A SURVEY OF THE VOCATIONS AND OF THE VOCATIONAL LEANINGS OF BOYS WHO ENTERED THE POTOMAC, ILLINOIS, TOWNSHIP HIGH SCHOOL BETWEEN THE YEARS 1920 AND 1935 INCLUSIVE

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CHAPTER I

INTRODUCTION

I. JUSTIFICATION FOR A STUDY OF THE PROBLEM

One of the difficult problems of the present-day smaller high school is that of providing a curriculum broad enough to include the social and vocational studies necessary to meet present-day needs. That we need to change the secondary school rather drastically is admitted by an increasing number of American educators. It is the opinion of Leonard V. Koos, in discussing the senior high school curriculum that

> . . . The more recent offering is to a large extent cast in terms of immediate value instead of the remoter and deferred values of college preparation and presumably pervasive mental discipline. Instances of this fact are found in the increased emphasis on training for participation in social and civic life, for maintenance of health, and for sharing the aesthetic heritage represented in art and music.[1]

The old style curriculum centers around the classics and the tool subjects, and fails to prepare the modern student to solve the problems confronting him as he tries to apply such a conservative course to present-day life. A happy medium between the classical and the vocational field must be found. The great problem and duty of our schools of

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[1] Leonard V. Koos, "Relating the Secondary Curriculum to Life," The Illinois Teacher, 23:338, June, 1935.

today is to select from each of these fields of education unified courses that will include the best and that will develop the student into a well-rounded character.

William C. Bagley discusses the present-day efforts toward curriculum revision as follows:

> I refer to the theory that the curriculum should reflect primarily the needs of the local community. In its most radical form, this theory proposes a "scrapping" of the so-called traditional school subjects and their replacement by a series of "activities" directed toward very specific objectives, which in turn are derived from an analysis of community life.[2]

The assumption of this thesis is that to revise the curriculum of any school, a careful, definite study should be made to determine what are the changes as evidenced by the examination of the school records, a study of what becomes of the students after leaving the high school, and the desires and needs of those who have received the benefits of the education in this school. It is believed that in this way a satisfactory curriculum may be devised which will better prepare the male pupil to meet the problems of adult life in this community and other communities of the same type and size.

There have been some studies[3] made along this line

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[2] William C. Bagley, Education, Crime, and Social Progress (New York: The Macmillan Company, 1932), p. 72.

[3] These studies will be summarized in Chapter II.

but very few of these have considered the problem of the rural school in particular. According to the survey of the U. S. Bureau of Education in 1920, 85.6 per cent of all public high schools reporting were rural high schools.[4]

The public school directory of the State of Illinois for 1935-1936 shows that out of 730 four-year high schools in the state, 398, or over half, were schools having fewer than 150 students, the majority of these schools being definitely rural in character.

Although these schools are small schools, they comprise a great enough number of students to make the problem of sufficient proportions to deserve serious consideration.

II. DESCRIPTION OF THE SITUATION

Since the problem of the rural secondary school education is an important one, it is the wish of the writer to deal in this thesis with a specific rural school which is typical of many over the State of Illinois, feeling that such a study will aid the cause of revision of curricula in the general field of secondary education.

The following description gives the particulars of the situation:

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[4] United States Bureau of Education Bulletin No. 26, 1920.

The Potomac Township High School is located at Potomac, a village in the north central part of Vermilion County in Illinois. According to the 1930 census, the village had a population of 700, the majority of the populace being either directly or closely associated with agriculture. The village has not grown in the last twenty years, but neither has it decreased in population. It is static in a way typical of settled rural communities since it is not a community of transients. The fact that many retired farmers reside at Potomac gives the town a quiet atmosphere. The Chicago and Eastern Illinois Railroad passes through it.

The Potomac Township High School, District Number 129, contains forty-four square miles of rich, black farming land. The school building is located at Potomac, this being almost in the center of the district. To the south, east, and north of the school there are several miles of non-high school district from which the school draws students. The high school district was organized in 1916 and the main building was erected at that time. It is owned and occupied jointly with the grade school. Twenty-two years after this building was erected (1938) a ninety-thousand-dollar new high school building was built by the high school district.

The enrollment of the high school averaged about eighty, approximately 65 per cent of the pupils living on

farms and about 15 per cent coming from non-high school district territory. Six full-time teachers made up the staff.

The financial status of the school district is good, there being no time when it was unable to pay teachers' salaries or other bills. The district is now free from bonded indebtedness, the last bond having been paid in June of 1925.

The general nature of the subjects offered was as follows:

Commercial Work	2 years
English	4 "
Mathematics	3 "
Social Science	3 "
Home Economics	2 "
Science	4 "
Manual Training	2 "

III. STATEMENT OF THE PROBLEM AND LIMITATIONS

Formally stated, the major problem of this thesis is: Are the curricular offerings of the Potomac Township High School such as will best prepare the male students to meet the problems of adult life?

Some of the questions which must be answered in solving this problem are as follows:

1. What is your present address?
2. Are you married?
3. If so, at what age were you married?
4. Number of children?
5. What is your father's present occupation?

6. Did your parents graduate from high school? Father _____. Mother _____.

7. What is your present occupation?

8. How long have you held this?

9. What other occupation have you held since leaving high school? 1. _____ 2. _____ 3. _____ 4. _____.

10. What time has elapsed since leaving high school and entering your present occupation?

11. Do you consider it your life occupation?

12. If not, what occupation do you plan to enter?

13. Did your high school work help you specifically to decide upon your present occupation?

14. What high school subject or subjects, if any, did your employer emphasize?

15. Has any subject studied in high school contributed to your promotion? If so, which one?

16. What high school subject or subjects do you think have helped you most in your occupation?

17. What other high school subjects offered at that time do you wish that you had taken?

18. Did your high school training aid you in your school work of higher learning?

19. What subjects do you think should be added to the high school course of study?

20. If you attended a school above the high school level, please check and give the following information:

Kind of Institution	Number of Years	Name	Degree
a. Architecture			
b. Agriculture			
c. Business or Commerce			
d. Dental			
e. Embalming			

f. Engineering
g. Law
h. Medicine
i. Music
j. Pharmacy
k. Theology
l. Teacher Training
m. Other not listed

21. If you attended a school above the high school level, do you think that this training helped you in your present occupation?

22. What subjects contributed most?

23. If you dropped out of high school before graduating, what were the reasons? Please check.

a. To get married
b. Lack of finances
c. Change of residence
d. Proper subjects not offered
e. Wanted to work
f. Low grades
g. To help support family
h. Poor health
i. Dissatisfied
j. Other reasons (list)

There are always difficulties encountered in any study of this kind. All of the former male students could not be reached since it was impossible to learn the present addresses of some of them. As is always the case, a few of the questionnaires sent to those who could be reached were not returned. Some of the suggestions given by the students who attended the school during the first few years were of little value since courses that they listed for which they had felt a need are now being offered in the present curriculum. On the whole the writer received wholesome

suggestions and thoughtful answers, and almost one hundred per cent cooperation.

Other limitations and difficulties encountered will be discussed in full in Chapter III, "The Procedure Used in this Investigation."

IV. SCOPE OF THE STUDY

The investigation covers the period from the year 1920 to the year 1935, inclusive. It not only includes the information regarding the male graduates, but all the male students who have attended the high school for at least six weeks or longer.

"The conventional high school has always been considered by many to be unsuited to rural conditions, giving training which does not seem to be adjusted to community needs."[5] It may be that the school is deficient in some way, not fully holding the interest of the students, thus causing them to discontinue their schooling; therefore, it was felt that an investigation of all male students who had attended the school would be of greater value than a survey including just the male graduates.

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[5] E. W. Dolch, "Geographical and Occupational Distribution of Graduates of a Rural High School," School Review, 33:413-20, June, 1925.

The investigation was carried on through personal interviews and correspondence with former students, their relatives and friends, through questionnaires, and by examining and copying the school records. The information obtained was filed and tabulations were made from the facts or results secured. From these data and tabulations the writer's conclusions were drawn and recommendations made.

V. ORGANIZATION OF THE BODY OF THE THESIS

Chapter II of the thesis deals with a review of the former investigations related to the present problem and their contributions to the writer's thesis. Chapter III describes in detail the technique employed in gathering the necessary data. In Chapter IV the writer has reported the findings of his study with tabulations and statistics taken from the questionnaires and records examined. A summary of the facts and findings, and the conclusions reached from the study of the problem are submitted in the last chapter.

CHAPTER II

ANALYSIS, EVALUATION, AND CONTRIBUTIONS OF RELATED PREVIOUS INVESTIGATIONS

There have been a number of follow-up studies made that have a direct influence upon the problem of this thesis, which is, as has been stated,[6] "Are the curricular offerings of the Potomac Township High School such as will best prepare the male students to meet the problems of adult life?"

This chapter will contain a summary of such investigations with reference to their purpose, the technique employed, and the results obtained. Each will be individually criticized and evaluated with reference to its contribution to the writer's thesis. Not all investigations deal with just the male students who have attended a four-year high school, as does this present problem, but each has made a contribution to the great major problem of curricular revision in general education.

At the conclusion of the chapter will be found a general summary containing the main contributions which such previous investigations have made to this present study and a list of the most important steps made toward the major problem of general curricular revision in secondary education.

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[6] See Chapter I, p. 5.

A valuable study is found in the Vocational Guidance Magazine written by R. D. Allen, entitled "Continuous Follow-up Survey in Senior High School."[7] It explains in detail the need for high school follow-up studies, gives the procedure to follow, brings out the facts to be discovered by such a study, and suggests a practical use for the studies.

The follow-up study covers a period of twelve years. In order to assure a good response to the follow-up questionnaires from future classes, pupils of the eleventh and twelfth grades study the follow-up reports. Because of this they are better prepared for the follow-up studies of their own class.

Before beginning the follow-up study of a class the adviser usually invites the class officers of a former class to discuss plans for a class reunion. Notices of the reunion are sent out and along with it the follow-up questionnaire. The response from this varies from thirty to sixty per cent. A second letter is sent out two weeks later urging that the questionnaire be returned. This brings a response from about twenty or thirty per cent more of the students. The students not then responding are called by telephone when possible, or a personal call is made by the adviser. In this way

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[7] R. D. Allen, "Continuous Follow-up Survey in Senior High School," Vocational Guidance Magazine, 10:105-10, December, 1931.

eighty-five per cent or more of the students are accounted for. The questionnaires are then treated statistically and copies are sent to all advisers, principals, and staff officers.

This plan, which is in use in Providence, Rhode Island, was based upon studies made in Boston, Massachusetts, and Oakland, California. There are several important features of the Providence plan. Instead of the work being performed at the central office by counselors or clerks, every study is a project for the counselor in each school; moreover, the project is not only an individual one, but a group project in which the advisers from other schools cooperate to produce a composite picture that represents the entire city. By this plan, if each adviser in the senior high school makes a one-year, three-year, and five-year follow-up study of each class, he will have only one study to make each year.

The use of the facts gained by such a follow-up study are outlined by Allen:

> Counselors follow each pupil through for eight years. This increases the effectiveness of the survey.
>
> Both student and counselor are benefited by a knowledge of the experiences of previous classes.
>
> 1. In orientation courses for succeeding classes:
>
> List of colleges and opportunities offered.
>
> List of occupational opportunities and employers.

Knowledge of wage conditions.

Knowledge of occupational supply and demand.

Other educational opportunities and training required.

2. In curriculum research and revision:

Causes of failures in education and employment.

Effectiveness of tryouts and training.

Occupational opportunities and training required.

3. In placement and counseling:

File for users of school products.

Records of employers and pupils.

Unadjusted graduates.[8]

The suggestions for a continuous follow-up study are excellent for any progressive school to follow, though perhaps more valuable to the larger high school than to the small rural school. Its contribution to the present thesis problem is mainly through furnishing reliable data which will be used as a supporting argument for the value of follow-up work of this kind. Also, some of the follow-up suggestions for the questionnaire made by Allen were used in the writer's thesis.

Lawrence Bolinbaugh and W. M. Proctor made a study of the relation of the subjects taken in high school to

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[8] Ibid., p. 108.

success in college.[9] As a rule, eastern and southern colleges insist on an academic pattern of preparatory school subjects for admission. Since its founding, Stanford University has followed a liberal policy in admitting high school students. Admission to Stanford was based on fifteen units of high school work of grade "B" or better, and the only specific subject requirement is two units of English. This study by Bolinbaugh and Proctor was made in an effort to find out whether those who enter Stanford with an academic pattern of high school work achieved higher standing in college subjects than those who entered with a vocational pattern. The writer quotes the conclusions drawn from this study:

> 1. Not enough difference exists between the achievement of the academic pattern group and the vocational pattern group of the Stanford men whose records were included in the investigation to justify any discrimination against an applicant for college admission because he took from fifteen to fifty per cent of his preparatory subjects in the vocational group of his school subjects.
>
> 2. There is some indication that the vocational type of student tends to be more consistent in scholarship since his high school record correlated more highly with his college record than in the case with the academic pattern student.

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[9] Lawrence Bolinbaugh and W. M. Proctor, "Relation of the Subjects Taken in High School to Success in College," Journal of Educational Research, 15:87-92, January, 1927.

3. College preparatory courses in high school can permit the election of from three to five vocational subjects without weakening the student's chance of college success.[10]

The study made by Bolinbaugh and Proctor is different from the other surveys reported here in that the follow-up was made among university students to determine whether or not their high school education fitted them for their advanced educational work. Advanced educational training is considered a part of adult occupation and the writer feels justified in including the above summary.

In secondary education little has been done in follow-up studies except in a few sections of the country. L. S. Gerlaugh[11] reports that such studies have been made for several years of the graduates of the three high schools of Baltimore, Maryland; in one school in Boston since 1920; in Minneapolis since January, 1925; and Central High School of Philadelphia has kept a record for the year 1924-1925.

Gerlaugh believes these studies to be beneficial to high schools in (1) developing junior college curricula, (2) aiding as a counseling guide, and (3) definitely checking on the educational program.

The schemes for working out the follow-up program were found to vary with the school and no one scheme is

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[10] Ibid., p. 91.

[11] L. S. Gerlaugh, "High School Follow-up," California Quarterly of Secondary Education, 3:229-39, May, 1928.

recommended. The Oakland plan uses the follow-up work as a counseling system, with a central committee working out the original scheme for organization and making suggestions or giving general directions to each high school.

Because of the experimental stage of this work, few conclusions have been drawn for students who have proceeded to higher education. For pupils who have gone into industry more estimates have been made.

One definite suggestion which Gerlaugh made the writer feels is valuable in any follow-up study. Since letters do not always produce results, he advises making reliable alumni responsible for the whereabouts of their classmates, thus keeping the records more complete.

William L. Roach[12] made a follow-up study of the students of San Mateo Junior College to determine what kind of students attended the Junior College; how many graduated; how many go to the university or college; how many enter occupational life at once; and what occupations were followed. It was believed that answers to these and other questions connected with them would yield much light to the solution of problems connected with the junior college.

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[12] William L. Roach, "Follow-up Study of San Mateo Students," The Junior College Journal (Stanford University Press), 2:538-41, June, 1932.

The sources of data used were:

1. Postcard questionnaire to all former students.
2. Questionnaires to all institutions of higher learning to whom transcripts of grades had been sent.
3. Records in registrar's office and personal files.

Occupational survey cards sent to all former students showed only a 32 per cent reply, with sixty-seven returned unclaimed.

Important facts shown by this study were (1) that graduates amount to 24.5 per cent of the total number of students who were enrolled for as much as one semester; (2) that a larger number reported "Business" and "Clerical Work"; and (3) that one-fourth of the graduates and four-fifths of the former students who did not graduate have not continued their education in other schools. Problems which were raised by this study, but not under its scope, are quoted in Roach's own words:

> What to do for these people is certainly a major problem of the Junior College. This divides into two other problems: (1) how to select these students who will not go on to other institutions; (2) how to provide courses most suited to them and to guide the individual students into the proper courses. The establishment of the necessary courses is an administrative and research problem; the guidance of the students is a personal problem. These problems do not come within the scope of this study.[13]

The above follow-up study is of little value since such a small per cent of the students replied to the

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[13] Ibid., p. 541.

questionnaire sent out. One point similar to the present thesis is that those former students who dropped out of school were considered in the study, not just the graduates. Since it was the first of such follow-up studies made in this college, it helped bring before the administration the problems it must face. This is a contribution to the educational problem as a whole.

The writer received help from the questionnaire used by Roach. The classification of occupations as Roach listed them was found to be most practical and was used in the present study of the Potomac High School.

O. M. Clem and S. B. Dodge[14] made a study of the relation of high school leadership and scholarship to post-school success. In this study the authors compare the post-school careers of the pupils of the highest scholarship and of the pupils of outstanding leadership in extra-curricular activities. The membership of each group is analyzed in terms of certain comparable facts. The subjects of this study consisted of 308 graduates, classes of 1914-1919, inclusive, of the Rome Free Academy, Rome, New York. Data regarding the post-school careers of the graduates were obtained by questionnaire and personal interview. Three

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[14] O. M. Clem and S. B. Dodge, "The Relation of High School Leadership and Scholarship to Post-School Success," Peabody Journal of Education, 10:321-30, May, 1933.

groups were involved: leaders, scholars, and random group.

The study shows that:

1. Those graduates who were leaders in the various activities of the high school have made a better showing in nearly all of the factors considered than have the scholars or members of the random group.

2. Those graduates who were scholars in high school have shown a higher degree of success than have members of the random group.

3. Those graduates who have been most successful in later life outside the school are not those who were most successful in the scholastic work of the school, but, rather, those who excelled in extra-curricular or leadership activities.

This article made no particular contribution to the present study since the procedure was typical of such follow-up work, but its main contribution to general education is one which does not appear in any other work summarized in this chapter. This study indicates the theory that the development of character and personality through leadership and extra-curricular activities is of greater value in adult life than mere excellence in scholarship.

The New York State Education magazine, published by the Education Press Association of America, prints an excerpt from a study made by Warren W. Coxe and Wayne W.

Soper[15] of the New York State Educational Department. Former students were asked to indicate what subjects had proved of greatest value to them and also to enumerate the subjects which they had desired to take while in high school but which were not offered. The tables seem to show that non-graduates are the ones who desire training in vocational subjects, while the graduates see a need for more training in the academic subjects.

The article gives no methods of procedure but contains some helps in compiling data and is a source of private comparison with the results of the present study.

Homer I. Smothers of the Goodwill Industries, Sioux City, Iowa, and H. M. Hamlin of Iowa State College of Agriculture and Mechanical Arts at Ames[16] made a study in 1930-1931 of the occupational careers of 1,003 graduates of the high school in Newton, Iowa, who had completed their high school courses during the period of 1920-1929, inclusive. All the graduates from vocational courses during that decade were considered (these numbered 563), and a random sampling of 440 graduates from academic and college preparatory courses were selected for study.

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[15] W. W. Coxe and W. W. Soper, "Evaluation of High School Subjects," New York State Education, 18:776-7, April, 1931

[16] Homer I. Smothers and H. H. Hamlin, "Occupational Careers of High School Graduates," School Review, 40:302-6, April, 1932.

The situation in Newton is particularly significant because the public high school there has been a pioneer in giving vocational training and because the vocations taught are varied since the city is both an agricultural center and an industrial center. Throughout the decade studied courses have been provided for trade and industrial workers, farmers, home-makers, office workers, and teachers.

Three types of classification were made of the data collected:

1. Occupational distribution of graduates of each course in their first year after graduation.

2. Occupational distribution of graduates in each course on June 1, 1930.

3. Distribution, according to high school courses completed, of the persons following, in 1930, each type of occupation represented.

The conclusions are quoted in the author's own words:

1. The percentage of persons taking vocational courses who have followed the vocations for which they were prepared is considerably higher than the percentage of persons taking academic or college preparatory courses who entered college.

2. The occupation followed during the first few years after the high school period were rather closely related to courses taken in high school.

3. Although many students trained in vocational courses failed to enter such occupations for which they were prepared, nearly as many graduates entered occupations for which training was available in the high school without the advantage of specialized occupational training.[17]

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[17] Ibid., pp. 305-6.

This study is particularly valuable from the standpoint of general curricular revision since it was made over a period of ten years in a school offering more than the usual amount of vocational training.

C. M. Whitlow made a study of the graduates of the public high school of Laramie, Wyoming, (1910-23) to determine the geographic distribution of its graduates.[18] The procedure followed was to divide the graduates into three groups: those graduating in classes 1910-17; those in classes of 1918-23; and those who graduated in classes 1924-27. His method of discovering data was not given in the article reviewed and cannot be quoted here. The survey showed that "only about fifty per cent of the graduates remain for any considerable length of time in the local community."[19]

The outstanding contribution of this work was the idea of dividing the graduates into groups according to years. This facilitates a study made of graduates over a considerable period of time.

O. E. Young made a similar study of the graduates of the public high schools of the State of Indiana (1900-1930)

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[18] C. M. Whitlow, "The Geographical Distributions of High School Graduates," School Review, 39:213-16, March, 1931.

[19] Ibid., p. 216.

to determine the geographic distribution of its graduates.[20] The problem was "in what measure does the community that bears the cost of high school education benefit directly from this education."[21] This can be measured to some extent by finding out what number of its graduates remain within the district after graduation, and if there are losses, what the character of these losses may be. If other communities are benefiting from this migration, it is well to discover if possible what types of places are likely to draw away the products of a particular school district.

Quoting the summary:

> High school graduates attend college in larger numbers. Almost half the graduates of Indiana high schools enter institutions of higher learning. Half of those who enter college will not stay to graduate.
>
> In light of the fact that such large numbers of female graduates of high schools are devoting their entire time to household duties, it would seem wise for high schools to devote considerable time to the better instruction of girls in home management and care.
>
> The girls who become housewives with the exception of those who marry farmers are highly migratory and will pursue their household duties, in large numbers, many miles removed from the community in which they attended school, and in all probability, under different social conditions. Girls must be given such training as will make them adaptable to new surroundings.

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[20] Otis E. Young, "Migratory Trends of Graduates of Indiana High Schools (1900-1930)," (unpublished Doctor's Dissertation, Bloomington, Indiana: Indiana University, 1931).

[21] Ibid.,

> The high school has little right to narrow the activities down to fit conditions of life in its particular community. It makes no difference if the community be large or small, not all of the products of its high school are going to be content to pass their days within its boundaries, and no matter where they elect to reside, they are entitled to a fitting start in life. When financial conditions become such that a good start in life cannot be insured those people who attend the schools, it is only proper that the educational system of the State, or if need be, of the United States, be altered in the interests of its youth.[22]

This study is valuable from the standpoint that the curricular offerings of a high school should be broader than just to include the things that may be a necessity in the local community; they should include training in a broader field so that these pupils who attend a high school in one part of the state, may move to another part of the state and not be handicapped by the lack of certain subjects in the curriculum of the high schools which they attended. The writer received some suggestions from this study and used these aids in the table showing geographical distribution of former students of Potomac High School.

L. C. Buckwald made a study of the follow-up of a vocational and educational program in the Baltimore Senior High Schools.[23] The survey was made of the June, 1926,

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[22] Young, op. cit.

[23] L. C. Buckwald, "Follow-up of a Vocational and Educational Program," Baltimore Bulletin of Education, 5:141-160, December, 1926.

graduates of the Eastern and Western High Schools and the girl graduates of Forest Park High School of Baltimore. Data was obtained by means of (1) students returning post cards with the date on them, and (2) communicating by letter with the employers. "With the latter we enclosed a character rating sheet identical with that which the teacher fills in during the student's residence in senior high school. The two ratings afford an excellent means for comparison of the student's record while at school with that made at work."[24] The survey was made to test the training which students have received in the high school. The author (Buckwald) believes its outstanding value lies in the opportunity it affords in helping young workers to understand better their relationship both to other workers and to society as a whole. This was done by having the graduates who were not properly placed bring their problems to the counselor. Sometimes it was found necessary to replace the individual in another position, but at other times merely to make adjustment in the old position.

The conclusions drawn from the study are of very little value. They may be classed as very limited. They do not cover a very wide field and do not touch very much upon the writer's thesis. Most of them apply to one type of occupation--that of clerical or office work. Such conclusions

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[24] Ibid., p. 143.

as "Some senior high school graduates take dictation too mechanically" and "Students probably do not realize the importance of accurate filing"[25] may be of value to the local situation in the high schools but of no great importance to education as a whole nor to the writer's thesis. Then, too, these conclusions are based upon the data of only one follow-up study.

The high school at Ames, Iowa, had a number of slow students who made grades of barely seventy-five per cent in all subjects and who persisted in their work if they failed, repeating courses until they received their diplomas. The question arose as to the advisability of offering more elective vocational studies to this type of student.

P. L. Davis, Principal of Ames High School, and J. E. Evans, a professor at Iowa State College, made the study to determine whether or not the required subjects and electives taken in high school give the students material help as they enter into various vocations.[26]

The following problems were investigated:

1. What per cent of all graduates in each group go to college?

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[25] Ibid., p. 159.

[26] P. L. Davis and J. E. Evans, "Investigating the Alumni of a High School," School Executives Magazine, 49:223-39, January, 1930.

2. What per cent of the graduates entering college from each group complete their college courses?

3. What courses do the graduates choose when entering college?

4. What grades do graduates earn in the college courses selected?

5. How do grades earned in college compare in each group?

6. How do the intelligence test scores of each group compare with the high school scholastic standing?

7. How do graduates of the high school at Ames compare in intelligence with the other freshmen in Iowa State College?

8. What vocations do the high school graduates select?

9. Were subjects taken in high school by the graduates who do not go to college of direct assistance in fitting them for their chosen vocations?

10. Should those pupils in the lowest group be placed in the college preparatory courses in high school or should special vocational training be offered them?

11. In view of all findings, what revision or additions should be made in the present curriculum of the high school at Ames?[27]

The information desired about the vocation of each graduate was secured by personal interview whenever possible with the graduate, his family, teachers, classmates, or friends. It was not possible to get information concerning about 8.5 per cent of the graduates. All other data was secured from high school and college records.

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[27] Ibid., p. 223.

The alumni were divided into four groups according to average grades for the four years in high school. Group A had an average high school grade of 90-100 per cent; Group B of 85-89.9 per cent; Group C of 80-84.9 per cent; Group D of 75-79.9 per cent. There were 415 cases studied.

The data showed that there was a high correlation between the high school and college grades earned by the students of each group and that it would seem advisable to provide special guidance for all students in high school, and vocational training for those not planning to enter college. The recommendations made by the authors are quoted as follows:

> There is need for vocational guidance in the senior high school. The talents of the best students should be discovered and cultivated and advice should be given to the choice of vocations.
>
> Special courses of vocational nature should be provided for those who are not planning to attend college or for all those of Group D. These courses might include the following subjects or others of similar character: pattern making, advanced manual training, sheet metal work, advanced mechanical drawing, salesmanship, advertising, auto mechanics, cement work, agriculture.
>
> A certificate of completion should probably be given instead of a diploma, to those not able to pursue creditably the subjects required for graduation.
>
> It seems unwise and unfair to the pupil to keep him five or six years in a high school and then graduate him unfitted for any special line of work.[28]

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[28] Ibid., p. 225.

This research made by Davis and Evans has contributed much to the writer's thesis in the way of useful tabulations.

Milton E. Kraft made a follow-up study of the graduates (only) of the Champaign, Illinois, High School with special reference to the effect of elective curricular offerings on their choice of college courses or their occupations upon graduation.[29] The survey concerns 497 of the 722 graduates from 1920 to 1924.

Systematic records were made with a card file showing all the information concerning each graduate. Personal interviews, form letters and questionnaires, personal telephone calls, high school records, the University Alumni Directory, and records in the Office of the Superintendent of Champaign Schools served as the sources of data.

The major problem of his thesis, using the author's own words, was "Have the elective curricular offerings pursued by students in high school affected them in their choice of college courses or their occupation upon graduation?"[30] This problem is divided into several sub-problems and the whole thesis has been organized around these questions.

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[29] Milton E. Kraft, "A Study of the Graduates of Champaign High School (1920-1924) with Special Reference to the Effect of Elective Curricular Offerings Pursued," (Master's Thesis, 1931, K 85, Urbana, Illinois: University of Illinois Press).

[30] Ibid., p. 2.

Each question is treated individually, the actual data upon which the answer is founded being presented in tabular form. The findings are well organized, giving the sources of data involved, their dependability, the solution determined as based upon these facts, followed by the tabulations.

Kraft's conclusions are worth while, though some of them are purely local in character, and his recommendations are of sufficient importance to be quoted here:

> 1. The subjects elected by students in high school appear to have rather strong influence upon them in their choice of college work and life occupations. The elective subject program of the high school should therefore be as full as possible and of the most appropriate type for the community concerned. By this is meant that the elective subject program must include those subjects which will prepare the student to meet the needs and demands of the community as fully and wisely as possible.
>
> 2. . . . In the great majority of the cases it was the personality of the teacher rather than the content of the course that made them like the subject. . . . It seems that the teacher's personalities played the role of a vocational guidance system. If the personality of teachers can so effectively influence and direct the students in their choice of life work, does it not seem best that more time be spent by administrators in outlining the subjects to be offered and in choosing the persons to instruct in these subjects rather than in attempting to formulate obviously handicapped and artificial systems of guidance? This it is believed should be especially true in those schools which, because of their size, find it impossible to offer a curriculum rich in subjects of purely exploratory nature.
>
> 3. The high school was better adapted to the interests, needs, and capacities of the girls than the boys.

4. The high school made little effort to locate girls in their choice of high school curricula.

5. The boys tended to show less homogeneity than girls in their choice of high school curricula.

6. Stenography and typewriting were so consistently shown to be of great value to all students, whether they went to college or not, that it would seem advisable to suggest that these courses be added to requirements for graduation from high school.[31]

Kraft's work is primarily concerned with the elective subject program of a large high school and gives little contribution to the problems of the small high school, which of necessity can offer very few elective subjects; however, he makes allowance for that fact in one of his recommendations--Recommendation 2, quoted in the foregoing. The location of the school studied being in a university town makes this study unique and not typical of the general high school situation since more students are thus apt to attend the institution of higher learning. Kraft considers only graduates, while the writer's thesis includes both male non-graduates and male graduates. Without question a more helpful study can be made if all students who have attended a school be considered.

One investigation which the writer reviewed which has a large bearing upon his own thesis, with the exception of that portion which deals with the non-graduate, is that made

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[31] Ibid., pp. 87-89.

by E. W. Dolch, who surveyed the graduates of a typical rural high school.[32] The data presented showed the residence and occupation, at the time of the study, of all the graduates of a high school (1890-1919) in a rural community of Illinois which for thirty years had a population of about 550. Dolch raised such questions as "What becomes of graduates of the small high school?", "Where do they go?", and "What do they do?", saying that if these questions could be answered with any degree of certainty, we should have valuable guidance in solving many of the problems presented by the rural high school.[33]

His findings showed that less than one-half of the graduates remained in the home community; about 21 per cent were living within the county or in surrounding counties; about 21 per cent were in large cities of the state; and about one-fourth of all the graduates had scattered all over the United States.

> This situation, if universal, raises the question of the responsibility of a rural district in the matter of education to other communities as well as to itself. Perhaps there has been too much emphasis on local interest in the control of secondary schools if more than one-half of the graduates go elsewhere.
>
> Almost one-third of the graduates, although outside the home district, are still within the state which has had a hand in their education. This figure surely

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[32] Dolch, op. cit., pp. 413-21.

[33] Ibid., pp. 413-21.

> emphasizes the state's interest as well as the interest of the local district. With so much migration of rural high school graduates within the state, surely the citizens of the state should have greater concern than they now have for what is done in the village schools, which do their work with so little attention from elsewhere.[34]

Dolch's data answer the question "What do they do?" in the following way:

Of the boy graduates, one-third became farmers, about one-fifth went into the professions, and almost all the rest went into business. Very few found their way into trades.

Of the girls, about two-thirds became housewives, and about one-fifth as many became teachers. It is interesting to note that in the group for the last ten-year period there was a distinct tendency to enter business.

He presents these statistics in order to suggest a line of inquiry which should give us much more dependable and useful information with regard to the needs of rural education than we as yet have.

Since this study was made twenty years ago the conditions that students face as they leave the high school today are radically changed. Because of this fact the findings of Dolch may not show a true picture of the situation today.

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[34] Ibid., p. 415.

As the writer said in the beginning of this study, his findings consider only the graduates of the high school and might have proved of greater value had he made a follow-up of all the students who had attended this particular rural high school; however, the questions he raises are typical of those of an ordinary rural high school and some of the questions in the writer's thesis are similar to the ones he asked.

The writer received some help from the study made by Don R. Leech of the Harvard, Nebraska, High School students.[35] The thesis attempted to discover whether or not any relationship exists between high school records and success in life after graduating. A very thorough study was made through the use of high school records, alumni association records, bank records, interviews with alumni officers, residents of the town, and graduates. There were 421 of the 578 graduates considered in this study. In the complete thesis fifty-two tables were compiled, from which comparisons were made and trends noted.

Following is a list of some of the facts shown by Leech's study:

1. The trend toward graduation on the part of Harvard High School students is on the increase.

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[35] Don R. Leech, "An Analytical Study of the Graduates of the Harvard, Nebraska, High School," Educational Research Record, 2:127-39, February, 1930.

2. Teachers have ranked about one-fourth of the 578 graduates as low in scholarship, about one-half as average, and about one-fourth as high.

3. Students with high scholarship grades seldom rank low in deportment.

4. Students with high deportment may rank low in scholarship.

5. About 50 per cent of the graduates have taken advanced training.

6. An average of less than one out of six graduates remain in the local district.

7. About 50 per cent leave the district but remain in the state.

8. Graduates how live in every geographical division except New England and Southern Atlantic states.

9. This is a strong argument for cooperation of state and nation in sharing educational responsibility.

10. Of graduates in the state, one-third live in the open country, one-third in villages, and one-third in cities.

11. A high per cent of females become housewives.

12. Graduates have entered a wide variety of occupations.

13. Fifty per cent of girl graduates are well off financially after a few years, one-half fail to prosper, and few become wealthy.

14. The same is true with boys.

15. Three out of four girls have married. There is not quite so high a percentage of boys.

Leech has made a thorough study of his problem. His plan for utilizing the alumni officers and association in securing data is a good one, and this was of some help in the study of the Potomac High School. His final conclusion is weak, but as a whole the study is well organized and contributed much by way of notes on compiling the tables and data.

V. A. Frisch, instructor of bookkeeping and machine bookkeeping in the New Rochelle, New York, High School, made a comparative study of the students of the graduating class of 1933 of New Rochelle High School.[36] This study is a comparison of the intelligence, ability, and achievement of the classical, scientific, commercial, and general students of the high school.

The conclusions of the study are based on:

1. The intelligence quotients of 204 students who took the Kuhlmann-Anderson and the Terman Intelligence Tests.

2. The average grades of the same students in English, mathematics, natural science, and social science for two and a half years.

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[36] V. A. Frisch, "A Comparative Study of the Students of a Graduating Class of 1933," Journal of Business Education, 19-20, February, 1934; 21-22, March, 1934.

3. The results of the Sones Harry Achievement Tests given to 339 students, including the 294 mentioned above.

It was found that the scientific students ranked about the same as the classical students in intelligence. The comparative results of the intelligence quotients and subject grades for the four groups of students ranked as follows: (1) classical students, (2) scientific students, (3) general students, and (4) commercial students.

Frisch recommended that a follow-up be made of the graduates of the New Rochelle High School to ascertain the type of work they are doing and this study then be used as a basis for reorganizing the curricula and subject matter. He recommended that an achievement test, compiled especially for this high school, be given regularly to give both the student and teachers a better opportunity to check themselves on their attainments. He also recommended a better placement of students in curricula and classes.

Although Frisch's work is not a follow-up study, the writer has included the above summary because of the fact that the recommendations given show the value of such a follow-up study as the writer of this present thesis is making. It is also the writer's opinion that such a study may be used as a basis for educational reorganization.

The writer received considerable help from the study made by Edward Briggs Allen of the East Lynn High School

students.[37] A very thorough study was made through the use of high school records, alumni association records, interviews with alumni officers, residents of the town, relatives of the graduates, and withdrawals to see if the pupils who attended the East Lynn High School from 1915-1935 thought the subjects they pursued fitted them for adult life. During the twenty-year period studied, there were 235 former students of East Lynn High School, 159 of whom graduated and 76 withdrew before graduating.

Some of the questions he used in solving the problem, to which a few of the writer's are similar, are as follows:

1. What are the present occupations of former students?

2. What subjects taken in the high school have probably been of greatest help in these occupations?

3. For what subjects have former students of East Lynn High School expressed a need?

4. What subjects offered by the High School appear to have been of no value to the student in his adult occupation?

5. Where are former students of East Lynn High School located?

6. Is there any correlation between high school scholastic averages and the type of occupation chosen?

7. How many former students received advanced vocational or cultural education?

8. Do those subjects which the former students designated as "favorite" in high school affect the type of life work the student enters?[38]

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[38] Ibid.

Although this study was made of a typical rural high school, it differs from the writer's thesis in that it included all pupils who had attended the East Lynn High School while the present study includes only the male students who attended the Potomac High School.

Following is a list of brief statements summarizing the findings of Allen's investigation:

1. The major occupation of men is agriculture--42.8 per cent being either farmers or farm laborers.

2. Two-thirds (66.7 per cent) of the women are either homemakers or doing housework.

3. Men enter a greater variety of occupations than do women.

4. The women as a whole gave more detailed and complete answers to the questionnaire than did the men.

5. Over half the number of subjects designated by men as having been of greatest help were agricultural subjects. Next greatest in numerical order are sciences, mathematics, and English.

6. Home Economics, English, science, mathematics, commercial subjects, and foreign language, in the order named, have been of greatest value to women in their present occupations.

7. Home Economics courses were mentioned by women as having been of greatest help in present occupations in more

than half the cases recorded.

8. A greater proportion of men than women felt that mathematics had been of help to them in their present occupations.

9. English courses are of greater help to teachers than to those in any other occupation.

10. More former students expressed a need for commercial subjects than any other subject. Among the men, agriculture was next in demand, and among the women, Home Economics.

11. A comparatively large percentage of both males and females reported a need for public speaking.

12. Spelling and penmanship were reported as having been needed by both groups.

13. A total of 52 per cent of the former students either stated there was no subject taken in high school which had been of "little or no value" to them or left the question unanswered.

14. Of those who did answer this question, the men felt that the languages more than any other course had been of least value to them.

15. The women who answered indicated that mathematics more than any other course was of little value, with languages ranking second.

16. A total of 81.3 per cent of the former students now live in Illinois, 59.6 per cent have remained within the

county, and 36.6 per cent still live within the high school district.

17. In general, those men who made the poorer grades in high school are doing the type of work which requires little mental efficiency, and those who made the higher grades are doing the higher types of work.

18. High school grades have no correlation with the occupation of homemaking.

19. The majority of the women making higher grades in high school are now engaged in those occupations requiring higher mentality.

20. Many men and women are not engaged in the occupations of their choice but are doing whatever was open to them.

21. Thirty-one and two-tenths per cent of former male students and 29 per cent of females have received further vocational or cultural education beyond high school.

22. More men attended universities and colleges than any other type of institution, with business schools ranking second and normal school third.

23. Over half the women who received advanced education attended normal school and about a fourth went to business schools.

24. Half the men who liked agriculture courses best in high school are now farming.

25. Eighty-five per cent of the men who liked commercial courses and mathematics best in high school are now in the various clerical occupations.

26. In the case of teachers, there seems to be a high correlation between the favorite high school subjects and their teaching subjects. This is true of both the male and female former students.

27. Four men and one woman are now furthering their education along the lines of the favorite high school subjects.

28. Agriculture, mathematics, and science, in the order named, were mentioned the greatest number of times as favorite subjects of men.

29. Seventy-seven per cent of the women who are now doing clerical work liked the commercial subjects best while in high school.

30. All women teachers are teaching subjects they liked best in high school, giving a one hundred per cent correlation.

31. Women designated English as their favorite course the greatest number of times, with history and home economics tying for second place and the commercial subjects ranking next highest.

Clarence W. Stegemoller made a vocational study of the graduates and withdrawals of Union High School, Dugger,

Indiana.[39] The purpose of the study was to find out what occupations the graduates and withdrawals of Union High School, Dugger, Indiana, are following; what caused them to make their choice; what benefit the high school training has been to them; what subjects in the curriculum have benefited them most; what ones would have benefited them more had they been offered; and, finally, the adequacy of the high school course for the pursuit of work in higher institutions of learning. These questions were answered by the former students in the form of a questionnaire. These questionnaires covered a large field and obtained a large amount of information, but it seems that the results could have been put in better form. The writer received some help from his study by using some questions similar to the ones used by Stegemoller.

There is one point of difference between this study and the writer's, and that is that this study considers all former pupils while the present study only includes the male pupils who attended the Potomac High School.

A summary of Stegemoller's study is as follows:

1. Fifty-four graduates, or 36.24 per cent, think that the present curriculum is satisfactory.

2. The female graduates think that the commercial subjects and chemistry would have helped them more than the

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[39] Clarence W. Stegemoller, "A Vocational Study of the Graduates and Withdrawals of Union High School, Dugger, Indiana," (unpublished Master's thesis, Terre Haute, Indiana: Indiana State Teachers College, 1932).

subjects they did take. The males selected the same two, only in reverse order.

3. Fifteen and eight-tenths per cent of the graduates wanted subjects removed. This is not high. Latin is the chief subject that graduates and withdrawals wish discontinued.

4. Male graduates and the male withdrawals selected mathematics as the subject of most value to them in their present occupations. The female graduates and the female withdrawals selected English as the subject of most value to them in their present occupations.

5. One hundred forty-four of the graduates' fathers, or 64.5 per cent, are coal miners, and twenty-seven, or 58.7 per cent, fathers of the withdrawals are engaged in the same occupation.

6. The occupation of the graduates and withdrawals was varied, with only one per cent of the graduates engaged in mining.

7. The greatest number of graduates in any single occupation was that representing those in school, being a total of eleven, or 15.7 per cent.

8. A total of nineteen, or 31.7 per cent, of the married females were teaching school. Twenty-one and nine-tenths per cent of all the female graduates were teaching school.

9. There was no definite trend in the present occupation of the male graduates.

10. The female graduates showed a slightly longer tenure than the male graduates. The tenure was short for both male and female graduates. Nineteen, or 30.16 per cent, male graduates decided upon their present occupation either before or by the time of graduation. The female graduates had a better showing with forty-two, or 60 per cent.

11. More than one-half of the male graduates were working at temporary occupations.

12. Counting the married female graduates as having a permanent occupation, the total was sixty-seven, or 63.8 per cent, with permanent occupations. This was much higher than for the males.

13. The male graduates put "training" as the first requirement for advancement in present occupation, while the female graduates put "good health"first.

14. Only eighteen, or 23,38 per cent, male graduates thought they had found their permanent occupation. Teaching was the leading permanent occupation of the male graduates. Twenty-three females thought they had their permanent occupation; this was exclusive of married females.

15. Teaching was the favored occupation, with a total of ten, or 43.48 per cent.

16. At least one-third of the male and female graduates though their high school work helped them to decide upon their present occupation.

17. More than nine-tenths of the graduates thought the high school had been a profitable investment from an occupational standpoint. Eighty-eight and sixty-five hundreths per cent of all the former pupils thought their high school work had been profitable from an occupational standpoint.

18. "Training in the use of good English" was the value of greatest importance received from high school according to former pupils.

The writer received some very valuable information from a good piece of work done by Silas A. Smith to determine the value of the various subjects included in the high school curricula of Vincennes and Knox County schools in the State of Indiana.[40]

The questionnaire method of securing data was used and it included five chief points. These points were: (1) the work taken in high school; (2) the work taken in schools of higher learning since graduation from high school; (3) the extent, if any, to which high school training helped

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[40] Silas A. Smith, "A Study to Determine the Value of the Various Subjects Included in the High School Curriculum," (unpublished Master's thesis, Terre Haute, Indiana: Indiana State Teachers College, 1929).

to secure placement and promotion; (4) the vocational value of the subjects in relation to the main, or cardinal, principles of education; (5) the avocational value of the subjects.

The first point was studied in order to learn the selection, amount and kind of work taken while in high school. It was necessary to learn whether the subjects were taken due to election or whether the restricted type of curriculum was prevalent in which each student studied the same type of work as every other student. It was also necessary to do this to be able to compare the work taken in the Vincennes and Knox County schools in the State of Indiana.

The information in regard to the higher education was collected so that an understanding might be gained in regard to the different types of institutions that these people attended and the different kinds of work that they took in these schools. It was attempted to learn whether their high school training had prepared them for this work and if it had prepared them adequately, and to learn in just what respect it had been of the most value; also, if the work taken in high school had not prepared them for college work, to learn in what respects it was different.

Information was collected from those alumni who held, or had held, positions to determine whether their high school

work helped them to secure the position and to secure promotion in it. It was also attempted to learn which subjects were of the most value in relation to their occupation and to learn if there were other subjects that might have been of value if they could have taken those subjects.

This check-up on objectives was a post-school check-up, and it was believed would give far more reliable data than any pre-school or current school check-up could possibly give.

In the fourth point an attempt was made to learn how the school had been functioning in relation to the main or cardinal objectives of an education.

The final part of the study dealt with the avocational aspects.

The summary of this study was as follows:

1. Throughout the different chapters of this study the data for the Vincennes School had been carried through separately. The purpose in doing that was to use it as a control group. It was thought that the curriculum of that school would be very different from the curricula of the County schools. This, however, was seen not to be the case, for the different subjects taken and the amounts of them offered in the different school were very similar. This fact kept the study within groups in which the work taken had been practically the same. The values derived from the

different subjects in both groups of schools were very similar. This did check on the values and should make them more valid than if results had been very different.

2. It was previously shown that the persons answering the questions had taken nineteen different types of work in schools of higher learning and engaged in seventy-six different kinds of occupations since their high school graduation. These facts within themselves showed that a very wide high school training was necessary to meet the demands for preparing the graduate to enter the different types of school to prepare for these occupations.

3. Several of the persons who answered stated that it was the general training in all the subjects that had helped them more than the special training in any one subject. The different subjects, however, showed unequal values in respect to the different objectives.

4. Some subjects showed marked values in relation to several different objectives. English literature had more different outstanding values than any other subject. It had a high value as an aid in relation to a vocation, in the pleasure derived from it, in the social advantages gained, as an aid in spending leisure time, and as an aid in character development, and in avocational training.

5. English composition received high rating for its values in aiding in carrying on work in a school of higher

learning, for its general vocational value, its aid in securing a position, the social advantages gained, and its avocational value.

6. Arithmetic, domestic science, and public speaking each had five chief values also. Arithmetic was of greatest value in aiding in carrying on work in a school of higher learning, in a general vocational way, in securing a position, in managing a business, and in an avocational manner. Domestic science had outstanding values in pleasure derived from it, in spending of leisure time, in home-making, in better citizenship, and in avocational respects. The chief values of public speaking were found to be along the lines of vocations in general, social standing, character development, and avocations.

7. Some other subjects such as French trigonometry, and chemistry had outstanding values only as aids in carrying on work in schools of higher learning. Several other subjects had high values in respect to one or more of the objectives of education.

SUMMARY OF RELATED PREVIOUS INVESTIGATIONS

Of the eighteen investigations summarized, one was a junior college follow-up, three were of a small rural high school, and the remainder dealt with larger secondary

schools. Of these, four considered all the students who had attended the high school for at least one semester or more.

Some of the conclusions drawn from these studies have made a contribution to the problem of curricular revision in secondary education. These are listed as follows:

1. A comparative follow-up of the achievement of the academic and vocational groups in high school indicated that there was not enough difference to justify any discrimination against either group for college admission.

2. The theory is indicated by one follow-up study that the development of character and personality through leadership and extra-curricular activities is of greater value in successful adult life than mere excellence in scholarship.

3. In all investigations reported in this chapter a strong recommendation is made for the use of the continuous follow-up plan as a basis for reorganizing the subject matter and curricula of secondary schools.

4. Follow-up studies are valuable in the following way:

a. In aiding counseling and placement guidance.

b. In developing a junior college curriculum.

c. In definitely checking on the high school educational program, curriculum research, and curriculum revision.

5. It is important to offer well outlined subjects, taught by well-chosen instructors whose personalities and abilities might play the role of a vocational guidance program.

6. Several studies indicate that a considerable proportion of students of high schools leave the community after their graduation. Perhaps there has been too much emphasis on local interest in the control of secondary schools.

7. Subjects elected by high school students appear to have a strong influence upon their choice of college work or life occupations.

8. It was the general training in all the subjects taken in high school that had helped students more in their subsequent occupations than the special training in any one subject.

9. It seems unwise and unfair to a pupil to keep him in high school five or six years if he is unable to creditably pursue subjects required for graduation in four years and then graduate him unfitted for any special line of work. A certificate of completion instead of a diploma might be given to such pupils.

10. The fact that there is a higher percentage of persons following the vocations for which they were trained in high school vocational courses than there are persons going to college who took academic or college preparatory

courses in high school is a strong argument in behalf of vocational work in the high school.

11. It seems advisable to provide special guidance for all students in high school, and vocational training for those not planning to enter college.

12. Since it is impossible in the smaller school to offer a greater variety of subjects than is now being offered, it seems that more stress should be placed upon two or three of these as extra-curricular activity.

The writer received some definite helps in conducting his own investigation of the former male students of the Potomac High School. The contributions to the present study are as follows:

1. Use of the alumni records, banks, relatives, and other media for gathering information.
2. Follow-up questions and suggestions for the questionnaire.
3. Supporting evidence for the writer's thesis.
4. Suggestions for compiling and tabulating data.
5. A practical suggestion for the classification of occupations.

CHAPTER III

THE PROCEDURE USED IN THIS INVESTIGATION

It is the purpose of this chapter to describe thoroughly all the techniques employed in obtaining the information used in compiling data from which the conclusions and recommendations of this study were made. At the end of the discussion, a summary of the findings of this chapter is presented in tabular form.

I. INTERVIEWS

There are one hundred ninety former male students of Potomac Township High School for the period from the year 1920 through the year 1935, of whom one hundred thirteen graduated, seventy-two withdrew, and five are deceased. It was the original plan of the writer to get in touch with these persons through personal interviews with those living in or near the local community and through letters to those it was impossible to reach in this manner. It would seem that a personal conversation or correspondence with the individual concerned would be of greater value and bring truer and more tangible results than an impersonal questionnaire. Too often such blanks when received are laid aside and forgotten.

From the information thus received and from scholastic records and other data, the writer filled in the blanks of a questionnaire compiled for this purpose.

It was suggested to the writer that he take a questionnaire and interview at least twelve individuals to ascertain if the form was complete or if the pupils interviewed might offer some valuable aid in making the questionnaire as complete as possible. After the writer had interviewed thirteen individuals, he came to the conclusion that it needed revising, whereupon the changes were made and the questionnaire found in the Appendix is the one that the writer used.

It soon became evident, however, that there were three drawbacks to the system of personally contacting former students: (1) There was a natural reticence on the part of former students, especially those who had attended classes taught by the writer during his sixteen years of teaching in this school, to give ideas or criticism to the writer concerning the organization of the school curriculum. (2) In many cases some of the information gathered from personal interviews was of little value since the individual had so little time to think about the questions asked. (3) It was impossible to interview personally many of the former students, especially those who had attended only one or two

years, due to the fact that they had moved out of the community.

II. HIGH SCHOOL RECORDS

The writer was given access to the High School records, which are available for the period from September, 1920, through the year 1935 and contain the names of all students who attended the Potomac Township High School during this time, the subjects taken, and the grades received. This information was transferred to a card index system, and later the name of each student, his address at that time, and the length of time he spent in high school were transferred to the questionnaires.

III. THE QUESTIONNAIRE

The questionnaire called for the name of the student and included the following questions:

What is your present address?

Are you married?

If so, at what age were you married?

Number of children?

What is your father's present occupation?

Did your parents graduate from high school?

Father _____ Mother _____

What is your present occupation?

How long have you held this?

What other occupations have you held since leaving high school? 1. _____ 2. _____ 3. _____

What time has elapsed since leaving high school and entering your present occupation?

Do you consider it your life occupation?

If not, what occupation do you plan to enter?

Did your high school work help you specifically to decide upon your present occupation?

What high school subject or subjects, if any, did your employer emphasize?

Has any subject studied in highschool contributed to your promotion?

If so, what one?

What high school subject or subjects do you think have helped you most in your occupation?

What other high school subjects offered at that time do you wish that you had taken?

Did your high school training aid you in your school work in institutions of higher learning?

What subjects do you think should be added to the high school course of study?

If you attended a school above the high school level, please check and give the following information:

Kind of Institution	Number of Years	Name	Degree
a. Architecture			
b. Agriculture			
c. Business or Commerce			
d. Dentistry			
e. Embalming			
f. Engineering			
g. Law			
h. Medicine			
i. Music			
j. Pharmacy			
k. Theology			

l. Teacher Training
m. Others not listed

If you attended a school above the high school level, do you think that this training helped you in your present occupation?

What subjects contributed most?

If you dropped out of high school before graduating, what were the reasons? Please check.

a. To get married
b. Lack of finances
c. Change of residence
d. Proper subjects not offered
e. Desire to work
f. Low grades
g. To help support family
h. Poor health
i. Dissatisfaction
j. Other reasons. Please list.

It has been mentioned that there were difficulties encountered in using the personal interview or letters as the only methods of obtaining data. To partially overcome these difficulties, it was found advisable to send a questionnaire a second time, copies of which were either handed those former students who had not been reached through personal interviews or mailed to them with a self-addressed stamped envelope for their return. This was not done in eight cases as five former students are now deceased and the addresses of three individuals could not be obtained.

Of the one hundred eighty-two questionnaires mailed out for completion or filled in through personal interviews, it was found at the end of six weeks that one hundred twenty,

or 65.93 per cent, were filled in or returned filled in without any follow-up being necessary. Those former students who had not responded at the end of four weeks were either asked personally to return the questionnaire as soon as possible or another questionnaire was sent to them. This brought an additional return of sixty-four. After another four weeks, individuals living within the community who had not sent in their questionnaires were called upon and more were obtained in this way. Others living at a distance were sent an additional questionnaire with a self-addressed envelope enclosed. These were again followed by letters pleading for the return of the forms so that the writer might obtain as nearly one hundred per cent cooperation as possible. Through all efforts there was a final return of one hundred seventy-two, or 90.52 per cent, of the one hundred eighty-two questionnaires sent to students who had attended the Potomac High School during the period from 1920 to 1935, inclusive.

IV. METHOD USED TO SECURE ADDITIONAL DATA

Information that could not be supplied by the school records, by personal interviews with the former students, or by incompletely filled out questionnaires, was gathered from interviews with relatives of the individual concerned, schoolmates, or acquaintances. The officers of the Alumni

Association cooperated by permitting the use of their records, from which much information and a great number of addresses were obtained.

V. USE OF THE QUESTIONNAIRE AND DATA

Information was obtained through all techniques employed for 90.52 per cent or one hundred seventy-two of the total of one hundred ninety former male students of Potomac Township High School. The questionnaires when filled in or returned were clipped with any additional information obtained in the various ways mentioned. These were examined and tabulations made from the answers and data given. From these tabulations of facts and results the conclusions were drawn and summarized.[41]

The findings of this chapter are best summarized in the following table:

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[41] Tabulations will be found in Chapter IV and the conclusions of this study in Chapter V.

TABLE I

A SUMMARY OF RETURNS ON THE QUESTIONNAIRE THROUGH VARIOUS MEANS

Total number of former students	190
Graduated	113
Deceased	5
Withdrew before graduating	72
Questionnaires sent out and interviews made	182
Questionnaires returned filled out	172
Total number contacted through all means	172
Percentage	90.52

CHAPTER IV

FINDINGS OF THE PRESENT INVESTIGATION

This chapter contains the results of the follow-up study made of the former male students in Potomac Township High School. It is organized around the several questions which must be answered in considering the main problem of this thesis--"Are the curricular offerings of the Potomac Township High School such as will best prepare the male students to meet the problems in their different vocations?"

The questions will be treated in the order given on page 5, each with a brief statement of the procedure used in collecting data to answer the question, the results of the data in tabular form with any necessary explanation of each chart, and a summary of the findings.

Before taking up the main problem of this thesis, the record of the attendance of the former male students of the Potomac Township High School will be summarized. Table II shows that of the 190 former male students during the period of 1920-1935 inclusive, 133 (59.47 per cent) graduated, 72 (37.90 per cent) dropped out of school, 5 (2.63 per cent) are at the present time deceased.

TABLE II

ATTENDANCE OF FORMER MALE STUDENTS AT POTOMAC TOWNSHIP HIGH SCHOOL

Attended	Number	Percentage
Graduated	113	59.47
Withdrew	72	37.90
Deceased	5	2.63
Total	190	100

1. In making a study such as the problem of this thesis involves it is necessary to know where former students of Potomac High School are now living as well as what they are doing. The first question, as stated on page 5, is, "What is your present address?"

Answers to this question were obtained by interviews with former students, with their relatives or friends, from the Alumni Association records, and from the questionnaires returned. All but eight were located, addresses of three were unknown, and five were deceased. The former students were divided according to those living (a) within the High School District Number 129, (b) outside the school district but within Vermilion County, (c) outside the County but within Illinois,

(d) outside the state, but within the United States, and (e) outside the United States.

The tabulations in Table III show the results of this survey. It is interesting to note that fifty-six (or 29.48 per cent) of the students who attended Potomac High School during the period of 1920-1935, inclusive, are still within the school district. Adding to this the thirty-eight (or 20 per cent) who live within the county but outside the school district, we have a total of ninety-four (or 49.48 per cent), almost one-half, who still live in Vermilion County. There are forty-four (or 23.17 per cent) who live outside the county but within the state. The total number of former students who now live within Illinois is one hundred thirty-eight (or 72.64 per cent). There are forty-three (or 22.63 per cent) of the former students who live outside Illinois but within the United States, and only one (or .53 per cent) lives outside the United States. Five (or 2.63 per cent) are deceased, and the addresses of three (or 1.57 per cent) former students could not be found.

TABLE III

GEOGRAPHIC DISTRIBUTION OF FORMER STUDENTS IN 1938

	Number	Percentage
Within School District Number 129	56	29.48
Outside District Number 129 but within Vermilion County	38	20.00
Outside Vermilion County but within Illinois	44	23.16
Outside state but within the United States	43	22.16
Outside the United States	1	.53
Deceased	5	2.63
Unknown Addresses	3	1.57
Total	190	100

2. The second question to be considered is, "Are you married?" This information was obtained through personal interviews with the former students or through the questionnaires mailed to them. Of the total one hundred ninety male students who attended the Potomac High School, forty-eight (or 25.36 per cent) who graduated are married. Fifty-eight

(or 30.53 per cent) who graduated are not married. Thirty-eight (or 20.00 per cent of the students who withdrew from school before graduating are married. Twenty-eight (or 14.74 per cent) of the students who withdrew before graduating are not married. Thirteen (or 6.84 per cent) did not answer this question. Five (or 2.63 per cent) are at the present time deceased.

The findings of this study are tabulated in Table IV and show that the largest number, fifty-eight (or 30.53 per cent) of those who graduated are not married. Forty-eight (or 20.00 per cent) of those who withdrew before graduating are married. Twenty-eight (or 14.74 per cent) of those who withdrew before graduating are not married.

3. The third question to be considered is, "If married, at what age were you married?"

The information received showed that the average age when married of those students who graduated was 24.35 years old, while the average age when married of the students who withdrew before graduating was 22.89 years old.

The findings of this question are tabulated in Table V and show that the average age when married of those students who graduated from the Potomac High School was 1.46 years older than the average age when married of the students who withdrew before graduating from the Potomac High School.

TABLE IV

THE MARTIAL STANDING OF FORMER STUDENTS

	Number	Percentage
Graduates		
Married	48	25.26
Unmarried	58	30.53
Withdrawals		
Married	28	14.74
Unmarried	38	20.00
Did not answer	13	6.84
Deceased	5	2.63
Total	190	100

TABLE V

THE AVERAGE AGE WHEN FORMER STUDENTS WERE MARRIED

	Number Married	Average Age
Graduates	48	24.35
Withdrawals	38	22.89

4. The fourth question to be considered is, "Number of children."

The information received showed that the average number of children of married former male students who graduated from the Potomac High School is eight hundred seventy-five thousandths (.875) children, while the average number of children of married former male students who withdrew before graduating from the Potomac High School is eight hundred eighty-eight thousandths (.888) children.

This shows that the married male students who withdrew from the high school before graduating have thirteen thousandths (.013) higher average number of children than the male students who graduated from the Potomac High School

The findings of this study are tabulated in Table VI.

TABLE VI

THE AVERAGE NUMBER OF CHILDREN OF FORMER MARRIED STUDENTS

	Average Number
Graduates	.875
Withdrawals	.888

5. The fifth question to be considered is, "What is your father's present occupation?"

The information received showed that the highest per cent of fathers of former pupils are farmers, numbering seventy-one (or 41.28 per cent). It was found that thirty-six (or 20.93 per cent) of the fathers of former students are deceased. Eight (or 4.65 per cent) fathers are carpenters. Six (or 3.49 per cent) fathers are serving as salesmen in some kind of business. Five (or 2.91 per cent) are at the present time working on the W. P. A. Four (or 2.33 per cent) are doing just common labor. Three (or 1.75 per cent) are serving as ministers of the Gospel. Three (or 1.75 per cent) are painters. Three (or 1.75 per cent) are working at the blacksmith business. Three (or 1.75 per cent) are at the present time unemployed. Two (or 1.16 per cent) are employed as barbers. Two (or 1.16 per cent) are insurance agents. Two (or 1.16 per cent) are grain buyers. Two (or 1.16 per cent) are employed at soldiers' homes. Two (or 1.16 per cent) are merchants. Two (or 1.16 per cent) are building contractors. Two (or 1.16 per cent) are retired mail carriers. Two (or 1.16 per cent) are working as patrolmen. One (or .58 per cent) father is a landlord. One (or .58 per cent) father is a shop foreman. One (or .58 per cent) father is a banker. One (or .58 per cent) father operates a restaurant. One (or .58 per cent) father is a

TABLE VII

OCCUPATION OF FATHERS OF FORMER STUDENTS

Occupation	Number	Percentage
Banker	1	.58
Barber	2	1.16
Blacksmith	3	1.75
Building Contractor	2	1.16
Burial Vault Manufacturer	1	.58
Carpenter	8	4.66
Common Labor	4	2.33
Custodian	1	.58
Deceased	36	20.93
Employed at Soldier's Home	2	1.16
Farming	71	41.28
Grain Buyer	2	1.16
Insurance Agent	2	1.16
Landlord	1	.58
Lumber Buyer	1	.58
Masonry Foreman	1	.58
Merchant	2	1.16
Minister	3	1.75
Painter	3	1.75
Poultry Buyer	1	.58
Railroad Express Agent	1	.58
Restaurant Owner	1	.58
Retired Mail Carrier	2	1.16
Road Patrolmen	2	1.16
Salesmen	6	3.49
Shop Foreman	1	.58
State Employee	1	.58
Surgeon	1	.58
Telephone Company Owner	1	.58
Unemployed	3	1.75
Well Driller	1	.58
W. P. A.	5	2.91
Total	172	100

burial vault manufacturer. One (or .58 per cent) is a well driller. One (or .58 per cent) is a surgeon. One (or .58 per cent) is employed by the state. One (or .58 per cent) is a poultry buyer. One (or .58 per cent) father is a buyer of lumber. One (or .58 per cent) father is a masonry foreman. One (or .58 per cent) father is an express agent working for a railroad. One (or .58 per cent) father is a co-owner of a telephone company.

The findings of this study are tabulated in Table VII.

6. The sixth question to be considered is, "Did your parents graduate from high school?" Father ____ Mother ____.

The information received showed that from the one hundred six graduates who returned their questionnaires filled out nineteen (or 17.92 per cent) fathers and nineteen (or 17.92 per cent) mothers of these boys graduated from some high school. Eighty-seven (or 82.08 per cent) fathers and eighty-seven mothers of the boys who graduated from the Potomac High School did not graduate from a high school.

Seven (or 10.60 per cent) fathers of sixty-six boys who withdrew from the Potomac High School before graduating, graduated from some high school. Eleven (or 16.66 per cent) mothers of boys who withdrew from the Potomac High School before graduating, graduated from some high school. Fifty-nine (or 89.39 per cent) of boys who withdrew before

graduating from the Potomac High School, did not graduate from high school. Fifty-five (or 83.33 per cent) mothers of boys who withdrew before graduating from the Potomac High School, did not graduate from high school.

The findings of this study are tabulated in Table VIII

7. Question seven is, "What is your present occupation?"

Since this is largely an agricultural region one would expect to find a large number engaged in farming; the information received showed that the largest number of the former students, forty-five (or 26.16 per cent) are either farming for themselves or working on a farm for someone else. Twenty-two (or 12.80 per cent) are salesmen in one line or another. Eleven (or 6.39 per cent) are serving as clerks in different kinds of stores. Nine (or 5.24 per cent) were found to be teaching in the public schools. Eight (or 4.65 per cent) are managers of some kind of a store. Six (or 3.49 per cent) own trucks of their own and are in the trucking business. Five (or 2.91 per cent) own and operate gasoline filling stations. Five (or 2.91 per cent) are employed as machine operators in the steel mills. Four (or 2.33 per cent) are carpenters. Four (or 2.33 per cent) are working as auto mechanics. Three (or 1.75 per cent) are employed as engineers in different lines of work. Three (or 1.75 per cent) own and operate a garage business. Two (or 1.16 per

TABLE VIII

THE NUMBER OF PARENTS OF FORMER STUDENTS WHO GRADUATED FROM HIGH SCHOOL

Parents of Boys Who Graduated				Parents of Boys Who Withdrew			
Fathers Who Graduated		Mothers Who Graduated		Fathers Who Graduated		Mothers Who Graduated	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
19	17.92	19	17.92	7	10.60	11	11.67

Parents of Boys Who Did Not Graduate But Boys Did Graduate				Parents of Boys Who Did Not Graduate And Boys Who Withdrew			
Fathers		Mothers		Fathers		Mothers	
Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
87	82.08	87	82.08	59	89.40	55	83.33

cent) are ministers of the Gospel. Two (or 1.16 per cent) are chauffeurs. Two (or 1.16 per cent) are painters. Two (or 1.16 per cent) are funeral directors. One (or .58 per cent) works as a pipe inspector in the steel mills. One (or .58 per cent) is a watch maker. One (or .58 per cent) is an insurance agent. One (or .58 per cent) is employed as an interior decorator. One (or .58 per cent) is employed as sports editor. One (or .58 per cent) is in the C. C. C. Camp. One (or .58 per cent) is a lawyer. One (or .58 per cent) is working on the police force as a policeman. One (or .58 per cent) is employed by a large oil company as a geologist. One (or .58 per cent) is an electrician. One (or .58 per cent) is a buyer of produce. One (or .58 per cent) is a bookkeeper. One (or .58 per cent) is employed as a cost accountant. One (or .58 per cent) is in naval training. One (or .58 per cent) is working on the W. P. A. One (or .58 per cent) is a printer. One (or .58 per cent) operates a dry cleaning business. One (or .58 per cent) manufactures burial vaults. One (or .58 per cent) is a physician and surgeon.

The findings of this study are tabulated in Table IX.

TABLE IX

PRESENT OCCUPATION OF FORMER STUDENTS

	Number	Percentage
Auto Mechanic	4	2.33
Bookkeeper	1	.58
Carpenter	4	2.33
C. C. C. Camps	1	.58
Chauffeur	2	1.16
Clerk	11	6.39
Common Labor	9	5.24
Cost Accountant	1	.58
Dry Cleaner	1	.58
Electrician	1	.58
Engineer	3	1.75
Farming	45	21.16
Funeral Director	2	1.16
Geologist	1	.58
Insurance Agent	1	.58
Interior Decorator	1	.58
Lawyer	1	.58
Manager of Store	8	4.65
Manufacturer of Burial Vaults	1	.58
Minister	2	1.16
Naval Training	1	.58
Operating a Filling Station	5	2.91
Operating a Garage	3	1.75
Operating a Machine in Steel Mills	5	2.91
Painter	2	1.16
Pipe Inspector in Steel Mills	1	.58
Policeman	1	.58
Printer	1	.58
Produce Buyer	1	.58
Salesman	22	12.80
Sports Editor	1	.58
Student	11	6.39
Surgeon	1	.58
Teaching	9	5.24
Trucking	6	3.49
Watch Maker	1	.58
W. P. A.	1	.58
Total	172	100

A continuation of this study will be found in the next question, "How long have you held this present position?"

The information received showed that the largest number of former students, forty-two (or 24.53 per cent) have held their present position two years. Twenty-four (or 13.96 per cent) have held their present position one year. Seventeen (or 9.88 per cent) have held their present position three years. Sixteen (or 9.36 per cent) have held their present position four years. Eleven (or 6.39 per cent) have held their present position six months or less. Eleven (or 6.39 per cent) were found to have held their present position eight years. Nine (or 5.23 per cent) have held their present position six years. Seven (or 4.07 per cent) were found to have held their present position ten years. Seven (or 4.07 per cent) were found to have been in their present position from six months to one year. Six (or 3.49 per cent) were found to have been in their present position seven years. Four (or 2.32 per cent) were found to have been in their present position nine years. Three (or 1.68 per cent) were found to be in their present position fourteen years. Three (or 1.68 per cent) were found to be in their present position twelve years. Two (or 1.16 per cent) were found to be in their present position eleven years. Two (or 1.16 per cent) were found to be in their present position thirteen years.

The findings of this study are tabulated in Table X.

TABLE X

THE TIME FORMER STUDENTS HAVE SPENT IN PRESENT OCCUPATION

Number	Time	Percentage
42	2 years	24.42
24	1 year	13.96
17	3 years	9.88
16	4 years	9.30
11	6 mo. or less	6.39
11	8 years	6.39
9	6 years	5.23
8	5 years	4.65
7	10 years	4.07
7	6 mo. to 1 yr.	4.07
6	7 years	3.49
4	9 years	2.32
3	14 years	1.75
3	12 years	1.75
2	11 years	1.16
2	13 years	1.16
172		100

The next question to be considered is, "What other occupation have you held since leaving high school?" Forty-eight have at some time or other been engaged in some form of common labor beside the occupation they are now following. Forty-five have been engaged in farming. Forty-one have been working as a clerk in some kind of a store. Thirty have at some time or other been engaged in trucking. Sixteen have been a salesman in some line of work. Fourteen have been employed as helper at filling stations. Eleven have been in C. C. C. Camps. Seven have served as bookkeepers. Also, seven have been engaged as electricians. Six have been working as carpenters. Six have been working as painters at some time or other. Nine have done some kind of garage work. Four have been managers of a store. Four have been engaged as school teachers. Three have been embalmers and three have worked as bank cashiers. Two have worked at some time or another at the following: chauffeur, school bus operator, surveyor, lineman, and enamel burner. The following occupations were listed as being held by a single individual: grain buyer, news reporter, machine operator, timekeeper, midshipman, blacksmith, draftsman, baker, jewelry business, credit reporter, manager of Western Union, engineer, oil field scout, cable splicer, linotype operator, state inspector, mail carrier, usher in theater, dispatcher, auditor, and librarian. The findings of this study are tabulated in Table XI.

TABLE XI

OTHER OCCUPATIONS FORMER STUDENTS HAVE HELD SINCE LEAVING HIGH SCHOOL

Occupation	Number
Auditor	1
Baker	1
Bank Cashier	3
Blacksmith	1
Bookkeeper	7
Cable Splicer	1
Carpenter	6
C. C. C. Camp	11
Chauffeur	2
Clerk	41
Common Labor	48
Credit Reporter	1
Dispatcher	1
Draftsman	1
Electrician	7
Embalmer	3
Enamel Burner	2
Engineer	1
Farming	45
Filling Station Employee	14
Garage Work	9
Grain Buyer	1
Jewelry Business	1
Librarian	1
Lineman	2
Linotype Operator	1
Machine Operator	1
Manager of Store	4
Manager of Western Union	1
Mail Carrier	1
Midshipman	1
News Reporter	1
Oil Field Scout	1
Painter	6
Salesman	16
School Bus Operator	2
State Inspector	1
Teaching	4
Timekeeper	1
Trucking	1
Usher in Theater	1

The next question to be considered, "What time has elapsed since leaving high school and entering your present position?"

The information received showed that thirty (or 17.50 per cent showed no time had elapsed between the time of leaving high school and entering their present occupation. One (or .58 per cent) showed that three months had elapsed. Fourteen (or 8.14 per cent) showed that one year had elapsed. One (or .58 per cent) showed that six months had elapsed. Two (or 1.16 per cent) showed that one and one-half years had elapsed. Twenty-three (or 13.37 per cent) showed that two years had elapsed. Fifteen (or 8.72 per cent) showed that three years had elapsed. Sixteen (or 9.30 per cent) showed that four years had elapsed. Fourteen (or 8.14 per cent) showed that five years had elapsed. Seven (or 4.07 per cent) showed that seven years had elapsed. Ten (or 5.81 per cent) showed that eight years had elapsed. Six (or 3.48 per cent) showed than nine years had elapsed. Seven (or 4.07 per cent) showed that ten years had elapsed. Four (or 2.32 per cent) showed that eleven years had elapsed. Two (or 1.16 per cent) showed than twelve years had elapsed. One (or .58 per cent) showed that thirteen years had elapsed. Two (or 1.16 per cent) showed that fourteen years had elapsed. Six (or 3.48 per cent) showed that fifteen years had elapsed. The findings of this study are tabulated in Table XII.

TABLE XII

THE TIME THAT HAS ELAPSED SINCE LEAVING HIGH SCHOOL AND ENTERING THEIR PRESENT OCCUPATION

Time	Number	Percentage
No Time	30	17.45
Three Months	1	.58
Six Months	1	.58
One Year	14	8.14
One and One-Half Years	2	1.16
Two Years	23	13.37
Three Years	15	8.72
Four Years	16	9.30
Five Years	14	8.14
Six Years	11	6.39
Seven Years	7	4.07
Eight Years	10	5.82
Nine Years	6	3.49
Ten Years	7	4.07
Eleven Years	4	2.33
Twelve Years	2	1.16
Thirteen Years	1	.58
Fourteen Years	2	1.16
Fifteen Years	6	3.49
Total	172	100

The eleventh question is, "Do you consider it your life occupation?"

The information received showed that ninety-eight of the one hundred seventy-two reported yes, that they considered their present occupation their life occupation, while seventy-four reported no, that they didn't consider their present occupation their life work.

The findings of this questions are tabulated in Table XIII.

TABLE XIII

THE NUMBER OF FORMER STUDENTS WHO SAID THAT THEIR PRESENT OCCUPATION WAS THEIR LIFE OCCUPATION

	Number	Percentage
Yes	98	56.97
No	74	43.03
Total	172	100

The twelfth question is, "If not, what occupation do you plan to enter?"

The information received showed that ninety-four (or 54.65 per cent) said that they thought they would continue in their present position as a life occupation. Seventeen (or 9.88 per cent) said that they would like to take up farming. Seven (or 4.07 per cent) have not decided what occupation they will enter. Five (or 2.90 per cent) wanted to enter the field of Diesel Engine work. Four (or 2.32 per cent) indicated they would prefer a private business for their life occupation. Three (or 1.75 per cent) wanted to be salesmen. Three (or 1.75 per cent) wanted to be electric welders. Three (or 1.75 per cent) wanted to be general electricians. Two (or 1.16 per cent) wanted to enter the air services. Two (or 1.16 per cent) wanted to be carpenters. Two (or 1.16 per cent) wanted to be engineers. Two (or 1.16 per cent) wanted to do commercial work. Two (or 1.16 per cent) wanted to take up public school teaching. Two (or 1.16 per cent) wanted to enter and do some form of factory work. Two (or 1.16 per cent) wanted to be accountants. Two (or 1.16 per cent) wanted to enter the civil service. Two (or 1.16 per cent) are planning on entering the retailing merchandising business. Two (or 1.16 per cent) wanted to be draftsmen. One (or .58 per cent) wanted to get into the oil refining business. One (or .58 per cent) wanted to be a geologist. One (or .58 per cent)

wanted to be a fireman. One (or .58 per cent) wanted to be arural mail carrier. One (or .58 per cent) wanted to take up poultry farming. One (or .58 per cent) wanted to enter the field of advertising. One (or .58 per cent) wanted to be an experimenter. One (or .58 per cent) wanted to enter the field of an interior decorator. One (or .58 per cent) wanted to be in the credit managing office. One (or .58 per cent) wanted to enter the field of forestry. One (or .58 per cent) wanted to repair radios. One (or .58 per cent) wanted to be a policeman. One (or .58 per cent) wanted to be a pipe fitter. One (or .58 per cent) wanted to be a linotype operator. One (or .58 per cent) wanted to be an undertaker.

The findings of this question are tabulated in Table XIV.

The next question to be considered is, "Did your high school work help you specifically to decide upon your present occupation?"

The information received showed that one hundred twenty-seven (or 73.84 per cent) said no, that their high school work did not specifically help them to decide upon their present occupation. Forty-five (or 26.16 per cent) indicated that their high school training did help them to decide upon following their present occupation.

The findings of this question are tabulated in Table XV.

TABLE XIV

THE OCCUPATIONS FORMER STUDENTS WOULD LIKE TO ENTER

Occupation	Number	Percentage
Accountant	2	1.16
Advertising	1	.58
Air Service	2	1.16
Carpenter	2	1.16
Civil Service	2	1.16
Diesel Engine Work	5	2.92
Draftsman	2	1.16
Electric Welder	3	1.75
Engineer	2	1.16
Experimenter	1	.58
Farming	17	9.89
Fireman	1	.58
Forestry	1	.58
General Electrician	3	1.75
Geogolist	1	.58
Interior Decorator	1	.58
Linotype Operator	1	.58
Manager of Credit Office	1	.58
Oil Refining Business	1	.58
Pipe Fitter	1	.58
Policeman	1	.58
Poultry Raising	1	.58
Present occupation o.k.	94	54.65
Private Business	4	2.32
Salesman	3	1.75
Shop Foreman	1	.58
Some Form of Factory Work	2	1.16
Radio Work	1	.58
Retail Merchandising Business	2	1.16
Rural Mail Carrier	1	.58
Teaching	2	1.16
Undecided	7	4.07
Undertaker	1	.58
Total	172	100

TABLE XV

WHETHER HIGH SCHOOL TRAINING HELPED STUDENTS TO DECIDE UPON CHOOSING THEIR PRESENT OCCUPATION

Answer	Number	Percentage
No	127	73.84
Yes	45	26.16
Total	172	100

Another question to be considered is, "What high school subject or subjects, if any, did your employer emphasize?"

The information received showed that one hundred twenty-two (or 70.93 per cent) answered and said that their employer had never emphasized the need of any one subject. Ten (or 5.81 per cent) reported that their employer had emphasized the need for the subject of English. Nine (or 5.23 per cent) said that their employer had emphasized the need for mathematics. Six (or 3.48 per cent) indicated their employers emphasized the need for commercial arithmetic. Five (or 2.90 per cent) indicated their employer emphasized the need for manual training. Five (or 2.90 per cent) said that their employer emphasized the need for typing. Four

(or 2.32 per cent) said their employers emphasized the need for bookkeeping. Two (or 1.16 per cent) said their employer emphasized the need for agriculture. Two (or 1.16 per cent) said their employer emphasized the need for algebra. Two (or 1.16 per cent) said their employer emphasized the need for chemistry. One (or .58 per cent) indicated his employer emphasized the need of mechanical drawing. One (or .58 per cent) said his employer emphasized the need for commercial law. One (or .58 per cent) said his employer emphasized the need for a general knowledge of all subjects taught in the high school. One (or .58 per cent) said his employer emphasized the need for business courses. One (or .58 per cent) said his employer emphasized the need for general science.

The findings of this question are tabulated in Table XVI.

The next question to be considered is, "Has any subject studied in high school contributed to your promotion?" If so, which one?"

The information received showed the one hundred six (or 61.63 per cent) said no subject taken in high school had contributed to their promotion. Fourteen (or 8.14 per cent) said that mathematics in general had in some way or another contributed to their promotion. Ten (or 5.83 per cent) said that English had contributed to their promotion. Ten (or 5.82 per cent) indicated that commercial arithmetic had

TABLE XVI

THE HIGH SCHOOL SUBJECTS EMPLOYERS OF FORMER STUDENTS HAVE EMPHASIZED

Subject	Number	Percentage
Agriculture	2	1.16
Algebra	2	1.16
Bookkeeping	4	2.33
Business Course	1	.58
Chemistry	2	1.16
Commercial Arithmetic	6	3.49
Commercial Law	1	.58
English	10	5.82
General Science	1	.58
General Training	1	.58
Manual Training	5	2.91
Mathematics	9	5.23
Mechanical Drawing	1	.58
None	122	70.93
Typing	5	2.91
Total	172	100

contributed to their promotion. Nine (or 5.23 per cent) said that manual training had contributed to their promotion. Four (or 2.33 per cent) said that typing had contributed to their promotion. Three (or 1.74 per cent) said that physics had contributed to their promotion. Two (or 1.16 per cent) said that algebra had contributed to their promotion. Two (or 1.16 per cent) said that bookkeeping had contributed to their promotion. Two (or 1.16 per cent) said that commercial law had contributed to their promotion. Two (or 1.16 per cent) said that mechanical drawing had contributed to their promotion. One (or .58 per cent) said that geometry had contributed to his promotion. One (or .58 per cent) said that art had contributed to his promotion. One (or .58 per cent) said that science had contributed to his promotion. One (or .58 per cent) said that economics had contributed to his promotion. One (or .58 per cent) said that commercial studies had contributed to his promotion. One (or .58 per cent) said that basketball and baseball had contributed to his promotion. He happens to be the Sports Editor of the Jacksonville Time, Jacksonville, Florida.

The findings of this question are tabulated in Table XVII.

TABLE XVII

THE SUBJECTS FORMER STUDENTS STUDIED IN HIGH SCHOOL THAT HAVE CONTRIBUTED TO THEIR PROMOTION

Subject	Number	Percentage
Algebra	2	1.16
Art	1	.58
Basketball	1	.58
Biology	2	1.16
Bookkeeping	2	1.16
Commercial Arithmetic	10	5.82
Commercial Law	2	1.16
Commercial Studies	1	.58
Economics	1	.58
English	10	5.82
Geometry	1	.58
Manual Training	9	5.23
Mathematics in General	14	8.14
Mechanical Drawing	2	1.16
None	106	61.63
Physics	3	1.75
Science	1	.58
Typing	4	2.33
Total	172	100

The sixteenth question to be considered is, "What high school subject or subjects do you think have helped you most in your occupation?"

The information received showed that thirty-five (or 20.35 per cent) said that mathematics had helped them most in their occupation. Thirty-one (or 18.03 per cent) said that English had helped them most in their occupation. Thirty (or 17.45 per cent) said that commercial arithmetic had helped them most in their occupation. Twenty-two (or 12.80 per cent) said that manual training had been the most help to them in their present occupation. Eleven (or 6.39 per cent) said that Physics had helped them most in their occupation. Eleven (or 6.39 per cent) of the one hundred seventy-two who returned their questionnaires did not answer this question. Ten (or 5.82 per cent) said that bookkeeping had helped them most in their occupation. Four (or 2.33 per cent) said that there was not any subject that had helped them in their present occupation. Three (or 1.75 per cent) said that history had helped them most in their occupation. Three (or 1.75 per cent) said that general science had helped them most in their occupation. Three (or 1.75 per cent) said that economics had helped them most in their occupation. Three (or 1.75 per cent) said that Biology had helped them most in their occupation. Two (or 1.16 per cent) said that Latin had helped them most in their occupation. Two (or 1.16 per cent) said that it was the

training received in all of their subjects that had helped them in their occupation. One (or .58 per cent) said that art had helped him more than any other subject in his occupation. One (or .58 per cent) said that commercial law had helped him more than any other subject in his occupation.

The findings of this question are tabulated in Table XVIII.

The answer to the seventeenth question, "What other high school subjects offered at that time do you wish that you had taken?"

The information received showed that sixty-five (or 37.79 per cent) said that there were no subjects offered at the time they were in high school that they wished they had taken; in other words they were satisfied with the subjects they took while they attended the high school. Sixteen (or 9.30 per cent) said they wished that they had taken typing while in high school. Fifteen (or 8.72 per cent) said they wished that they had taken bookkeeping while in high school. Fourteen (or 8.14 per cent) said they wished that they had taken manual training while in high school. Thirteen (or 7.55 per cent) said they wished they had taken physics while in high school. Ten (or 5.81 per cent) said they wished that they had taken shorthand while they were in high school. Four (or 2.33 per cent) said they wished that they had taken commercial arithmetic while they were in high school. Four

TABLE XVIII

THE HIGH SCHOOL SUBJECTS THAT HAVE HELPED FORMER STUDENTS MOST IN THEIR PRESENT OCCUPATION

Subjects	Number	Percentage
All Subjects	2	1.16
Art	1	.58
Biology	3	1.75
Bookkeeping	10	5.81
Commercial Arithmetic	30	17.44
Commercial Law	1	.58
Did not Answer	11	6.39
Economics	3	1.75
English	31	18.02
General Science	3	1.75
History	3	1.75
Latin	2	.58
No Subject	4	2.33
Manual Training	22	12.79
Mathematics	35	20.35
Physics	11	6.39
Total	172	100

(or 2.33 per cent) said they wished they had taken biology while in high school. Four (or 2.33 per cent) said they wished that they had taken Latin while in high school. Three (or 1.75 per cent) said they wished they had taken some commercial subjects while in high school. Three (or 1.75 per cent) said they wished they had taken advanced algebra while in high school. Three (or 1.75 per cent) said they wished that they had taken some foreign language while in high school. Three (or 1.75 per cent) said they wished that they had taken some advanced mathematics in high school. Two (or 1.16 per cent) said they wished that they had taken public speaking while in high school. Two (or 1.16 per cent) said they wished that they had taken mathematics while in high school. Two (or 1.16 per cent) said they wished that they had taken solid geometry while in high school. Two (or 1.16 per cent) said they wished that they had taken French while in high school. Two (or 1.16 per cent said they wished that they had taken chemistry while in high school. One (or .58 per cent) said he wished that he had taken ancient history while in high school. One (or .58 per cent) said he wished that he had taken music while in high school. One (or .58 per cent) said that he wished that he had taken botany while in high school. One (or .58 per cent) said he wished he had taken commercial law while in high school.

The findings of this question are tabulated in Table XIX.

TABLE XIX

THE SUBJECTS FORMER STUDENTS WISHED THEY HAD TAKEN WHILE IN HIGH SCHOOL

Subject	Number	Percentage
Advanced Algebra	3	1.75
Advanced Mathematics	3	1.75
Ancient History	1	.58
Biology	4	2.33
Bookkeeping	15	8.72
Botany	1	.58
Chemistry	2	1.16
Commercial Arithmetic	4	2.33
Commercial Law	1	.58
Commercial Subjects	3	1.75
Foreign Language	3	1.75
French	2	.58
Latin	4	2.33
Manual Training	14	8.14
Mathematics	2	1.16
Music	1	.58
None	65	37.79
Physics	13	7.55
Public Speaking	2	1.16
Science	1	.58
Shorthand	10	5.81
Solid Geometry	2	1.16
Typing	16	9.30
Total	172	100

The next question to be considered is, "Did your high school training aid you in your school work of higher learning?"

The information received showed that sixty-eight former students attended a school above the high school level and that sixty-eight (or one hundred per cent) said yes, that their high school training aided them in their school of higher learning. One hundred four of those former students who did not attend a school of higher learning naturally left this question blank since they did not attend a school above the high school level.

The findings of this question are tabulated in Table XX.

TABLE XX

THE NUMBER OF FORMER STUDENTS WHOSE HIGH SCHOOL TRAINING AIDED THEM IN THEIR SCHOOL OF HIGHER LEARNING

Answer	Number	Percentage
Yes	68	100
No	0	0

The nineteenth question is, "What subjects do you think should be added to the high school course of study?"

The information received showed that eighty-six thought that agriculture should be added to the high school course of study. Forty thought that the school should offer shop courses along the mechanical lines. Thirty-seven indicated that they would like to see typing added to the high school course of study. Thirty-five felt that bookkeeping should be offered. Twenty-eight thought that the school should offer mechanical drawing. Twenty-eight thought that it should offer shorthand. Twenty-seven said that chemistry should be offered. There were twenty-six who said they thought that the present high school course of study was all right and that they did not feel capable of suggesting or offering any changes in the present set up. Thirteen said that they thought that business training should be offered. Eight expressed a need for public speaking. Seven thought that a course in salesmanship should be offered. Five thought that a course in French should be offered. Four thought that a course in physical education should be offered in the high school. Three thought that some kind of an electrical course should be taught. Three thought a course in psychology should be taught. Three said that Spanish should be offered. Two thought they should offer courses in

the following subjects: journalism, Bible study, German, grammar and spelling.

The following twenty-one subjects were given one vote to be placed in the present curriculum: political science, fundamentals of law, human nature, more occupational subjects, aviation, rifle shooting, economics, prevention of crime, safety on highways, accounting, more arithmetic, more English, letter writing, first aid, theme writing, commercial law, course in medicine, penmanship, more foreign language, commercial courses, and higher mathematics.

The findings of this question are tabulated in Table XXI.

The next question to be considered is, "If you attended a school above the high school level, please check and give the following information."

Kind of Institution	Number of Years	Name	Degree
a. Architecture			
b. Agriculture			
c. Business or commerce			
d. Dental			
e. Embalming			
f. Engineering			
g. Law			
h. Medicine			
i. Music			

TABLE XXI

THE SUBJECTS FORMER STUDENTS THOUGHT SHOULD BE ADDED TO THE HIGH SCHOOL COURSE OF STUDY

Subject	Number
Agriculture	86
Accounting	1
Bible Study	2
Bookkeeping	35
Character Training	2
Chemistry	27
Commercial Courses	1
Commercial Law	1
Course in Aviation	1
Course in Medicine	1
Did Not Suggest Any	26
Economics	1
Electrical Course	3
First Aid	1
French	5
Fundamentals of Law	1
General Business Training	13
German	2
Grammar	2
Higher Mathematics	1
Human Nature	1
Letter Writing	1
Journalism	2
More Arithmetic	1
More English	1
Mechanical Drawing	28
More Foreign Language	1
More Occupational Subjects	1
Penmanship	1
Physical Education and Health	4
Political Science	1
Prevention of Crime	1
Psychology	3
Public Speaking	8
Rifle Shooting	1
Salesmanship	7
Safety on Highways	1
Shop Courses in Mechanical Lines	40
Shorthand	28
Sociology	5
Spanish	2
Spelling	2
Theme Writing	1
Trigonometry	3
Typing	37

j. Pharmacy

k. Theological

l. Teacher Training

m. Others Not Listed

The information for this question was secured through interviews and correspondence with former students and through the questionnaire.

Table XXII shows that sixty-eight former students received some kind of training beyond the high school. This is 60.17 per cent of the total of one hundred thirteen former students who graduated from high school. The chart shows that thirty-seven of these attended Universities or Colleges, fifteen attended a teacher's training school, twelve attended business school, four attended an engineering school, two attended a theological school, two received training in an electrical school, three attended an embalming school, one received training in a musical school, one attended an osteopathy school, and one received training in an aviation school.

These sixty-eight students attended a total of seventy-eight different schools to receive their training above the high school level.

The findings of this question are tabulated in Table XXII.

TABLE

RECORD OF FORMER STUDENTS
ABOVE THE HIGH

Kind of School	Number of Years of Training						
	Less than 1 yr.	1	2	3	4	5	6
Teacher Training	1	3	6	1	4		
Liberal Arts		3			5		
Liberal Arts	1						
Liberal Arts		1					
Liberal Arts				1			
Liberal Arts	1	4	3	3	3		3
Liberal Arts					1		
Liberal Arts	1	1					
Liberal Arts				1			
Liberal Arts	1						
Liberal Arts				1	1		
Liberal Arts	1		1				
Engineering				1			
Engineering		2					
Engineering				1			
Music		1					
Business Training	1		1				
Business Training			1				
Business Training		7					
Business Training		1					
Business Training		1					
Theological			2				
Embalming		3					
Electrical		1					
Electrical	1						
Osteopathy	1						
Aviation			1				

XXII

STUDENTS WHO HAVE ATTENDED SCHOOL
SCHOOL LEVEL

Number	Degree	Place
15	2 BS 2 Ed	Illinois Normal
8	5 AB	Illinois Wesleyan
1		University of Alabama
1		Drake University
1		Butler University
17	2 BS 1 MS 1 MD 1 AB 2 LLAB	University of Illinois
1	BS	University of Colorado
2		Anderson College
1		Wabash College
1		University of Florida
2	BS	Northwestern University
2		Bradley Tech
1	BS	University of Illinois
2		Hemphill Diesel
1	BS	University of Colorado
1		Chicago Music College
2		Gem Business College
1		Lewis Institute
7		Brown's Business College
1		Utterbacks
1		Gallachers
2		Evaston
3		Worsham's
1		Electrical School
1		Modern Machine School
1		Chicago Osteopathy School
1		Chicago Aviation School

Another question, the twenty-first, submitted is, "If you attended a school above the high school level, do you think that this training helped you in your present occupation?"

The information received showed sixty-eight attended a school above the high school level; of these fifty-seven (or 83.82 per cent) said that this training did help them in their present occupation. Eight (or 11.77 per cent) said that this training did not help them in their present occupation. Three (or 4.41 per cent) did not answer this question.

The findings of this question are tabulated in Table XXIII.

TABLE XXIII

THE NUMBER OF STUDENTS WHOSE TRAINING ABOVE THE HIGH SCHOOL LEVEL HELPED THEM IN THEIR PRESENT OCCUPATION

	Number	Percentage
Yes	57	83.82
No	8	11.77
No Answer	3	4.41
Total	68	100

Another question is, "What subjects that you took in a school of higher training aided you most in your present occupation?"

The information received showed that nine (or 13.24 per cent) of the sixty-eight boys who received training above the high school level left this question blank, or in other words, they did not name any subject taken in this training as an aid in their present position. Six (or 8.83 per cent) said that no certain subject had aided them but that it was the general training in all the subjects taken in these schools that had aided them in their occupation. Five (or 7.35 per cent) indicated that English had helped them most in their occupation. Five (or 7.35 per cent) said that psychology had helped them most in their present occupation. Five (or 7.35 per cent) thought that mathematics had been of the greatest help to them in their occupation. Four (or 5.89 per cent) said that accounting had helped them the most in their occupation. Four (or 5.89 per cent) thought that commercial arithmetic had been of the greatest help to them in their occupation. Three (or 4.41 per cent) thought that chemistry had helped them more than any subject in their occupation. Three (or 4.41 per cent) thought that bookkeeping had helped them more than any subject in their occupation. Two (or 2.94 per cent) thought that sociology had helped them

more than any subject in their occupation. Two (or 2.94 per cent) thought that commercial law had helped them more than any other subject in their occupation. Two (or 2.94 per cent) thought that agriculture had helped them more than any other subject in their occupation.

Twelve individuals listed one of the following twelve subjects as helping them most in their present occupation, namely; economics, salesmanship, physics, biology, Bible study, Latin, zoology, speech, law, and general courses.

The findings of this question are tabulated in Table XXIV.

The last question to be considered is, "If you dropped out of high school before graduating what were the reasons?" Please check.

a. To get married
b. Lack of finances
c. Change of residence
d. Proper subjects not offered
e. Wanted to work
f. Low grades
g. Help support family
h. Poor health
i. Dissatisfied
j. Other reasons. (List)

TABLE XXIV

THE SUBJECTS TAKEN IN SCHOOL ABOVE THE HIGH SCHOOL THAT HAVE AIDED THEM MOST IN THEIR PRESENT OCCUPATION

Subject	Number	Percentage
Accountancy	4	5.89
Advertising	1	1.47
Agriculture	2	2.94
Bible Study	1	1.47
Biology	1	1.47
Bookkeeping	3	4.41
Ceramics	1	1.47
Chemistry	3	4.41
Commercial Arithmetic	4	5.89
Commercial Law	2	2.94
Did not Answer	9	13.24
Economics	1	1.47
Education	1	1.47
Electrical Welding	1	1.47
English	5	7.35
General Science	1	1.47
Geology	1	1.47
Latin	1	1.47
Law	1	1.47
Mathematics	5	7.35
Physical Education	1	1.47
Physics	1	1.47
Psychology	5	7.35
Public Speaking	1	1.47
Salesmanship	1	1.47
Sociology	2	2.94
Speech	1	1.47
Training in All Subjects	6	8.83
Typing	1	1.47
Zoology	1	1.47
Total	68	100

The information received showed that twenty-seven (or 40.91 per cent) said the reason they dropped out of school was because they wanted to work. Seventeen (or 25.75 per cent) said the reason they withdrew from school was because of the lack of finances. Eight (or 12.12 per cent) said they were dissatisfied. Six (or 9.09 per cent) said they dropped out to help support the family. The reason that two (or 3.03 per cent) dropped out of school was because the proper subjects were not offered. Two (or 3.03 per cent) said they withdrew from school to get married. Two (or 3.03 per cent) said they were forced or compelled to drop out of school because of the illness of their father.

The findings of this question are tabulted in Table XXV.

TABLE XXV

THE REASONS FORMER STUDENTS WITHDREW BEFORE GRADUATING FROM HIGH SCHOOL

Reason	Number	Percentage
To get married	2	3.03
Lack of finances	17	25.75
Proper subjects not offered	2	3.03
Wanted to work	27	40.91
Low grades	1	1.52
Help support family	6	9.09
Poor health	2	3.03
Dissatisfied	8	12.12
Illness of father	1	1.52
Total	66	100

SUMMARY

1. A total of 72.74 per cent of the former students now live in Illinois, 49.48 per cent have remained within Vermilion County, and 29.48 per cent still live within the high school district.

2. Of the total of one hundred ninety students, forty-eight (or 25.26 per cent) who graduated are married, fifty-eight (or 30.53 per cent) of the students who graduated are not married. Thirty-eight (or 20.00 per cent) of the students who withdrew from school before graduating are married, twenty-eight (or 14.74 per cent) of the students who withdrew before graduating are not married.

3. The average age when married of those students who graduated is twenty-four and thirty-five hundredths years old, while the average age when married of the students who withdrew before graduating is twenty-two and eighty-nine one hundredths years old.

4. The average number of children of former students married who graduated is eight hundred seventy-five thousandths (.875) children, while the average number of children of former students married who withdrew before graduating is eight hundred eighty-eight thousandths (.888).

5. The majority of the fathers of former students, seventy-one (or 41.28 per cent), are engaged in farming;

thirty-six (or 20.93 per cent) are deceased.

6. Nineteen (or 17.92 per cent) fathers and nineteen (or 17.92 per cent) mothers of former students who graduated also graduated from some high school; eighty-seven (or 82.08 per cent) fathers and eighty-seven (or 82.08 per cent) mothers of the former students who graduated did not graduate from any high school.

7. Seven (or 10.60 per cent) fathers of boys who withdrew before graduating, graduated from some high school, while eleven (or 16.66 per cent) mothers of boys who withdrew before graduating graduated from some high school; fifty-nine (or 89.39 per cent) fathers of boys who withdrew before graduating did not graduate from any high school, while fifty-five (or 83.33 per cent) mothers of boys who withdrew before graduating did not graduate from any high school.

8. The major occupation of the former students is farming; forty-five (or 26.16 per cent) are either farming for themselves or employed as a farm hand. Twenty-two (or 12.80 per cent) are salesmen in some line.

9. The longest anyone has been in his present position is fourteen years. Three (or 1.68 per cent) have held their present positions for this length of time. The largest number, forty-two (or 24.53 per cent), have been in their present position two years.

10. Of the other occupations students have held since leaving high school, common labor ranks highest with forty-eight; forty-five have been farming, while forty-one have been clerks in different kinds of stores.

11. Thirty (or 17.50 per cent) showed that no time had elapsed since leaving high school and entering their present position, while six (or 3.48 per cent) said that fifteen years had elapsed.

12. It was found that ninety-eight (or 56.97 per cent) said they expected their present occupation to be their life work, while seventy-four (or 43.02 per cent) said they did not expect to make their present occupation a life position.

13. Seventeen (or 9.88 per cent) thought they would like to take up farming as a life occupation, seven are undecided what line of work they want to follow.

14. One hundred twenty-seven (or 73.84 per cent) said their high school training helped them specifically to decide upon their present occupation, while forty-five (or 26.16 per cent) said no, it did not help them to decide.

15. One hundred seventy-two (or 70.93 per cent) said that no subject taken while in high school had been emphasized by their employer. Ten (or 5.81 per cent) said that their employers had emphasized English, while nine (or 5.23 per cent) said their employers had emphasized mathematics.

16. One hundred six (or 61.63 per cent) said no subject studied in high school had contributed to their promotion while fourteen (or 8.14 per cent) said mathematics had done so. Next greatest in numerical order are commercial arithmetic, English and manual training.

17. Over one-fifth the number of subjects designated as having been of greatest help was mathematics. Next greatest in number were English, commercial arithmetic, and manual training.

18. More former students expressed a need for commercial subjects than for any other subjects. Next in demand was manual training and physics.

19. Sixty-five (or 37.79 per cent) said that they were satisfied with the subjects they took while in high school.

20. It was found that sixty-eight (or 100 per cent) former graduates who attended a school above the high school level said that the training they received in high school aided them.

21. More former students specifically eighty-six thought that agriculture more than any other subject should be added to the high school course of study. Forty thought that shop courses in mechanical lines should be added, and commercial subjects were mentioned next in order, thirty-seven designating typing, thirty-five bookkeeping, and twenty-eight shorthand.

22. Twenty-six former students did not suggest any subjects to be added to the high school course of study. They felt that the present course was all right. Twenty-eight thought mechanical drawing and twenty-seven thought chemistry should be added to the course of study.

23. Sixty-eight former graduates attended seventy-eight different schools of higher learning above the high school level.

24. More former students attended universities and colleges than they did any other type of institution, with teacher training schools as second highest and business schools third.

25. Twenty-three former students received college degrees.

26. Fifty-seven (or 83.82 per cent) said their training above the high school level helped them in their present occupation, eight (or 11.77 per cent) said it did not help them.

27. Six (or 8.83 per cent) said that the training they received in all their subjects as a whole above the high school level helped them most in their present occupation. Next in order of value were English, psychology, mathematics, accountancy, and commercial arithmetic.

28. The reason given the greatest number of times--given by twenty-seven (or 40.91 per cent)--why students withdrew before graduating from high school was because they

wanted to work. Next greatest in numerical order were lack of finances, dissatisfaction, partial support of family, and last, proper subjects not offered.

CHAPTER V

GENERALIZATION AND CONCLUSIONS

The final chapter of this investigation summarizes the more important findings of the whole study. Conclusions of the investigation are stated with the writer's recommendations for the solution of the problem of curricular revision in regard to the situation in Potomac Township High School.

1. Since the former male students of Potomac Township High School were found to be in various occupations with agriculture far out numbering all other occupations by claiming more than one-fourth (or 26.16 per cent) of the total number and more former students (eighty-six) thinking that agriculture more than any other subject should be added to the high school course of study, it would seem that an existing need would be met if agricultural courses were offered and the training highly stressed in the curricula of this school.

2. The farm-to-city movement has not been as pronounced in the Potomac community as has been found to be the case in surveys made in many other states. With almost one-third (or 29.48 per cent) of all former students still living within the school district, and nearly one-half (or 49.48 per cent) still living within the county it becomes evident

that local conditions should be carefully studied and some parts of the curriculum formulated to fit the demands of the local community; however, since more than one-half (or 50.52 per cent) do leave their home county for other parts of the country, the importance of training students for life outside the community must be considered in their education. The high school has little right to narrow its activities down to fit conditions of life in its particular community. It makes no difference if the community be large or small, not all of the products of its high school are going to be content to pass their days within its boundaries, and no matter where they elect to reside, they are entitled to a fitting start in life. This being the case, it would seem that the local school district has a definite responsibility in the training of its young people for life outside the community.

3. Although the greater percentage of the former students never receive training above the high school level, the statistics of this study show that sixty-eight (or 39.53 per cent) have attended schools and received such training. This being the case, college entrance requirements must not be disregarded in planning the high school curriculum.

4. This study answers the question asked the writer many times during his sixteen years of teaching in this high school, namely; "Do you believe so many boys withdrew from high school because the proper subjects were not offered?"

Only two (or 3.03 per cent) of the sixty-six who withdrew before graduating indicated that the proper subjects were not offered in the high school curriculum as the reason for their withdrawal from school, while twenty-seven (or 40.91 per cent) said the desire to go to work was their reason for leaving school. These small percentages indicate that the curriculum offered is in the main satisfying the needs of the students.

5. A large number, forty to be exact thought that more shop courses in mechanical or vocational lines should be added to the course of study, and they indicated they had received a large amount of good from what courses they took while in high school. Since this is true, it seems useless to require the students of low scholastic ability or those students who are not likely to graduate to take academic courses such as Latin or other foreign languages. It seems more advisable to spend this time in furthering their training along vocational lines. The records of Potomac Township High School show that Latin or some other foreign language were at one time required of all students for graduation. This requirement has been dropped and the present investigation seems to show the practicability of this plan.

6. Commercial subjects were mentioned the greatest number of times by former students as courses which they thought should be added to the high school curriculum. It

should be explained in this connection that this group was mentioned the greatest number of times if the subjects typewriting, shorthand, and bookkeeping are considered individually and not as one group--the commercial group. Counting the times such subjects were mentioned individually, the total exceeded that of any other course mentioned. This is evidence, however, of the suitability of the curriculum as it is now arranged, for the requests for commercial training courses came almost entirely form students who were in school prior to 1928, at which time the commercial work was added to the curriculum.

7. The comparatively large number of former students (twenty-seven) who thought that chemistry should be added to the course of study, shows that training along this line would be advisable. Since it is almost impossible in a school of this size to offer a greater variety of subjects each year than is now being offered, it seems possible that a plan may be worked out whereby chemistry and physics may be taught in alternate years.

8. From the findings of this study it might be concluded that as a whole, (with the aforementioned exceptions) the subjects being offered in this high school at the present time are satisfactory since twenty-six former students did not suggest than any subjects be added to the present

course of study. They thought that the present course of study was satisfactory. The sixty-eight former graduates who attended a school of higher learning than the high school level acclaims one hundred per cent that their high school training had aided them in the further training. Only in case of a few subjects as mentioned above did many former students request that the same subject be added to the course of study, but there were many who suggested that a number of different subjects be added, but there were not enough who agreed on the same subject. This finding indicated that as a whole the curriculum as it stands at the present time is preparing the students to meet the problems of their adult life.

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APPENDIX

QUESTIONNAIRE

1. Name
2. What is your present address?
3. Are you married?
4. If so, at what age were you married?
5. Number of children
6. What is your father's present occupation?
7. Did your parents graduate from high school?
   Father Mother
8. What is your present occupation?
9. How long have you held this?
10. What other occupation have you held since leaving high school? 1 _____ 2 _____ 3 _____ 4 _____
11. What time has elapsed since leaving high school and entering your present occupation?
12. Do you consider it your life occupation?
13. If not, what occupation do you plan to enter?
14. Did your high school work help you specifically to decide upon your present occupation?
15. What high school subject or subjects if any did your employer emphasize?
16. Has any subject studied in high school contributed to your promotion? If so, which one?
17. What high school subject or subjects do you think have helped you most in your occupation?
18. What other high school subjects offered at that time do you wish that you had taken?
19. Did your high school training aid you in your school work of higher learning?
20. What subjects do you think should be added to the high school course of study?
21. If you attended a school above the high school level, please check and give the following information:

Kind of Institution	No. of Years	Name	Degree
a. Architecture			
b. Agriculture			
c. Business of Commerce			
d. Dental			
e. Embalming			
f. Engineering			
g. Law			
h. Medicine			
i. Music			
j. Pharmacy			
k. Theological			
l. Teacher Training			
m. Others not listed.			

22. If you attended a school above the high school level, do you think that this training helped you in your present occupation:
23. What subjects contributed most?
24. If you dropped out of high school before graduating, what were the reasons? Please check:

a. To get married
b. Lack of finances
c. Change of residence
d. Proper subjects not offered
e. Wanted to work
f. Low grades
g. Help support family
h. Poor health
i. Dissatisfied
j. Other reasons. List.