwork in the junior high school should not be made more difficult. The majority of the students had no difficulty in personal and social adjustment in high school. The counselors felt that these meetings devoted to this project were most meaningful to the students. No objective data was collected to support this opinion, however.

Bunting (1939) in a study of 375 pupils in the tenth grade, took a survey of their occupational hopes and information. He established a baseline of occupational choices and information for the total group of students. After applying an experimental technique of two one-hour meetings with groups of 35 students, he began to survey the students to determine their occupational choices and information. His findings indicated that the students became more realistic in their selection of an occupation and that this type of large group occupational guidance facilitated the occupational decision-making process. He concluded that

this shakedown is a healthy sign and came early enough in the careers of the boys and girls to enable them to realign their energies into areas in which they could adequately succeed. He felt that this plan was simply an attempt to make the hours of the counselor count as much as possible in giving boys and girls more realistic vocational guidance.

Wilker (1955) conducted a study to determine the effectiveness of counselors in utilizing the information and knowledge they had about students in terms of their academic training and experience to predict outcomes of high school graduates. He found that counselors were generally well trained and were able to devote a great deal of time to counseling. He also found that the counselors in his study all had an appreciable amount of experience and had professional interests as evidenced by their membership in professional organizations. Sixty-two post-graduate students were contacted and their actual performance determined. This performance was compared with each counselor's estimate and the counselors were compared with each other.

The results of this study suggested that counselors more accurately predicted the performance of brighter pupils than slower ones. The counselors were more accurate in predicting school performance than in predicting job performance. There was a wide range of counselor performance in this predicting. They had a tendency to over-estimate the school performance of the brighter group and to under-estimate the school performance of the slower ones. Most of the evidence from this research study indicates the counselor predictions in terms of successfulness on the job of previous students were very erratic and not consistent in either under-estimating or over-estimating the performance of slower students. Much of this was due to the wide range of counselor performance in predicting.

A similar study was conducted by Bradley and Stein (1965). The results of their study of 135 closed counseling cases indicated that counselors with more experience were more capable of making accurate predictions. The study also revealed that very little increase in accuracy was gained beyond the three- to five-year experience group.

The National Defense Education Act of 1960 granted funds to urge California to study the counseling needs of students of high academic potential. The results of their study indicated that while students were notified of their high ability in school, they were not given extensive counseling pertaining to how this higher ability might be used and developed during the high school years, nor were their parents given much information. In many cases, they were placed in accelerated classes without preparation or consultation. They did feel that counselors spent considerable time in making and changing schedules and are not available or ready to help them with making major vocational or personal decisions. Many of the students interviewed presented deep-seated problems in motivation and felt that the course in special education in which they were involved was not inspiring or stimulating, but tended to be monotonous.

From the results of this study, this group made the following recommendations: Routine scheduling should be done by homeroom or designated teachers under the supervision of the counselors or deans. Likewise, much of the information concerning scholarships, course requirements, college, etc. should be given through teachers as well as a certain amount of occupational information. Under this arrangement, counselors would spend a great deal of time providing information and help to teachers and parents. They suggested counselors should be free to counsel students

in depth with regard to their vocational decisions. High ability students who have personal or academic problems require additional counseling sessions in meeting adjustment problems. If possible, counselors for the gifted should be selected in terms of their own giftedness. It was also recommended that all counselors should keep the same group of counselees for a maximum length of time--three to four years. Classes for the gifted should be creative and flexible, stimulating to the student, and provide some additional orientation. They also recommended that parents should be involved in counseling and they should be consulted concerning the choices made by their children.

Summary

One of the most effective procedures for discovering the extent to which the guidance service or other educational service is effective is to employ a follow-up study. Most of the follow-up studies have been conducted with various groups of pupils and their activities. This procedure commonly includes a pupil's current progress in school plus follow-up of dropouts and graduates to determine: (1) employment and occupations; (2) college admission and college success; (3) income and geographic location; and, (4) the effects of counseling and curriculum.

Follow-up studies on school dropouts have increased over the past ten years have generally revealed that dropouts express a great dissatisfaction with their personal or social relationships in school. In general, these studies find no differences among dropouts themselves in terms of sex, retardation, or socio-economic status. In general, dropouts are considerably more critical of the school than are their parents and also feel that the subjects they were required to take were not useful to them.

In determining the causes for high school dropouts, it is generally concluded that no single source of data is sufficiently reliable to be used exclusively in determining those factors which may influence the student. Three general conclusions have been made from the numerous research studies in this area: (1) indifference toward or inability to do school work, (2) physical incapacity, and (3) apparent social adjustment problems.

In general, there is no agreement as to the percent of entering freshmen who actually graduate from high school. Reported figures range from 55 percent to 68 percent. Most studies tend to indicate that students are not aware of the scholarships and financial aid available to them and therefore many of the so-called better students do not continue their education to college.

Most of the research studies indicate that about 50 to 90 percent of the graduating seniors enter college one year after they have graduated. A national study revealed that one out of every two graduates were attending college, while a study at Beverley Hills High School indicated that 90 percent of the graduates were attending college one year after graduation. Most of the students who do not attend college enter into the world of work.

Most of the students graduating from high school and entering the labor market seek jobs of a clerical, operative, or related areas; such as, sales worker, farmers, laborers, bookkeepers, clerks, typists, and secretaries, and office machine operators. Approximately 6 percent are unemployed, while a large number of the young ladies are married and some of the young men are in the military service. Most of the studies

indicated that those students who attended college were of the upper two-fifths of their graduating class in academic ability, as measured by grade-point-average. Students who plan to attend college as compared to those who actually attended range from 49 percent to 60 percent of the students graduating from high school. Other studies indicated that of those students who do enter college from 36 to 75 percent of them actually continue to a point of receiving their B. S. degrees.

Of those students who received financial aid, approximately 11 percent receiving national merit scholarships reported that they would not have been able to attend college without it. Thirty-three percent reported that scholarship enabled them to attend a better college. The remainder reported that it was not essential to their college attendance. Most of the students were found to be specializing in the sciences, mathematics, physical science, humanities, and medicine. Several of the studies encouraged the guidance counselors to select and provide those experiences for the students in high school which are most effective in influencing their personality development with the belief that these students will do better in college. One study indicated that 12 percent of the students who were attending college were actually attending a non-degree-granting institution. It has also been reported that graduates of lesser academic aptitude strongly tended to either become full-time homemakers or to enter the military service.

In general, the purpose of follow-up studies in the area of the counselors' influence have been confined to the collection of significant data that would be useful in helping counselors become more effective in their guidance program. In general, the researchers felt that the information provided by follow-up studies supported the fact that the

guidance program was a successful adjunct to the academic institution. The researchers report that such individual and group achievement as vocational maturity, better self-understanding, and greater knowledge of the occupational and job fields were obtained. The research studies generally conclude that the guidance program does contribute to the vocational maturity and vocational development of junior high school students as well as high school students. One research study conducted by Little (1964) indicated that students generally were not strongly influenced by teachers and counselors with regard to making plans after graduation. Most of them relied on their associations with friends to assist in their decisions.

A number of fairly significant research studies indicated that guidance and counseling did help students become more realistically aware of the occupational field and more realistic in their selection of an occupation.

Some of the research suggested that counselors could become more skillful in assisting students with their major, vocational, and personal decisions. In general, it was concluded counselors with under three years of experience are not as effective as those with more than three years experience. It was concluded counselors generally spend too much of their time making and changing class schedules and are not available and prepared to help students with their major, vocational, and personal decisions. It was suggested that all counselors should keep the same group of counselees for a maximum length of time and high ability students should be counseled by counselors who they themselves have high ability. It was also recommended that parents should be involved in the counseling process as much as possible.

In general, follow-up studies have been shown to be a very useful tool in evaluating the academic and guidance programs of the school. They should be conducted in a continuing and systematic manner. Finally, follow-up studies should be analyzed to produce reports that may be utilized for the betterment of the school program and for the development of inservice programs that will further facilitate needed counselor training.

Historical Background

The main sources used for this section of historical background were A History of Ogden by the Utah State Historical Society; Beneath Ben Lomond's Peak by Milton R. Hunter; Lorin Farr, Pioneer by T. Earl Pardoe; Tullidge's Quarterly Magazine by Edward W. Tullidge; Tullidge's Histories of Utah, Vol. II by Edward W. Tullidge; Early History of Ogden Schools by William Allison, and My Yesterdays by John Farr. Other sources used included the Ogden City Council Minute Book; Mound Fort's annual yearbook, The Northern Light; records from the Weber County Recorder's Office; and the Ogden newspaper published in early history, The Ogden Junction.

The history of the Mound Fort School closely parallels the first permanent settlement of Ogden in 1850. Just two decades later, the following descriptive article appeared in the Saturday morning issue of "The Ogden Junction" on January 1, 1870.

Nineteen years ago, the place where Ogden City now stands, with a wide stretch of country around it, was little else than a barren waste. The howl of the wolf, the yell of the savage, the weird creaking of the raven, and the shrill chirping of the cricket and the grasshopper, except the crash of the thunders during the war of the elements, were the only sounds which then awoke the silence of three mountain regions.

Seldom, up to that period, had the foot of white men pressed this portion of the earth, and so forbidding was the aspect around them, that it was deemed impossible for a white man to subsist by cultivating the land in this region.

From the character of the soil generally--salt, salaratus and alkali--it was thought that seeds, if planted, would perish when they were placed in the earth; that they would never germinate, much less would a plant from them, of any kind, mature, and yield a remunerative increase to reward the toil of the husbandman.

West of here, and nearer the rivers Weber and Ogden, between the confluence of whose streams the city is built, the land was of a better quality. Box Elder, cottonwood and willows covered the bottoms, but in the spring time when the snows melted, the streams were much swollen, their waters accumulated and, being obstructed by drift-wood, spread out over a vast area of the land.

But by the determined energy, the indomitable perseverance, and the skill of an untiring people, these natural disadvantages have, to a great extent, been overcome. The waters have, in a great measure, been controlled, the wilderness has been redeemed, and made to administer to the sustenance and comfort of man.

In the fall of 1850, a company of citizens from Salt Lake City settled in this part of the Territory, and commenced to lay out, fence and cultivate farms. In these pursuits they labored under great disadvantages. The Indians, of the period referred to, being hostile, the citizens were under the necessity of building a fort, in which to live, and to defend themselves against the aggressions of their red neighbors: besides which it was necessary to keep a constant guard both day and night. But notwithstanding the vigilance of the white settlers they were often attacked by the red skins. Skirmishes were frequent, and the possession of the land was often contested by the force of arms. The former, however, was never the aggressor, but invariably acted on the defensive.

In addition to these difficulties, a vast amount of labor and expense devolved upon the settlers in making roads, temporarily bridging streams, building houses, guarding stock, etc.

Captain James Brown, having previously settled here, bought out the claim of Captain Goodyear, which consisted of an extensive tract of land, and in 1849, Mr. Brown built a substantial bridge on the Ogden river, (which stream at high water was not fordable, and the attempt to cross it at such seasons with teams sometimes resulted fatally to those who made the rash endeavor) thus rendering travel safer and comparatively comfortable, for the thousands of gold-seekers who now began to pour through this Territory on their way to the gold fields of California, the Territorial Legislature having granted Captain Brown a charter for the bridge, and regulated the rates of toll to be collected thereon.

In 1850, Lorin Far, Esq., built the first grist mill, and the first saw mill in this city. They were located on what is now known, as the "Old mill site," northeast of the city proper, and about one-and-a-half miles from Ogden kanyon. The former now furnished facilities for flouring the grain and saved the citizens much time, labor, and exposure in traveling to a greater distance to obtain grist, while the latter furnished them with lumber for building and other purposes. (The Ogden Junction, 1870)

It was in this setting that Ogden was initially settled by Miles Goodyear, an Indian trader and trapper. By virtue of a Spanish grant made to him in 1841 by the Government of Mexico, Miles Goodyear claimed a tract of land commencing at the mouth of Weber Canyon, following the base of the mountain north to the Hot Springs, west to the Salt Lake, south along the shore to a point opposite Weber Canyon, and east to the place of beginning.

Long before this first settlement by Goodyear, history had been making its mark in the Ogden region. From the period when the great waters of Lake Bonneville covered the Ogden site with 850 feet of water, to its shrinking into the briny blue remnant which today glitters under the sun as Great Salt Lake, Indian inhabitants settled along the creeks.

The white history of the Ogden region began in 1824-25, when Ashley's Fur Brigade poured into the Great Basin. Early in 1824, Etienne Provot or Jedediah Smith made the effective discovery of South Pass in Wyoming which became the natural highroad through the Rockies. An Ashley party arrived in Cache Valley (then known as Willow Valley) in the Autumn of 1824. While wintering there the men began to argue as to the outlet of Bear River and soon money began to talk. To settle the wagers, young Jim Bridger embarked in a skin boat down the river. He floated to Bear River Bay where he tasted the salt water. It is said that he imagined himself on an arm of the Pacific. For five years the

Great Salt Lake Valley was almost a second home for the mountain fur trappers. In the winter of 1825-26 all the Ashley mountain men wintered at the Ogden site in company with a great band of Snake Indians.

The name of Ogden has evolved through: Ogden Hole (North Ogden), Ogden Canyon, Ogden River, Mount Ogden, and Brownsville, to Ogden City-- all derived from Peter Skene Ogden, who seems to have been in the Ogden vicinity in the spring of 1826 as a brigade leader of the Hudson Bay Company.

Goodyear's establishment was the first year-long abode of white men in the entire territory now comprising Utah. Miles Goodyear, born February 24, 1817 in Connecticut, was left an orphan at the age of two. At an early age, Goodyear was "bound out" to Squire Peck who assumed the responsibility of feeding, clothing, and giving him a meager education until he was sixteen in exchange for his services as a laborer which was looked down on and considered not much better off than the life of a slave.

Through newspapers and magazines in New England, Goodyear became familiar with the activities and experiences of the trappers and explorers in the Rocky Mountains. He resolved that as soon as he was "free" he would go there and become a trapper. Upon completing his contract with Squire Peck Miles, he worked his way westward to Fort Leavenworth on the bank of the Missouri River which was the outfitting post for "prairie schooners" of the Santa Fe trade. In April of 1836, though penniless, footsore, and hungry he came into contact with a small group of missionaries who were bound for Oregon. Among the party were Dr. Marcus M. Whitman and Henry H. Spalding and others whom he joined and traveled with to the

Rocky Mountains. Enroute the party rendezvoused with a caravan of trappers who were headed westward with supplies for their year's activities. From Fitzpatrick, Harris, Milton Sublette, and the other veteran trappers, Miles Goodyear received a liberal education regarding life in the "West."

Goodyear left Dr. Whitman, who was continuing on to Oregon, at Fort Hall, Idaho on the Snake River in Idaho where he spent from 1836 to 1839 on one expedition after another with groups of trappers. During this period he became a successful trapper and well acquainted with the surrounding territory. Beginning in 1839 to 1844, Miles Goodyear conducted his own trading expeditions out of Fort Hall, Idaho. He visited many Indian tribes, trading his goods for furs. On one of his trips in 1840 Goodyear married Pomona, the daughter of Pe-teet-neet, a chief of the Ute Indians who lived near where Payson, Utah is located. As "his woman," Pomona traveled with Goodyear wherever he went, pitching his tent and cooking his meals.

During his travels, Miles Goodyear selected a site on the Weber River near its junction with the Ogden River for his home. The home Goodyear built around 1845 was not a white mansion upon a hill. In fact, in Connecticut it probably would have been frowned upon even as a woodshed or chicken coop. The house was a simple cabin built of cottonwood logs and was located approximately at what is now 28th street in Ogden. It was so well built that it housed settlers long after Goodyear died, and today is preserved on Tabernacle Square in Ogden-- placed there in 1928 by the Weber County Chapter of the Daughters of the Utah Pioneers.

Sixteen days after the pioneers arrived in the Salt Lake Valley, Brigham Young sent a party headed by Jesse C. Little to get a first-hand

report about the land to the North. Captain Brown, Samuel Brannan, and others who were on their way to San Francisco traveled as far as Bear River with Little and his companions. Stopping at Goodyear's Fort Buenaventura, Captain Brown was pleased with the fertile land and approached Goodyear on the proposition of selling his holdings. While Goodyear had intentions of selling he did not appear over anxious when Brown approached him on the subject.

Upon returning to Salt Lake, Jesse C. Little made the following report to Brigham Young:

At Weber River we found a fort of Mr. Goodyear which consists of some log buildings and corrals stockaded in with pickets. This man had a herd of cattle, horses and goats. He had a small garden of vegetables, also a few stalks of corn, and although it had been neglected, it looks well, which proved to us that with proper cultivation it would do well. (Hunter, 1966, p. 49)

Returning to Utah from California, Captain James Brown, acting under the instructions of Brigham Young, purchased Buenaventura from Miles Goodyear on January 6, 1848 (Bancroft, 1889, lists the date as 6th of June, 1848) for a figure reported by some historians as \$1,950 (others place the amount at \$3,000). The land purchased extended eight miles north and south and from the base of the mountains on the east to the shores of the Salt Lake on the west. It is interesting to note that the claims included in the purchase consisted of a deed to the land (a Mexican document of uncertain origin), the building, and stock (75 cattle, 12 sheep, 75 goats and 6 horses) (Hunter, 1966).

In January, 1848, Captain James Brown's two sons came to Ogden to take care of the newly acquired stock. In March of the same year James Brown and others of his family moved to Ogden to make permanent quarters,

using the Goodyear cabin. Hunter (1966, p. 65) stated that other families soon followed, including Henry C. Shelton, Louis B. Meyers, George W. Thurkill, Robert Crow, Reuben Henry, Van Stewardt, William Stewart, Artemus Sparague, Daniel Burch, Mrs. Ruth Steward and eight children, and Dr. William McIntire. Two trappers and their Indian wives remained with the new colony. Most of the people settled near the Fort on 28th street not far from the Weber River. It was but a matter of time until the residents called their settlement "Brownsville." Ogden continued to be known as "Brownsville" until the late sixties.

President Brigham Young urged the people to build for themselves substantial dwellings, a meeting-house, a school house, and to fence their gardens and plant fruit trees so that the place might become a permanent settlement and the headquarters of the northern portion of the territory. Within a year a log structure was completed which served for a school and meeting house.

An account of the first school in Ogden is found in Tullidge's Histories:

An interesting and illustrative fragment of the early history of Ogden will be found in the following biographical sketch of Mrs. David E. Browning the first school teacher of Northern Utah. The lady's name at the time was Charilla Abbott; for in Ogden civilization, as in the civilization of all nations, it is the "school marm" who begins the education of the young. Taking up the thread of her family narrative at the salient point we read:

We arrived at what was called Goodyier's ranch or Brown's Fort now called Ogden, on the 27th of October, 1849. My mother's family was the fourth family, Captain James Brown's was the first. Daniel Birch camped on Birch Creek from whom it derives its name. Mr. Shelton on Shelton Creek, afterwards called Canfield Creek. There had been more families who wintered here the winter before, but they went to California. Captain James Brown went to Salt Lake and invited relatives and acquaintances to come and help in the colony.

There being a small log house, about half a mile from the Fort, vacant, left by one of the families that had gone to California, the colony wished me to keep school, which in our meager circumstances I undertook. Finding a chicken's feather, I made a pen, and never having seen a school article or schedule I made a trial at it. Next our school room had no floor but the ground. The school had slab benches with no benches with no backs; our books were very limited, we had to gather the alphabet from scraps of paper, or old books and paste them on paddles for the A B C classes. (Tullidge, 1889, p. 235-236)

Not all of the families coming into the area settled at Brown's Fort. The families of Ezra Chase and Charles Hubbard came to Weber County in the fall of 1848 and settled about three miles north of Brownsville (Ogden) at a place later called Mound Fort. They located about half a mile west of 16th street and Washington Boulevard.

As had been the custom of the Ute and Shoshone Indians, a small band established their winter camp near the junction of the Weber and Ogden rivers. While the Indians camped close to the Chase and Hubbard homes, they were peaceable and did not molest the settlers. The greatest difficulty during the winter for the pioneers was to care for their cattle as the weather was extremely cold and the snow was deep.

In the spring of 1850, George and Frederic Barker, Francillo Durfee, David Moore, Amos Andrews, and Clinton Bronson secured farms at the "Mound Fort" settlement and joined with the earlier families in enlarging the ditch dug the previous year from the Ogden River. A dam was built in the river, thereby turning as much water down their ditch as it would carry. This canal became known as the "Mound Fort Irrigation Ditch."

Lorin Farr, an excellent woodsman, hunter, wagon smith, farmer, organizer, and experienced pioneer came to Ogden in January 1850. He did not stop near Brown's Fort but continued north across the Ogden River

where he purchased from his father-in-law, Ezra Chase, a good sized tract of land.

At a General Conference of the Church of Jesus Christ of Latter-day Saints held on October 6, 1849 in Salt Lake City, it was voted to lay out a city in the area known as Brownsville. On March 5, 1850, a branch of the Church was organized and designated the Weber Branch over which Lorin Farr was appointed to preside. Farr's appointment was made by Brigham Young who was then President of the Church of Jesus Christ of Latter-day Saints.

Early in 1850, Lorin Farr, Ezra Chase, John Shaw, Ambrose Shaw, Charles Hubbard, and other settlers who had located north of the Ogden River erected a fort to protect themselves against Indian attacks as the red men in the district were beginning to molest the settlers. The structure was named Farr's Fort. It was located one and a half miles northwest of the mouth of Ogden Canyon and about a block north of the Ogden River at what would now be the south side of Canyon Road and a block or more west of the Old Mill.

In writing about the old Farr Fort, John Farr, son of Lorin Farr, said:

Farr's Fort consisted of about five acres with cabins built end to end around its border, except on the north, where Mill Creek acted as a shield to the settlers. Where there were necessary spaces between the cabins, strong stockaded cottonwood poles were placed firmly in the ground, extending some twelve feet into the air, closely tied together and woven at the top.

Lorin Farr's house, sheds, and corrals, occupied the south border, while Ambrose, John, and William Shaw, Jonathan Campbell, Richard Berrett, the Montgomery brothers, John Bybee, Charles Hubbard, George and Frederick Barker, Clinton Bronson, Amos Andrews, Francisco Durfee, David B. Dille, Moses Tracy and others occupied the rest of the outside borders.

Culinary water was obtained from a spring in the southwest corner of the fort, where about a half, second foot of clear pure water constantly flowed the year around; also where meadow grass such as redtop, timothy, and joint rush grew abundantly knee deep to waist high.

Close by and near the center of the fort, Mr. Devorsen had a store, assisted by Rosenbaum; this, most likely, was the first store in Weber County and Northern Utah.

Having but little or no material, the log cabin doors were hung by leather or buckskin straps for hinges, with wooden latches for locks and a buckskin string extending through the door, hanging on the outside for entering the home. (Farr, 1957, p. 27-28)

The schoolhouse, a log building 20 x 30 feet, served both for school and meeting purposes. As was the practice in Mormon communities, it was the first building erected in the fort. Mr. Walton and Sanford Bingham conducted school there during the winter of 1850-51. They were replaced the following year by Mrs. Judkins, who held classes in the same building. (Hunter, 1966, p. 75)

On February 6, 1851, the Territorial Legislature passed an ordinance incorporating Ogden City. The first municipal election was held on October 6, 1852, which resulted in the election of Lorin Farr as mayor; Charles R. Dana, Erastus Bingham, Francello Durfee, and James G. Browning, Aldermen; Levi Murdock, Samuel Sticknes, John Shaw, B. W. Nolan, D. B. Dillie, Ithamer Sprague, Daniel Burch, Johnathan Browning, James Lake, James Brown, Joseph Grover, and F. Demsey, Counselors. Isaac Clark was appointed as the first postmaster in Ogden by the Washington Postal Department in 1854.

Up to the time that the Territorial Legislature incorporated Ogden City, it appears that very little was done in the way of public schools. Shortly after incorporation at a session of the city council on May 10, 1851, the following resolution was passed by that body:

Resolution Respecting Schools

Section I. Resolved, that a committee of three be appointed to look into the situation and locate school districts in Ogden City.

Section II. Be it further ordained, that Lorin Farr, James Brown and Joseph Grover form said committee. (Allison, 1904, p. 60)

This committee made their report to the council on the following Saturday. The districts which were formed included the whole of Weber County, except perhaps, Ogden Valley. The report which was passed and was unanimously adopted, read as follows:

Report of the Committee on Schools

To the Honorable Body of the City Council of Ogden City:

Your Committee on Schools deem it wisdom to divide Ogden City into four districts, for the benefit and convenience of said city.

No. 1. Commencing at Weber Canyon and running down to Burch and Clark's mill dam on Weber River (Uintah and Riverdale).

No. 2. Commencing at said dam, thence north to Ogden River, including all the inhabitants west of Weber River (Brownsville--Ogden).

No. 3. Commencing north of Ogden River, thence to the north line of Range No. 6 (Mound Fort area).

No. 4. Commencing at the north line of Range No. 6, to the north line of Range No. 10 which forms said district (North Ogden).

Also, that each district is required to call school meetings immediately and organize and ascertain the number of scholars in each district.

Lorin Farr
James Brown
Joseph Grover
(Allison, 1904, p. 60)

Owing to the difficulty encountered in collecting taxes, the plan of free schools, which had so nobly been begun, was abandoned after the first year's trial. Every conceivable article was taken in payment from the settlers. Tuition schools were afterwards established and the districts remained for some time as they had been organized.

During the Indian troubles of 1850-52, especially right after the killing of Chief Terikee in the fall of 1850, almost all the settlers on the north side of the Ogden River lived in Farr's Fort.

On February 28, 1852, Lorin Farr married Olive Ann Jones. Farr then built his new home, a "mansion" on Main Street (21st and Washington Avenue). The building of this home by Farr hastened the building of Ogden by the people leaving the various forts and building on city lots; other settlers returned to their log cabins on their farms.

In 1854, the settlers north of the Ogden River, in the vicinity of the present 12th Street, constructed what was known as "Mound Fort." It enclosed the district from the present 12th street to 9th street, and from the west side of Washington Boulevard to the west face of what was known as "the Mound."

The west slope of the mound was very steep. With a small amount of work, it was cut down to a precipitous face about ten feet high. To strengthen the west side still further, a breastwork, perhaps three feet high, was erected along the top of the mound. From behind the fortification, a rifleman could observe the surrounding land; and in case of an Indian attack, he would be in an advantageous position. A mud wall nine feet high, three feet wide at the base and sixteen inches wide at the top, was built around the other three sides of the enclosure.

A spring which furnished water for culinary purposes was located in the center of the fort. One of the houses inside the enclosure was used for a school. It was a small log cabin which stood below the mound at about 9th street. The first teacher at Mound Fort was Ellen McGarry. Others who taught there later were Miss Judkins, Francis Porter, Mrs. Chamberlain, and William Barker, respectively. This first school,

situated upon the mound, whereby it got its name, was a log school house and was burned on two occasions. Three times the school was moved to another location (Tippets, 1964, p. 16).

A micro film copy of the Daily Ogden Junction for Friday Morning, December 13, 1878, carried the following account:

What the wind can do with a little spark. Fire, wind and smoke; but not a drop of water. Large loss of property.

Serious apprehensions were entertained yesterday afternoon and evening that some of our business houses would take fire, from sparks whisked away from chimneys by the wind. But fortunately through the blessings of Providence and the exercise of care, we are spared from recording another terrible fire in the business portion of Ogden. Yet though no serious catastrophe occurred in the heart of town, the dread of the flying sparks was not unfounded about 8 o'clock last night.

Flames were discovered bursting from the roof of the Mound Fort schoolhouse situated within the city, about half a mile north of Ogden River. An alarm was speedily sounded, and a messenger dispatched for the fire brigade. Within a short time the boys were on the ground with their engine and horse cart, but no supply of water could be obtained, and their machines were, for the time being, utterly useless. In the meantime the blaze had made fearful headway on the building, and the sparks in perfect sheets were carried into the air and westward over the fields; some burning brands fell in the stacks belonging to Mr. Simon Barker, half a block distant; and in an incredibly short time, hay, straw, stables, fences, etc., were food for the devouring element. The ravages did not cease here, for the wind lifting burning masses and myriads of sparks and scattered them everywhere. Mr. Ambrose Shaw's large barn and stacks, being in a direct line with the fire, though some distance west, were soon ignited, and such was the fierceness of the flames that in a very few minutes nothing but a huge glowing mass remained. The first still swept westward and a fear is expressed that the sparks carried destruction to the willows, trees and possibly the stacks along Mill Creek and in the fields surrounding.

While the fire was in progress at the three points named a continuous sheet of flame seemed to extend from the school house, past Mr. Shaw's premises, and far into the west; while smoke, in dense black volumes filled the air, and almost suffocated those who came within its reach. The wind from the east was almost a hurricane. It fanned the flames into an intensity of power. Once, when the firemen found a small pool of water and attempted to turn it through a hose upon the burning schoolhouse it was blown into

spray an instant after leaving the nozzle and could take but little effect. At midnight the fire had not ceased but no fears were felt of an immediate spread.

It is impossible to estimate the loss at the present time, but that it will be considerable is certain. All the woodwork of the schoolhouse is destroyed, the rock wall alone being left standing. Besides the barns, stables stacks, etc., of Mr. Barker and Mr. Shaw, a large amount of grain and produce was destroyed, the value of which is not yet known.

A meeting had been held in the school building, and when they left a fire in the stove was left burning. A spark is supposed to have alighted from the chimney upon the roof and kindled the shingles.

The firemen worked like trojans. When the word was given they hastened on foot to the scene and dragged their engine in the face of the wind. They certainly deserve honor for their efforts. (The Daily Ogden Junction, 1878)

Following the fire, the rock school was subsequently rebuilt and used by the students in the Mound Fort area from 1878 to 1890. Records do not agree on the date when the present school was built.

Part of the mound which extended to 12th street and Washington Avenue has been hauled away over the years, although part of it still remains to the northwest. The Mound Fort Chapel is located on part of the old mound. It is from this Fort on the Mound, that Mound Fort derived its name.

The first definite record involving the Mound Fort School at its present site is found in the Weber County Recorder's Office in Book N, in which Amos P. Stone and his wife, Sarah Stone, convey to the trustees of the 4th school district the following property:

Know all men by these presents, that I, Amos P. Stone, of the county of Weber and Territory of Utah in consideration of the sum of one dollar in hand paid by David Moore, William Shaw and Wells Chase, School Trustees of the Fourth School District of Ogden City, County and Territory aforesaid have bargained and sold, and do hereby grant, bargain, sell and convey unto the said David Moore,

William Shaw and Wells Chase, Trustees as aforesaid, their successors and assigns forever, a certain tract of land, situate, lying and being in the County of Weber and Territory aforesaid, bounded and described as follows, to wit: Beginning at a point sixty-two (62) rods and six (6) feet North and thirty (30) rods and fourteen (14) feet West of the South East Corner of the North East Quarter ($\frac{1}{4}$) of Section Twenty (20) in Township Six (6) North, Range One (1) West, of the Salt Lake Meridian, thence South seven (7) rods and six (6) feet, thence West eight (8) rods, and ten (10) feet, thence North along State Road, seven (7) rods and six (6) feet, thence East eight (8) rods and ten (10) feet, to place of beginning, containing one half acre, more or less. In trust, however, for the sole use and benefit of the Fourth School District of Ogden City, in Weber County, Utah Territory.

To have and to hold the aforesaid tract or parcel of land with the privileges and appurtenances thereunto belonging, unto the said David Moore, William Shaw and Wells Chase, Trustees as aforesaid, their successors and assigns forever. And the said Amos P. Stone, for himself and his heirs, does hereby covenant with the said David Moore, William Shaw and Wells Chase, Trustees as aforesaid, their successors and assigns that he is lawfully seized of the premises aforesaid; that said premises are free and clear from all incumbrances whatsoever, and that he will forever Warrant and Defend the same with an appurtenances unto the said David Moore, William Shaw and Wells Chase, Trustees as aforesaid, their successors and assigns, against the lawful claims of all persons whomsoever.

And be it further known that I, Sarah Stone, wife of the above named Amos P. Stone in consideration of one dollar to me by the grantee paid, do remise, release and forever quitclaim unto the said grantee all my right by way of dower or otherwise, in and unto the above granted premises.

In testimony whereof, we have hereunto set our hands and seals this Twenty-third day of May, A. D. 1871.

Amos P. Stone (seal)

Signed, sealed and delivered in presense of: Sarah Stone (seal)

F. S. Richards Josephine Richards

Territory of Utah) s.s.
Weber County)

Before me, F. S. Richards, a Notary Public in and for said County, personally appeared the above named Amos P. Stone and Sarah Stone and acknowledged the signing and sealing of the above conveyance to be their voluntary act and deed, for the purposes

therein expressed; and the said Sarah Stone being at the same time examined by me, separate and apart from her husband and the contents of said instrument made known to her by me, she then declared she did voluntarily sign, seal and acknowledge the same, and that she is still satisfied therewith, this 23rd day of May, A. D. 1871.

F. S. Richards,

Notary Public

Filed for record May 4, 1881, at 1:40 p.m.

Recorded May 4, 1881

Joseph Stanford, County Recorder:
by John Hmaer, Deputy Recorder
(Weber County Recorder's Office, 1881,
p. 228)

Since the recording of this original deed covering the purchase of one-half acre of ground, twelve additional pieces of property have been added to the original site bringing the present school holdings to 7.32 acres.

Superintendent of Ogden City Schools, William Allison's Annual Report of the Board of Education and Superintendent of Schools, contains a brief historical sketch of the different schools from the time of the organization of the Board in 1890 to June 30, 1940. In speaking about Mound Fort, he stated:

This district was organized by the city council on March 15, 1851. At that time the place was known as Farr's Fort. In this fort a school was taught in a log house by Joseph Grover in December 1850. The first board of trustees was Erastus Bingham, David Moore and Charles McGary. In 1887 Mound Fort was built. The records of this district are very incomplete, if any were kept at all, hence it is impossible to give many details of the houses built and the school taught up to the date of the building of a school house in 1867 at a cost of about \$2,000.

This structure was built of rock, twenty by thirty feet, twenty inch walls, twelve foot ceiling, and had one room with a seating capacity of seventy. The information given concerning this building shows that it was furnished with "a stove, a clock, maps, charts and blackboards. New patent double and single desks were placed in the building in 1885."

This building was located on the corner of Twelfth Street and Washington Avenue. In 1853 the school was abandoned and the time of citizens devoted to walling and fortifying. It is believed that but very little attention was given to school matters between this time and the return from what is known as the "Move" (in 1858), when the Mormon people were advised to leave their homes and properties and move to the southern part of the territory for self-protection.

These building, together with the land on which they stood, with their meagre equipment, composed all of the property turned over to the Board of Education at the time of the consolidation of all districts within the limits of Ogden City in the year 1890. (Allison, 1904)

On March 13, 1890 a new school law providing for free schools in the territory was approved by the Governor and took effect upon its approval. The new law provided that all cities of the first and second class be constituted one school district. Mound Fort and the greater part of Lynne were added to Ogden. That part of the old Ogden School District lying south of the southern limit of Ogden was added to Riverdale, and the portion of old Lynne not included in Ogden was added to Slaterville and Harrisville.

"Northern Light," the yearbook at Mound Fort, published by the studentbody in 1930 was dedicated:

To the old Mound Fort which protected the little log school house and the homes of our fathers, who never accepted mistakes as final, organized victory out of the broken rags of failure, and fought on calmly, courageously, and unflinchingly, serenely confident in their dreams of progress which being realized have radiated into our successful and progressive school. (Northern Light, 1930, p. 4)

The yearbook contained an article, A Brief History of Our School, written by three tenth grade girls whose forebearers were among the early settlers in the Mound Fort area.

The first definite information we have concerning the schools that were established on the Mound Fort site is that in the year of 1862, a one room rock structure was built by Mr. Dayle. The carpenter work was done by Mr. Whittaker and the seats were made by David Moore. After the plastering was completed, it was house cleaned by Minerva Stone Shaw and Alice Green.

The rock school house was crudely equipped with old-fashioned furniture, all of which was made by hand. Later they were able to get desks and blackboards similar to the ones we have in our schools today.

Before this school became a part of the Ogden City Schools, the pupils paid tuition. Many of the parents took the teachers as boarders, paying for their children's education in that manner. The building was used for church services, Sunday School and all recreational activities, besides all school instruction.

They had but few grades and many times the teachers were chosen without having to pass examinations. The major subjects of teaching were practically the same as today: Arithmetic, Reading, Geography, Spelling, Grammar and Writing, but our elective subjects and extra-curricular activities were unknown. (Northern Light, 1930, p. 5)

In 1890, a white frame cottage behind the rock school house was used for additional classroom for the students attending Mound Fort. Around 1891, a two-story brick building was constructed on the southeast corner of 12th street and Washington. In 1905, an addition was built on the school making it eight classrooms.

The clerk's report to the Board of Education of Ogden City for the school year ending June 30, 1904 showed the following expenditures:

Mound Fort Building

Teachers' Salaries	\$4,653.20
Janitors' Salaries	503.30
Fuel	225.43
Repairs and Improvements	83.95
Miscellaneous Expense	159.00
	<u>5,624.88</u>

(Allison, 1904)

Teachers employed in the building for the year 1903-04 were John E. Hanzlik, Principal; M. June Pierce, Carrie V. Knapp, Olla M. Barker,

May Hume, Mrs. Gertrude Coolidge, Nellie Bennett, Catherine Costley, Meda McQuarrie, and Rae E. Woodcock.

The Superintendent's report showed that Mound Fort had two rooms in July 1890 and on July 1, 1904 had increased to nine rooms. The value placed on the building was \$15,000, land \$2,500 and furniture \$1,500 with a total evaluation of \$22,000.

Students enrolled were 431 in number in 1903-04 at Mound Fort with 404 being the average number belonging; a daily attendance of 372; and 277 the number belonging the entire year.

Cost per pupil for the school year was \$15.12. This figure was based on the annual expense of the building, \$5,624.88 divided by the average daily attendance.

Promotions for the year showed that 387 students were promoted and 44 not promoted out of the total enrollment of 431 students.

Thirty-seven students were graduated from the eighth grade. Twenty-three had completed the common school course in eight years or less and fourteen had required more than eight years.

In 1913, eight additional classrooms were added to the school, increasing the number of classrooms to sixteen. Then, in 1915, the main south wing of thirteen new classrooms were built, together with the elementary gymnasium and auditorium. At the time of this study, the gymnasium is used as a lunch room for the present elementary students. The auditorium, which is directly above the gymnasium is used for the junior high school girls' physical education program. In 1919, the extreme south wing of twelve classrooms were added to the building. The boys' gymnasium and present auditorium and six new classrooms were

added to the building in 1933-34. A vocational shop was erected immediately east of the boys' gymnasium in 1939; the second shop was added in 1955. New offices and one classroom were added to the school in 1948. The kitchen for the homemaking department was remodeled and completed on March 28, 1950.

The present school building is of brick, with its inside walls of brick, frame and metal studs and has its original foundation of stone. The auditorium seats 600 people and the cafeteria 300. There are 47 classrooms on 7.32 acres of ground (1968).

This building which was originally constructed around 1891 and added to and remodeled several times, has served the people of the Mound Fort area for five generations. At a parent-teachers meeting, March 2, 1968, Dr. Ellis McAllister, Assistant Superintendent of Schools, announced that the school board was considering building a new junior high school on a new location.

While the school houses students from the kindergarten through the ninth grade, administratively it is set up on a six-three basis. Seventh, eighth, and ninth grade students living in west Ogden are bussed to Mound Fort and are included in its studentbody along with those students living north of the Ogden River. Presently, there are six elementary schools feeding students in to Mound Fort Junior High. These elementary schools feeding in to Mound Fort are: Gramercy, Lincoln, Lynn, Mt. View, Hopkins, and Mound Fort. The present enrollment at Mound Fort Junior is 627 students in grades seven through nine.

The present faculty consists of the principal, an assistant principal, 26 teachers, 1 librarian, 1 remedial reading instructor,

1 special education teacher, 1 part-time band teacher, 2 counselors, 2 office workers, the custodial and lunchroom staffs. There is a seven-period day of 46-minute periods, with additional five minutes given to move between classes. Students enrolled in seminary may have release time, and meet in the nearby church.

METHODS AND PROCEDURES

The follow-up study investigates individuals who have left an institution after having completed a program, a treatment, or a course of study. The study is concerned with what has happened to them, and what has been the impact of the institution and its program upon them. By examining their status or seeking their opinions, one may get some idea of the adequacy or inadequacy of the institution's program. Which courses, experiences, or treatments proved to be of value? Which proved to be ineffective or of limited value? Studies of this type enable an institution to evaluate various aspects of its program in light of actual results. (Best, 1959, p. 120)

Before commencing this study, permission was asked of the Ogden City School District, through its Research and Statistical Committee, to use the Mound Fort Junior High School records to conduct a follow-up study of its ninth grade class of 1962-63. This request was granted by the committee through its chairman, Dr. Rulon Garfield (see Appendix A and B).

The Advisory Teacher Original Class Record sheets, Form 21, were used to secure the students' names, addresses, grades, and attendance records for all students in this study. In addition to these records, telephone calls were made to secure mailing addresses, etc. for the students. Student test scores for the California Test of Mental Maturity (CTMM), which had been given to the students at the end of their sixth grade, and the California Achievement Test (CAT), which had been given to the students in their eighth grade, were obtained from Dr. Vern Call, Director of Pupil Personnel for Ogden City Schools. To obtain the names of those students who had graduated from high school, graduation programs were secured from Ben Lomond High and Ogden High

schools to check each student's name against the graduation list appearing in the programs. The individual permanent record cards of those students whose names did not appear on the graduation lists were examined to see if they had moved or dropped out of school. Some of these students had moved to Weber, Bonneville, Roy, Davis, and Clearfield high schools, or to the Weber Adult Education school. Graduation lists at each of these high schools were also checked against the respective names.

Each student's name, address, birthdate (for identification purposes), along with his test scores, grade point average, and attendance record were placed on a 5 x 8 inch keysort card and alphabetized by sex. Each student was assigned a code number for identification purposes and these numbers were used for the writer on all correspondence to identify responses as they were received from the students.

A sample questionnaire was prepared and given to the present ninth grade class at Mound Fort on January 29, 1968 as a pilot study to measure student reaction. The students were asked to circle words or questions that they did not understand and the questionnaire was then modified in line with the pilot group's responses. It was found that students with limited reading ability had difficulty in completing the questionnaire. Following the pilot study and refinement of the questionnaire it was prepared for mailing (see Appendix C). An explanatory letter signed by the principal, Mr. Lee M. Gourley; the counselor, Mr. Melvin D. James; and the writer was enclosed with the questionnaire (see Appendix D).

Questionnaires were mailed on February 2, 1968 to 214 students (106 girls and 108 boys) from Ogden, Utah. A stamped self-addressed envelope for return to Mound Fort school was enclosed to facilitate student response. On March 12, 1968, a follow-up letter was mailed to students who had not replied to the first mailing (see Appendix E). As each returned questionnaire was received, its code number was checked off and information pertaining to the student's marital status, date of marriage, number of siblings, educational status, employment information, and reaction to counseling program was punched on the keysort card. Tabulations and statistical analyses of the data are presented in the next chapter.

Description of the Sample

There were 234 students (117 boys and 117 girls) in the 1962-63 ninth grade class. However, 11 girls and 9 boys were deleted from the study because of incomplete information and test scores and/or because of the short time they were enrolled in the class during the school year. This left a total of 214 students in the sample (108 boys and 106 girls). Of the 214, questionnaire responses were received from 62 boys and 73 girls, a total of 135 students or 63.1 percent of the sample. The post office returned 29 letters because of insufficient addresses and/or unable to locate. The remaining 50 letters were assumed to have been delivered but no response was received. It was assumed, therefore, that 185 questionnaires, or 92.3 percent, had been delivered; and the 63.1 percent return was felt to be a large enough sample to represent the over-all views and attitudes of the population in this study.

RESULTS

The data presented in this chapter constitute a summary of the questionnaire responses, along with other data from the school records of each of the students in the study.

Names of the 214 students in the sample were checked against the graduation lists at Ben Lomond, Ogden, Roy, Weber, Bonneville, and Clearfield high schools to determine the number graduating. These records showed that 79 boys and 80 girls, total 159 or 74.3 percent, graduated. The number of students who had dropped out of school totalled 29 or 13.6 percent (14 boys and 15 girls). Twenty-six students or 12.1 percent had moved from the area and no information was available (see Table 1).

Table 1. What happened educationally to the students

	Boys	Percent	Girls	Percent	Total	Percent ^a
Graduates	79	73.1	80	75.5	159	74.3
Dropouts	14	13.0	15	14.2	29	13.6
Unknown	15	13.9	11	10.4	26	12.1
TOTAL	108	50.5	106	49.5	214	100.0

^aPercentages based on the 214 students in the study, information taken from official high school records.

The California Short-Form of Mental Maturity, 1963 S-Form, Level 2H, had been administered to the students during the spring of their sixth grade year. On both the language and non-language parts of the test the class mean of this study was higher than the group on which the national norms were based. Class mean for the language score was 103.1; the non-language mean score was 101.7. As shown in Table 2, the boys scored higher in both parts of the test than the girls.

The California Achievement Test had been administered to the students during the first month of the eighth grade. On this test, the class compared favorably with the national norm of 8.0 for the test. The class averages for each section of the test were as follows: reading, 8.3; arithmetic, 7.9; and language, 7.9. As indicated in Table 2, the boys were one month ahead of the girls in reading and arithmetic. However, the girls were eight months ahead of the boys in language. The test scores reported in Table 2 were taken from the school records, and are given in mean scores for the total population of 214 students to whom questionnaires were sent.

The average student in the class was absent 10.3 days during the school year. The girls missed 2.6 more days than the boys (see Table 2).

In calculating the grade-point average, an "A" was assigned a value of four points; "B" a value of three points; "C" two points; "D" one point; and "F" zero points. The GPA for the class was 2.6, with the girls having a GPA of 2.7 and the boys 2.5 (see Table 2).

Questionnaire Findings

As previously stated, it was assumed that 185 students received a questionnaire. Of this number, 135 students (72.9%) completed and

Table 2. Comparison of test scores^a

	Boys			Girls			Class average
	Graduate	Dropout	Average	Graduate	Dropout	Average	
<u>CTMM</u>							
Mean: (Norm = 100)							
Language	107.0	94.0	105.2	102.2	94.3	101.2	103.1
Non-language	105.8	93.5	104.1	100.0	95.1	99.5	101.7
Standard deviation:							
Language	14.7	11.1	14.2	13.3	12.5	13.2	13.6
Non-language	17.9	13.5	17.3	17.3	13.3	16.6	16.9
<u>CAT</u>							
Mean: (Norm = 8.0)							
Reading	8.5	6.7	8.3	8.3	7.7	8.2	8.3
Arithmetic	8.2	6.5	7.9	7.9	7.3	7.8	7.9
Language	7.7	6.3	7.5	8.3	7.8	8.3	7.9
Standard deviation:							
Reading	1.6	.0	1.4	1.3	1.1	1.3	1.4
Arithmetic	1.4	1.2	1.4	1.3	.1	1.1	1.2
Language	1.3	1.1	1.3	1.4	1.5	1.4	1.4
<u>Days absent</u>							
Mean	8.0	14.7	9.0	10.3	18.3	11.6	10.3
Standard deviation	8.8	9.0	8.8	9.7	9.0	9.6	9.2
<u>GPA</u>							
Mean	2.7	1.4	2.5	2.8	2.1	2.7	2.6
Standard deviation	.6	.6	.6	.5	.4	.5	.5

^aMean scores based on an N of 108 boys and 106 girls, or total class N of 214.

returned their questionnaire (see Table 3). Of the 135 questionnaires returned, 120 or 88.9 percent, were received from high school graduates, while 15 or 11.1 percent were received from dropouts.

Seventy-six, or 56.3 percent, of the students responding to the questionnaire indicated they were continuing their college education. The 15 dropouts who responded to the questionnaire gave the following reasons for dropping out of school: marriage (7); mental illness (1); military service (1); no reason given (6).

Table 3. Responses to questionnaire mailed to ninth grade students

	Boys	Girls	Total	Percent ^a
Number enrolled in class	117	117	234	--
Deleted from study	9	11	20	--
Questionnaires mailed	108	106	214	100.0
Returned by post office	15	14	29	13.6
Questionnaires assumed delivered	93	92	185	86.4
Questionnaires answered	62	73	135	72.9
Questionnaires not answered	31	19	50	27.1

^aPercentage calculated on letters assumed to have been delivered.

At the time of this study, 65.2 percent of the students (46 boys and 42 girls) were still single. Of these single student, only two boys and 1 girl were dropouts. The remaining 85 had graduated. A total of 42 students had married (11 boys and 31 girls). Three members of the sample

were divorced, two of whom (one boy and one girl) were dropouts. Two students did not indicate their marital status on their questionnaire. Thirteen of the graduates (4 boys and 5 girls) and four dropouts (one boy and three girls) had started families (see Table 4).

Table 4. College bound and marital status information reported in study

	Boys	Girls	Total	Percent ^a
Questionnaires answered	62	73	135	100.0
Graduates	56	64	120	88.9
Dropouts	6	9	15	11.1
College bound	36	40	76	56.3
Marital status:				
Single	46	41	88	65.2
Married	11	31	42	31.1
Divorced	2	1	3	2.2
Not shown	3	0	2	1.5
Having children	5	8	13	9.6

^aPercentage calculated on the 135 questionnaires answered.

Vocationally, members of the class had entered 35 different types of work, as shown in Table 5. Most of the positions held by the subjects were of entrance-level skills and required little, if any, training for initial employment. Five of the nine dropout girls responding reported they were housewives, while nine of the sixty-three graduate girls were

Table 5. Employment of students at time of study

Occupation	Graduates		Dropouts		Total	Percent
	Boys	Girls	Boys	Girls		
Aircraft mechanic		1			1	.7
Beautician		2		1	3	2.2
Butcher			1		1	.7
Carpet cleaner	1				1	.7
Cashier		2			2	1.5
Carman apprentice	1				1	.7
Clerk				1	1	.7
Electroplater	1				1	.7
File clerk		4			4	3.0
Forklift operator	1				1	.7
Galvenizer	1				1	.7
Groclerman	2				2	1.5
Housewife		9		5	14	10.5
Key-punch operator		13			13	9.7
Laborer	1				1	.7
Machinist	1				1	.7
Manufacturing	1				1	.7
Military	15		3		18	13.4
Missionary	12				12	8.9
Nurse's aide		2			2	1.5
Photographer		1			1	.7
Researcher	1				1	.7
Salesman	2				2	1.5
Seamstress		1			1	.7
Secretarial		3			3	2.2
Service station operator	1				1	.7
Showroom attendant		1			1	.7
Stenographer		2			2	1.5
Student	2				2	1.5
Tax examiner	4	5			9	6.7
Telephone linesman	1				1	.7
Telephone operator		2			2	1.5
Typist		1			1	.7
Warehouseman	2				2	1.5
Waitress		4			4	3.0
Not shown	6	6	2	2	16	12.0
Unemployed	2	3			5	3.8
TOTAL	58	62	6	9	135	100.0

housewives. Thirteen of the seventy-one girl graduates were employed as key-punch operators and five girls who had graduated were working as tax examiners.

Data regarding military service showed that 13.4 percent, or 18 of those responding, were or had been in the military service; of these, 15 were graduates and 3 were dropouts. All of the 18 who had entered the military were boys. Twelve (8.9 %) responding were currently serving as missionaries, all of whom were boy graduates.

In answer to question fourteen on the questionnaire, "Were you aware of the counseling services available?" 105 students answered in the affirmative (77.8%), while 30 (22.2%) answered in the negative. Of the 30 students who said they were not aware of counseling, 7 were dropouts and 23 were graduates. Seventy-eight of the 135 respondents (57.8%) reported that they had visited a counselor for personal, educational, or vocational reasons during their ninth grade year. In ranking the reasons for visiting a counselor, educational reasons ranked first, personal second; and vocational third. This ranking held true for both graduates and dropouts (see Table 6).

The three courses reported by the respondents as being most valuable to them were English (20.4%), typing (17.8%), and math (16.2%). The dropouts listed English and math as the most valuable, with typing, science, and social problems rated equally in third place. The graduates ranked the courses most valuable to them as English, typing, and math, respectively. Several interesting differences between boys and girls in listing the most valuable courses were noted, i.e., the boys ranked math first while the girls ranked it third; girls ranked typing first,

while the boys ranked it third; and English was ranked second by both sexes.

Table 6. Students' awareness of counseling services

	Graduates		Dropouts		Total	Percent ^a
	Boys	Girls	Boys	Girls		
Questionnaires answered	56	64	6	9	135	100.0
Aware of counseling	42	55	3	5	105	77.8
Not aware of counseling	14	9	3	4	30	22.2
Visited counselor	31	39	3	5	78	57.8
Personal	18	20	3	2	43	31.9
Educational	21	25	2	3	51	37.8
Vocational	4	9	1	1	15	11.1

^aCalculations based on the 135 replies, some students visited counselors for more than one reason.

The three courses reported by the respondents as being least valuable were physical education (14.6%), science (12.5%), and world geography (10.4%). Boys ranked physical education as the least valuable, followed by art, and then science. The girls also ranked physical education as least valuable, and then science, and world geography. Dropouts listed chorus and physical education most frequently as being least valuable to them, while the graduates listed physical education, science, and world geography (see Tables 7 and 8).

Table 7. Courses listed as most valuable

Courses	Graduates		Dropouts		Total	Percent
	Boys	Girls	Boys	Girls		
Art	1	2	1	1	5	1.4
Band	4	1	--	--	5	1.4
Chorus	2	6	--	1	9	2.5
English	27	41	2	3	73	20.4
Foreign Language	2	9	--	--	11	3.1
General Business	3	6	2	--	11	3.1
Home Making	--	27	--	5	32	8.9
Industrial Arts	7	--	--	--	7	2.0
Math	29	24	2	3	58	16.2
Physical Education	8	4	1	1	14	3.9
Science	13	10	2	1	26	7.3
Social Problems	6	2	1	2	11	3.1
Speech	2	8	--	--	10	2.8
Typing	16	45	1	2	64	17.8
World Geography	13	9	--	--	22	6.1
TOTAL	133	194	12	19	358	100.0

A summarized comparison of the graduates and dropouts is shown in Tables 9 and 10. A significant difference was noted in military service, with 20.0 percent of the dropouts being in the Armed Forces as compared to 12.5 percent of the graduates. Comparison of the marital status of the two groups showed that 70.9 percent of the graduates and 20.0 percent of the dropouts were still single, while 66.7 percent of the dropouts and 25.8 percent of the graduates were married. Thirteen and three-tenths percent of the dropouts were divorced as compared to .8 percent of the graduates. A greater number of graduates (80.8 percent) indicated an

awareness of the counseling and guidance services than was true of the dropouts (53.3%)

Table 8. Courses listed as least valuable

Courses	Graduates		Dropouts		Total	Percent
	Boys	Girls	Boys	Girls		
Art	13	13	1	1	28	10.0
Band	1	2	--	--	3	1.1
Chorus	6	16	2	4	28	10.0
English	6	6	--	1	13	4.7
Foreign Language	13	12	1	1	27	9.7
General Business	2	3	1	--	6	2.2
Home Making	0	12	--	--	12	4.3
Industrial Arts	9	--	--	--	9	3.2
Math	8	10	--	--	18	6.5
Physical Education	15	22	1	3	41	14.6
Science	13	21	--	1	35	12.5
Social Problems	3	2	1	1	7	2.5
Speech	3	7	--	--	10	3.6
Typing	8	4	1	--	13	4.7
World Geography	8	19	--	2	29	10.4
TOTAL	108	149	8	14	279	100.0

The results of the CTMM (Table 10) showed the average language IQ for the graduates was 104.3, as compared to 94.2 for the dropouts; the non-language test score for graduates was 102.7 and for dropouts 94.5. A significant difference was noted in test scores between the graduates and dropouts on the CAT. The graduates surpassed the dropouts on all three areas of the test as follows: reading 1.1 years; arithmetic 1 year; language 0.8 years. The dropouts averaged 16.8 days absent during the

Table 9. Comparison of graduates and dropouts

Activity	Graduates				Dropouts				Class	
	Boys	Girls	Total	Percent	Boys	Girls	Total	Percent	total	Percent
Questionnaires answered	56	64	120	100.0	6	9	15	100.0	135	100.0
College bound	36	40	76	63.3	0	0	0	0	76	56.3
Military	15	0	15	12.5	3	0	3	20.0	18	13.3
Marital Status:										
Single	44	41	85	70.9	2	1	3	20.0	88	65.2
Married	8	23	31	25.8	3	7	10	66.7	41	30.4
Divorced	1	0	1	.8	1	1	2	13.3	3	2.2
Not shown	3	0	3	2.5	0	0	0	0	3	2.2
Employed	46	55	101	84.2	5	8	13	86.7	114	84.4
Aware of counseling	42	55	97	80.8	3	5	8	53.3	105	77.8
Visited counselor	31	39	70	58.3	3	5	8	53.3	78	57.8
Personal	18	20	38	31.7	3	2	5	33.3	43	31.9
Educational	21	25	46	38.3	2	3	5	33.3	51	37.8
Vocational	4	9	13	10.8	1	1	2	13.3	15	11.1

Table 10. Comparison of test scores for graduates and dropouts

Activity	Graduates			Dropouts			Class average
	Boys	Girls	Average	Boys	Girls	Average	
Questionnaires answered	56	64	--	6	9	--	135
<u>CTMM</u>							
Mean: (Norm = 100)							
Language	107.0	102.2	104.3	94.0	94.3	94.2	103.1
Non-language	105.8	100.0	102.7	93.5	95.1	94.5	101.7
Standard Deviation:							
Language	14.7	13.3	13.9	11.1	12.5	11.9	13.6
Non-language	17.9	17.3	17.6	13.5	13.3	13.4	16.9
<u>CAT</u>							
Mean: (Norm = 8.0)							
Reading	8.5	8.3	8.4	6.7	7.7	7.3	8.3
Arithmetic	8.2	7.9	8.0	6.5	7.3	7.0	7.9
Language	7.7	8.3	8.0	6.3	7.8	7.2	7.9
Standard Deviation:							
Reading	1.6	1.3	1.4	.1	1.1	.7	1.4
Arithmetic	1.4	1.3	1.3	1.2	.1	.5	1.2
Language	1.3	1.4	1.4	1.1	1.5	1.3	1.4
<u>Days Absent</u>							
Mean	8.0	10.3	9.2	14.7	18.3	16.8	10.3
Standard Deviation	8.8	9.7	9.1	9.0	9.0	9.0	9.2
<u>Grade Point Average</u>							
Mean	2.7	2.8	2.8	1.4	2.1	1.8	2.6
Standard Deviation	.6	.5	.5	.6	.4	.5	.5

year, and the graduates were absent an average of 9.2 days. Another significant difference was in the grade-point average--the graduates maintained a GPA of 2.8 as compared to 1.8 for the dropouts (a difference of 1.0 grade-point).

Student Reactions

Items 17-20 on the questionnaire called for student reactions to their school experiences and suggestions for teachers, counselors, principals, and other ninth grade students. These four questionnaire items, with a number of typical student responses under each are presented below.

Item 17: "Do you think the counselors, teachers, and/or principals helped you better prepare yourself for this period of your life? If yes, how?" The one girl dropout who replied to this question said, "They teach you how to depend on yourself." Some of the replies from the girl graduates were as follows:

They helped me get a good start on my education, which prepared me for high school.

Each teacher was an individual and one learned about the many different types of personalities by examples of teachers.

Mostly just knowing that I could talk to someone when I needed to. They seemed to impress on me the importance of education without forcing it on me.

They helped me look at life at a brighter point of view when I felt the worst about life and school.

They have helped me best to understand myself and others.

Some of the teachers took time and helped you understand what would be asked of you in the future and that this period of time is the worst.

Responsibility was stressed along with the importance of an education. The importance of these ideals was instilled within me, I think especially in the ninth grade.

They encouraged me to further my education and make a good life for myself and my family.

By always being available to help and understand if the need should arise.

Some of my teachers made a very good impression--I wanted, therefore, to be like them.

Three boy dropouts replied as follows:

They all helped me to know what life is about and how to understand it better.

They have helped me realize how to understand myself and others better. Also, it has made me realize how important an education is.

Understanding myself better.

Replies from the boy graduates included the following:

The "social development course" we had in ninth grade in connection with science has helped me in my planning for the future, etc. I think it should be more complete in this aspect.

They assisted me and advised me on subjects that were more beneficial to me.

The counselors and the teachers were not quite as helpful as I think possible. Not quite enough emphasis was placed on post-high school. This is a great idea I have long hoped for something to help the young people of today. I have several younger brothers and sisters who have yet to go through school and sincerely hope that help can be given to them where it counts most AT SCHOOL.

They prepared me for high school and college by teaching me the proper methods of studying and how to act socially in my school functions.

Helps one with personal and academic problems that the student himself may not be able to cope with.

They helped give me insight into many things of a future in college and needed subjects.

They made me realize the importance of an education, they also taught me principles of honesty.

Their advice was very helpful in making me realize that I would need to settle down and work in order to make something of myself.

Item 18: "What suggestions would you make to the counselors, teachers, and/or principals that would enable them to better understand and reach a student at this time in his life?" Responses from girl dropouts were as follows:

Try to like your students and show them that you do.

I don't really know. It's a bad time in life. It's hard to trust or confide in someone older because they represent authority. And they'll run to your parents.

Have older young people; (20-22) talk to them about mistakes they have made.

Treat the student like the teacher would like to be treated-- with respect.

Responses from girl graduates:

To encourage the student to take classes that would help him in the profession that he is going in to. To take more interest in the student and give encouragement.

They could try to get to know the student better, and stress the meaning of a good education.

Let the students know about your counseling service, see that they feel like it is important and they are understood. Tell them of the many opportunities that can be theirs, such as, scholarships, etc.

Specifically, I don't know what to say that would help counselors bridge the gap, but I know they've got to be truly interested in students as people, rather than just "cases."

Give appointments to the students to see the counselors about any problems they might have. Post signs where students can see concerning counselors and their services.

Be their friend. I don't think a teacher could fill this role (counselor). Don't force a profession upon them just because aptitude tests point them in that direction.

Help them and let them know that you're with them all the way. Make a good impression about life and make them have self-confidence.

Kids of this age have the idea they're grown-up and know everything. If counselors could just show how wrong they are in thinking this, some day they will find out, but too late. Just give them all the understanding you can.

If advisors would put themselves more on the students' level. Instead of trying to tell them what to do. Help them want to do what they should.

I felt inferior in junior high and the counselor seemed to make me feel more so. We need happy, optimistic counselors who know our ability and who don't throw the kind of questions at us that make us feel inferior.

Don't try to lecture him. Try to know the student and be on the same level. Try to understand the student's point of view.

Treat them as young adults instead of children, because they are and at this time it is very important not to be treated as a child.

I feel more counselors are needed. The students that need help, don't ask for it. Teachers should tell the counselor's who needs help (if they know who does).

First off, a lot of teachers make a student in ninth grade think he isn't worth anything that at that time of life most of them think they are smart alecks so they emotionally hurt the student by cutting him low or making him look dumb in front of his fellow students.

To let their "no" mean no, and their "yes" mean yes. I've experienced that teachers are inconsistent in their discipline or in their praise.

To try to make the student understand that these people are there to help in all ways and not just when the student is in trouble.

Treat them like grown-ups, show them what happens when you drop out.

I never really felt the need of talking or meeting with a counselor. I feel that if a counselor made himself more well known it would be easier for me to speak with him. I always felt strange meeting with someone I didn't know.

Make them feel welcome in the office instead of like they were being punished.

Get down to the student's level and not preach--don't say, "when I was your age" or "if I were you" immediately the communication line is broken. Be their friend and as they begin to feel

more at ease they will be more willing to discuss their problems. From there try or let them make a solution for their problems. Have them help you analyze the situation. Always give them an extra opportunity so they will know they can depend on you. Get them to excell in attributing areas and compete in lesser ones if only with themselves.

Boy dropouts commented in the following manner:

They should be more critical about appearance and try to work with them more individually.

Instill in their minds that they are there to help them, not to hinder. Do all that is possible to gain the respect and trust, confidence in you through your never ending will to help.

More interest in him as a person.

Look into background first. A lot of problems come from background. Before giving any counseling to a student, know student first.

Boy graduates made the following replies:

When I was in ninth grade it didn't seem to me that the teachers were trying to help me. It seemed to me that they were having me work just for a grade. I think it would help if the students could know that they are being helped and not just working for the grade.

A couple ways which you as a whole, counselors, teachers, etc. could better understand and reach the students would be to let them dress and look as they want. Telling a person how to dress, how long his or her hair should be makes a teenager hostile towards the faculty. Try to talk about things the kids like; such as, music dance, etc. a few minutes during class. When a teenager is left alone, he will study and achieve more than when he is harrassed. Also if the teachers took more time with individual students, they would find a close relationship.

Try to get the students' trust as a friend, and not as a stern adult talking to children.

In high school I was told various times there that I was exceptionally talented by several of my teachers, this information they got from my file on a California Achievement Test taken in the ninth grade. I believe that when the results of these tests are sent back to the junior high school a student should be aptly counseled and advised in his strong points and weak points to help in his registration of his high school classes for the next three years and on into college. This I believe would be very helpful.

Treat the students like adults even when they don't act like them. If they need punishing punish them in an adult manner. I think in general the faculty of school are pretty good.

Be firm when enforcing rules but reasonable. A ninth grader is trying to be popular. If it is considered "in" to wear long hair they want to do it.

Impress on them to use the counseling help available when any problem does arise.

Make the kids feel like you are their best friend. Be kind, gentle, and understanding, but be firm in your convictions.

New lesson approaches, more current information. Above all, learn the basic feelings of an early adolescent. Some (few) of the teachers are pseudo and non-communicative. The students can spot them, but these few are the same year after year.

Personnel mentioned often pass judgment or offer advice before they thoroughly understand a situation; also, they are sometimes too strict.

Give them something in their courses which can be used in everyday life instead of busy-work or sheer memory. I suggest that they instill in the student a sense of thinking to the future. Have them make their present decisions in the light of future occurrences.

I would suggest that the counselors, teachers, and principals, remember when they were that age and take into consideration that all youth, of that age, have special problems.

Have confidence in the student, trust him. They are beginning to be men and women and if they are expected to act like such they should be treated like such.

Be more concerned about everyone instead of just the trouble makers, look into everyone's personal needs.

Item 19: "If you were going to counsel a ninth grade student today, what advice would you give him?" Girl dropouts made the following remarks:

Finish education; at least high school; and if possible, college; also do not marry young.

Finish your education.

As far as schooling, I'd suggest they take some important classes like typing and business. At least typing.

Get as much out of school as you can, but enjoy it at the same time.

Some comments from girl graduates were as follows:

I'd tell them that they still have a lot of schooling left and to study hard, but at same time try to enjoy school.

Study hard and learn what there is to know. But he won't listen any more than I did though some teachers offered worthwhile knowledge.

I'd tell him how important education is and to try and get all the education he can.

Don't worry about popularity, but about the scholastic opportunities available. Look ahead to the future not just at the present.

I would tell him to listen to his parents and advisors and to take an interest in school.

I would give him a small look at the future. I would find out what the student liked best and then I might give him something to inspire him such as a college catalogue--although it would be early--I think some students need motivation earlier than high school.

To not squander precious time avoiding studies, but to work with all their heart in school. When they are older they will realize what a short period of school there is in one's life.

To stick to it--no matter how difficult it is. Things will only get worse if you play around in ninth grade.

First I would assure the student that there was no reason for him or her to be scared of a counselor. Also that everything was confidential. This would do as the student entered junior high so he would know just what a counselor was for.

Work hard and don't just "get by, by the skin of your teeth." It isn't worth it. It is best to do your work and do it good, because you only have one chance to go to school and you must realize how important school is for you. I realize this now after it is too late. People tried to tell me but I just wouldn't listen and now I am sorry for it. I'm sure I could have done better, but I did my work just good enough to get by. I think I would wear uniforms to school and stop the fads of the year and not let anyone be more popular than anyone else, and I think uniforms would help this problem and make the kids do more studying and less playing around and also it would be more economical for the parents. But

then again it might not help. I just think that there should be more studying and less playing and harder and more thorough tests.

I would advise him to finish school no matter what the cost. It's not money or physical reasons you go to school. You should go to school to develop mentally. You are responsible for the outlook you have on life. In my opinion school is the greatest help you could receive. School teaches you what you want out of life and helps you to find out a way to achieve that goal.

Just explain the consequences if they don't stay on the right path.

The following comments came from the boy dropouts:

I would show them how easy it is to fail in almost any problem and advise them if they should have any problems at all to weight each one of them separately and to use their best judgment; for their future is in their hands.

That at the age he or she is now, they are not too concerned about the world today. They are our future and the better they understand this the more will be accomplished.

More interest in him as a person.

Depending on the student, but to finish school and try to further his education.

The boy graduates responded in the following manner:

I would tell him to not put too much thinking to girls, social activities, etc., but to prepare himself for when these things will mean much more to him, school is to prepare.

Spend his time wisely, making sure his school work came before the fun one can have after school, later he will see as I have that school work should be done now and not later. Education can make or break you and should be divided evenly with social activities.

Don't mess around in school. Learn all you can when you have the opportunity. I can see where it has hurt me in life because I didn't study.

Stay in school no matter what. Don't stop his education with his high school diploma, but further his education with college. A college degree is very important in this modern age. Study hard all through school and then college won't be so tough and the good grades could get him a scholarship.

I would tell him to study as hard as he can and quit worrying about fads, girls, and the typical teenage problems.

I'd tell him to stay in school no matter how rough it gets. You've got the world in your hands with a good education. Go to college if at all possible.

First of all I would tell him to go to college if possible, but that this is by no means the best course of action for all people. I would encourage them to take as much math and English as possible.

To really learn how to study hard because it will pay off! To be himself and stand for what he believes in.

I would advise him to study hard and by all means get that high school diploma. I would also advise him to go to college before trying to decide on a vocation.

Item 20: "Additional comments."

I can see the problems you have getting to some of the students. I just wish someone had got to me. When I look back at junior high I think what a waste of three years. I know that I did take some knowledge with me but not a heck of a lot. Be sure to get good teachers "sift them through fine wire." I know of several that weren't up to much. I know that knowledge is a person's most prize possession. I sure wish I had more.

Teaching students "subjects" is not of as great importance as teaching him to think. I found out that all I ever knew was memorized and it shook a few foundations when I discovered that I had some choice as to what sort of person I was to be. I don't think that "thinking" students are the well-adjusted kind of people that you want to turn out from your junior high school, but I think they will be more in agreement with the world we live in.

The ninth grade is an important year for the student because he must understand his subjects and have good study habits for his future schooling in high school and college. This is the year they learn what the world is like and what he must do for himself and his country.

The advice I would give ninth grade students wouldn't do much good if they are like me. This is a broken record, but I wish I could have the opportunities over again. I have enjoyed my schooling but I feel I wasted a lot of good education. I have a younger brother and sister and if I could only impress upon them the need for education and the seriousness of preparing for the future I would do it. I don't know how!

In the junior high years it was difficult for me to believe it would get much harder. Now in my second year of college, I'm still trying to pull up my grades. I can compare my first year of college with my ninth grade. The only difference is I'm paying for

my mistakes now. I believe this is an interesting survey. I hope I have helped you somehow.

I think if you would give these students a little more responsibility and act as though you had faith in them, and really treated them more on your own level they would have more faith in you. That's the biggest problem in school now, because there is a cold war between the faculty and students. I always felt that teachers thought they were so much better because they were adults and they knew everything. If a student could trust the teachers, things would work out a lot better.

I believe junior high students should be taught manners and conduct just as much as these school subjects. It seems to get worse every year. This age is a very rude age. When you go down town you notice how they act, and even dress. You honestly can't tell the difference between a boy and girl; you would think they would care some the way they look and act.

I believe that the teachers should be a little more strict, soft teachers are usually taken advantage of, and besides, it's the strict teachers that usually get through to a student, and he certainly learns more from a teacher that "cares" whether the student learns or not. Too many teachers just don't care, they figure that they're doing their job, it's not their fault if the student learns or not!

I wish I would have taken advantage of more subjects like math, especially, because I need the background now. Everything is getting more technical. I'm in nuclear power field and it takes a lot more to learn, what I should have had years ago.

Another important thing, important to the success of any student, is to mingle with the right crowd for some will lead you from school. I have seen this happen very many times.

Try and let the students know what the world is really like and to take advantage of every type of class so they will know something in various fields. Also help them develop in personality as much as educationally.

I think that counseling and guidance programs are necessary in schools today. The trouble with most youth of that age is that they don't feel they need the help of a counselor or teacher. They more or less think they know it all.

I was very slothful and rebellious when I was in junior high and high school, and I didn't study and do my work like I should have. Well, when I went up to Weber State College for three quarters, after graduating I could really see how much knowledge I was lacking that I could have obtained. And, since I've come out here on this

mission where I'm alone, except for my companion and the Lord, I can really see the importance of organized and effective study. And, gaining a proper education. I just hope that when I'm married and have kids of my own I will be able to stress this point to them so that they won't make the same mistakes that I did.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The intent of this study was to follow up the students of Mound Fort Junior High School's ninth grade class of 1962-63 in order to secure information and facts about members of that class and to answer the following questions:

1. What has happened to the students educationally?
 - A. How many graduated from high school?
 - B. How many entered a college or university?
 - C. How many dropped out of high school before graduating?
2. What has happened to the students vocationally?
 - A. What is each student's current vocation and level of occupational status?
3. How many students have served or are presently serving in the armed forces?
4. What is the marital status of each student?
5. How did the high school graduate compare with the dropout in the following areas:
 - A. California Test of Mental Maturity?
 - B. California Achievement Test?
 - C. Grade point average?
 - D. Attendance?
 - E. Awareness of counseling services?
 - F. Use of counseling services?
6. How did the students react to the school's program?

- A. Which courses did the students consider most valuable?
- B. Which courses did the students consider least valuable?
- C. In what ways did the students feel they had been helped by teachers, counselors, and/or the principal to prepare for the life environment they are now experiencing?
- D. What suggestions do the students have for counselors, teachers, and/or principals that would enable the school staff to better understand and reach ninth grade students?
- E. What suggestions would the subjects of this study offer to students presently in school if they (the follow-up group) were to counsel ninth graders at Mound Fort?

Summary

There were 234 students (117 boys and 117 girls) in the 1962-63 ninth grade class at Mound Fort Junior High School, Ogden, Utah. Because of incomplete information and test scores on 11 girls and 9 boys, however, these 20 were deleted from the study; and the resulting population of 214 students (108 boys and 106 girls) constituted the sample of this follow-up study.

A preliminary questionnaire was prepared and administered to all the ninth grade students of the 1967-68 class at Mound Fort to test their reaction. The students' reactions to the pilot study were subsequently used to amend and clarify the questionnaire as an instrument for the study. Questionnaires were mailed to the 214 students of the 1962-63 class on February 2, 1968, with a follow-up mailing on March 12, 1968 to students who had not responded by that time. It was assumed that

185 students received a questionnaire. Of this number, 135 students (72.9%) completed and returned their questionnaires.

The official school records were referred to for the California Achievement Test scores, California Test of Mental Maturity scores, attendance, grades, and other information used for the study. These school records showed that 79 boys and 80 girls (74.3%) graduated from the high schools in the Ogden area, and that 14 boys and 15 girls (13.6%) did not complete their high school work. The remaining 26 students, 15 boys and 11 girls, had moved from the Ogden area and were not available for sampling.

A total of 76 students (56.3%), 36 boys and 40 girls, indicated that they had entered or were now attending a college or university. This 56.3 percent was based on the 135 students who returned their questionnaires.

The students of the study had entered 35 different occupations, most of which required only entrance-level skills. The five vocations which the majority of students were currently involved were military, housewife, key-punch operator, missionary, and tax examiner.

Answers to the question regarding marital status showed that 88 students were single, 41 married, 3 divorced, and 3 students did not indicate. Thirteen students reported that they had become parents.

When comparing graduates with dropouts on the California Test of Mental Maturity, graduates scored 104.3 against 94.2 for the dropouts on the verbal phase; and, 102.7 against 94.5 on the non-verbal. Graduates also scored higher than dropouts on each area of the California Achievement Test as follows: grade level of 8.4 in reading, against 7.3 for the

dropouts; a grade of 8.0 in arithmetic for graduates and 7.0 for dropouts; and 8.0 as against 7.2 in language. It is noted that the difference between graduates and dropouts ranged from 8 months to 13 months, in favor of the graduates in each case. Dropouts were absent from school an average of 16.8 days while the graduates were absent only an average of 9.2 days. The average grade-point average for the dropout was 1.8 compared to 2.8 for the graduate.

There was a noticeable difference in the awareness of counseling between the graduates and dropouts. The questionnaires returned showed that 80.8 percent of the graduates were aware of counseling services as compared with 53.3 percent of the dropouts. This would imply that many good students do not feel a need for counseling. In visiting a counselor, the difference was not as great. The graduates showed that 58.3 percent visited a counselor and 53.3 percent of the dropouts visited a counselor for personal, educational, or vocational reasons. The figures given for the graduates and dropouts for being aware of and visiting the counselors tend to imply that all of the dropouts who were aware of the counseling services visited the counselors. A reason for this may be due to the fact that students who do poorly in school, are absent excessively, show poor attitudes, etc. are usually referred to the counselors by the teachers and/or the administrators. It is also noted that the 53.3 percent shown for the percent of dropouts who were aware of and visited the counselors may be high because the actual number of dropouts in the study was so few.

The three courses reported by the respondents as being most valuable to them were English (20.4%), typing (17.8%), and math (16.2%). The

three courses reported as being of least value were physical education, science, and world geography, respectively.

A general consensus to the question, "Do you think the counselors, teachers, and/or principals helped you better prepare yourself for this period of your life?" could be summarized in the following statements:

Pointed out how important an education is; helped me better understand myself and others; gave me a good background for higher education; encouraged me to further my education in order to make a good life for me and my family; their influence has played a part in my life.

Responses to the question "What suggestions would you make to the counselors, teachers, and/or principals that would enable them to better understand and reach a student at this time in his life?" can be summarized as follows:

Take more interest in each student and give encouragement; get to know the student better; let the students know about the counseling services; understand and try to see their way of life and the way they feel; don't try to lecture him; treat them as young adults instead of children; communicate with him in his language; more interest in him as a person; have sincere love and enthusiasm when associating with kids.

The final question appearing on the questionnaire was, "If you were going to counsel a ninth grade student today, what advice would you give him?" In general, the responses were:

Finish your education; take classes that will help you in life; get as much out of school as you can, and enjoy it at the same time; learn and do all you can, you won't be back this way again; don't worry about popularity, but about the scholastic opportunities available; look ahead to the future, not just the present; listen to his parents, advisors, and take an interest in school; be open-minded; the goofing off you do today, you pay for tomorrow; if he wants to drop out, tell him to talk with one who has--experience speaks for itself; work hard, give your teachers your undivided attention because you will need this schooling later in life.

Conclusions

On the basis of this follow-up study at Mound Fort Junior High School in Ogden, Utah, the following conclusions were made:

1. In the scholastic ways that the students were measured, the graduates scored higher in all areas than the dropouts--intelligence, achievement, grade-point, and school attendance.
2. The class average for the population of this study was higher than the national norm for the group on which the test was standardized.
3. The test scores for the average dropout indicated that they had the intelligence and the ability to achieve in school work.
4. Attendance appeared to be one factor in the differences between graduates and dropouts.
5. The study showed that dropouts married at an earlier age than graduates; also, two-thirds of the dropout group had married earlier as compared to only one-fourth of the graduate group.
6. The number of students graduating from high school in this class compared favorably with the national norms.
7. There was a greater awareness of counseling services among the graduates than was true of the dropouts.
8. Courses listed as being of most value to ninth graders were English, typing, and math, respectively.
9. Courses listed as being of least value to ninth graders were physical education, science, and world geography.
10. Students would like their teachers to take a personal interest in them, talk to them on their level, and treat them as an adult.

11. Students want to be encouraged to stay in school and to have the importance of education stressed.

Recommendations

The data of this study prompted the writer to suggest the following recommendations:

1. New ways need to be found to continually emphasize the importance of continuing education.

2. Counselors need to make students more aware of the counseling and guidance services through orientation and close observation of student performance.

3. Principals, teachers, counselors, and students should constantly try to improve their working relationship with each other.

4. Teachers and counselors should put forth more effort to praise and encourage students in their school work. Students look to the faculty for love, attention, and affection.

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APPENDIXES

Appendix A

January 30, 1968

Dr. Rulon R. Garfield, Chairman
Research and Statistical Committee
OGDEN CITY SCHOOLS
2444 Adams Avenue
Ogden, Utah 84401

Dear Dr. Garfield:

I would like to request permission to conduct a follow-up study concerning counseling and guidance on the ninth grade level at Mound Fort Junior High. The information obtained from this study will then be used to write my thesis for a Master's degree in Counseling and Guidance at Utah State University.

Both Mr. James, Counselor, and Mr. Gourley, Principal, have agreed to the study and said that I would be able to secure all information needed at Mound Fort. No names will be used in the thesis and all data will be treated confidentially and on a professional basis.

I would appreciate getting your permission to conduct this study as I am anxious to begin this particular part of my graduate work. On the other hand, I hope to secure information that will be of value to the counselors at Mound Fort in their present counseling and guidance program. Thank you.

Sincerely,



Miss Helen Heaps
676 North 6th East #4
Logan, Utah 84321

Appendix B

OGDEN CITY SCHOOLS
2444 Adams Avenue
Ogden, Utah 84401
Telephone 399-3456
Area Code 801

February 9, 1968

Miss Helen Heaps
676 North 6th East #4
Logan, Utah 84321

Dear Miss Heaps:

Permission is granted for you to conduct your research at Mound Fort Junior High as requested. Please contact Mr. Gourley concerning arrangements for this.

Sincerely yours,


Rulon R. Garfield
Director of Educational Services

RRG/lh

cc: Mr. Lee Gourley, Principal
Mr. Melvin James, Counselor

Appendix CQ U E S T I O N N A I R E

1. Date of birth _____ Female _____ Male _____
2. Number in your family: Brothers _____ Sisters _____
3. Did you graduate from high school? Yes _____ No _____
If no, please give reason(s): _____

4. Indicate highest grade you COMPLETED in school: 9th _____; 10th _____;
11th _____; 12th _____; College (yrs): 1 _____; 2 _____; 3 _____; 4 _____
5. Do you plan on continuing your formal education in the future?
Yes _____ No _____
6. Have you served, or are you presently serving in the armed services?
Yes _____ No _____
If yes, please indicate branch or service and your rank:
Army _____; Navy _____; Air Force _____; Coast Guard _____; Rank _____
7. Marital status: Single _____; Married _____; Divorced _____; Remarried _____
If married, please give date: _____
8. Number of children born to you: Male _____ Female _____
9. Are you presently employed? Yes _____ No _____
If yes, what is the nature of your work? _____
10. What was your income last year (1967)? Under: \$1,000 _____; \$2,000 _____;
\$3,000 _____; \$4,000 _____; \$5,000 _____; or above \$5,000 _____
11. Do you live with your parents _____; husband or wife _____; or other _____
If other, please indicate with whom _____
12. List three subjects you took in the ninth grade that have helped you most up to this point in your life: (English, foreign language, world geography, physical education, science, math, business, home-making, industrial arts, band, chorus, art, typing, speech, social prob.)
_____; _____; _____

13. List three subjects you took in the ninth grade that have proved of least value to you:

_____ ; _____ ; _____

14. Were you aware of the counseling services available? Yes ____ No ____

15. How many times did you talk with a counselor? _____

16. For what reason(s) did you go to a counselor? (personal, educational, vocational, etc.)

17. Do you think the counselors, teachers, and/or principals helped you better prepare yourself for this period of your life? Yes ____ No ____

If yes, how? _____

18. What suggestions would you make to the counselors, teachers, and/or principals that would enable them to better understand and reach a student at this time in his life?

19. If you were going to counsel a ninth grade student today, what advice would you give him?

20. Additional comments (use back of sheet if needed):

Appendix D

MOUND FORT JUNIOR HIGH SCHOOL
1200 WASHINGTON BOULEVARD
OGDEN, UTAH 84404
TELEPHONE 399-3456
AREA CODE 801

February 2, 1968

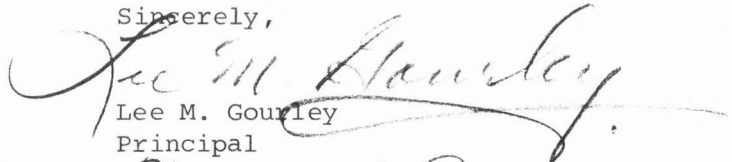
Dear Mound Fort Junior High Alumnus:

Your ninth grade class of 1962-63 has been selected for a special follow-up study concerning the counseling and guidance program at Mound Fort. As a former member of this class, you are one of the richest sources of information we have.

Would you please fill out the enclosed questionnaire and return it to us as soon as possible as we are anxious to use this information in planning and improving our guidance program for future students. Your help in this study will be greatly appreciated.

You do not need to sign your name; all information will be treated as confidential. A self-addressed envelope is enclosed for your convenience in returning the questionnaire to us. Thank you very much for your help.

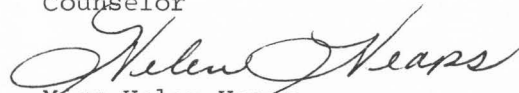
Sincerely,



Lee M. Gourley
Principal



Melvin D. James
Counselor



Miss Helen Heaps
Research Analyst

hh
Enclosure

Appendix E

MOUND FORT JUNIOR HIGH SCHOOL
1200 WASHINGTON BOULEVARD
OGDEN, UTAH 84404
TELEPHONE 399-3456
AREA CODE 801

March 12, 1968

Dear Mound Fort Junior High Alumnus:

Many of your former classmates have returned their questionnaires we recently mailed to you as the ninth grade class of 1962-63. As of this date, however, we have not received your reply.

Your point of view and suggestions are most valuable to us in completing this study which we hope will in turn be of value to present and future students at Mound Fort. In the event that you have misplaced the original questionnaire, we are enclosing another copy. We would appreciate it so much if you would take a few minutes, fill in the questionnaire, and return it to us in the self-addressed envelope as soon as possible.

We have been unable to locate the following students. If you should know an address or how we can contact any of them, a note on the back of the questionnaire would be appreciated.

Bonnie Lee Anderson; Mary J. Apodaca; Jackie L. Archibald;
 Linda L. Ellis; Carolyn L. Goffredo; Linda Rae Head; Lillian
 Louise Hutchins; Cora Sue Kelley; Kathryn Ann Lindsey; Linda Lee
 Millspaw; Claire Linn Morlock; Diane Norton; Elizabeth Jane
 Owens; Cathy Ann Provin; Marilyn Stallings; Doris M. Wilcox;
 Gregory P. Becker; Clayton B. Chidester; John R. Crawford; Harvey
 G. Dalton; Robert K. Erwin; Carl L. Jensen; Alan B. Kartchner;
 Carl Christian Miller; Jonnie J. Overman; William M. Patterson;
 Filbert E. Quintana; Melvin A. Taylor; Garry L. Walton

Thank you for your cooperation in helping to make this study worthwhile.

Sincerely,

Lee M. Gourley
 Lee M. Gourley
 Principal

Melvin D. James
 Melvin D. James
 Counselor

Helen Heaps
 Miss Helen Heaps
 Research Analyst

hh

Enclosures

VITA

Helen Heaps

Candidate for the Degree of

Master of Science

Thesis: A Follow-up Study of Mound Fort Junior High's Ninth Grade Class of 1962-63

Major Field: Counseling Psychology

Biographical Information:

Personal Data: Born at Logan, Utah, September 17, 1938, daughter of Orrie A. and Fern Norris Heaps.

Education: Attended elementary school in Smithfield, Utah; graduated from North Cache High School in 1956; received the Bachelor of Science degree from Utah State University, with a major in business education and a minor in physical education, in 1963; completed requirements for the Master of Science degree, specializing in counseling psychology, at Utah State University in 1968.

Professional Experience: 1965-67, instructor, Weber State College, Department of Business Education; 1964-65, instructor, Ricks College, Office Administration Department; 1963-64, teacher, Dugway High School, Tooele School District; summer school, 1963, Utah State University, Department of Business Education.