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OCCUPATIONAL STATUS OF HIGH SCHOOL GRADUATES

by
J. W. DRAKE

A Thesis
Submitted in Partial Fulfilment of
the Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1940

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This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

J. Hammond
DEAN

May 28, 1940
DATE

Thesis committee

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MASTER OF ARTS

DEAN

May 22, 1970
Date

Thesis Committee

Chairman

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

In recent years there has been a feeling among some educators that the secondary school was failing to equip its graduates with any practical training, either as a preparation for courses of higher learning or for professions. One of the broad purposes of this study was to determine to what degree the graduates of Fountain High School, Fountain, Colorado, have been able to cope with the economic and social conditions of life.

I. THE PROBLEM

Statement of the problem. What is the occupational status of graduates of Fountain High School, Fountain, Colorado? More specifically:

1. What per cent of the graduates attend institutions of higher learning?
2. What per cent find employment?
3. What occupations do they enter?
4. How well did their high school training equip them for their occupations?
5. What influences inside and outside school contributed to their selection of and

CHAPTER I

THE PROBLEM OF THE FUTURE

It is not enough to say that the future is uncertain. It is not enough to say that the future is a mystery. It is not enough to say that the future is a blank page. The future is a problem. It is a problem that we must face. It is a problem that we must solve. It is a problem that we must live with. It is a problem that we must understand. It is a problem that we must control. It is a problem that we must master. It is a problem that we must conquer. It is a problem that we must overcome. It is a problem that we must defeat. It is a problem that we must vanquish. It is a problem that we must triumph over. It is a problem that we must prevail against. It is a problem that we must conquer.

THE FUTURE IS A PROBLEM

The future is a problem. It is a problem that we must face. It is a problem that we must solve. It is a problem that we must live with. It is a problem that we must understand. It is a problem that we must control. It is a problem that we must master. It is a problem that we must conquer. It is a problem that we must overcome. It is a problem that we must defeat. It is a problem that we must vanquish. It is a problem that we must triumph over. It is a problem that we must prevail against. It is a problem that we must conquer.

1. What is the nature of the problem?
2. What are the causes of the problem?
3. What are the effects of the problem?
4. How can the problem be solved?
5. How can the problem be prevented?
6. How can the problem be controlled?
7. How can the problem be mastered?
8. How can the problem be conquered?
9. How can the problem be overcome?
10. How can the problem be defeated?
11. How can the problem be vanquished?
12. How can the problem be triumphed over?
13. How can the problem be prevailed against?
14. How can the problem be conquered?

success in occupations?

6. How do their occupations compare in occupational level with their fathers?

7. What are their suggestions for the improvement of the high school curriculum.

Importance of the study. One of the recent criticisms of the secondary school is that it gives a broad education but does not prepare for a job; that it encourages its graduates to look to professions but to look down on labor, trades, and service occupations. It is claimed that the gap between the secondary school and life experiences is growing wider and that the school is doing little to help discover the pupil's characteristics for work.

It is not the purpose of this study to offer remedies for this situation if it does exist, but rather to see if any supporting evidence can be found in the field selected for survey.

Perhaps the schools have paid too much attention to the higher I.Q. group; perhaps they have looked too much to the professions and paid too little attention to the group which must enter the service type jobs. Recent surveys of positions filled by public employment agencies tend to show less than two per cent of those placed by such agencies were among the professional, commercial and financial classifi-

...in some cases ...
...of their ...
...at ...
...of the ...
...of the secondary ...
...but does not ...
...cases to ...
...and ...
...gap between ...
...growing wider ...
...discover the ...
...it is not ...
...for this ...
...any ...
...for ...
...the ...
...the ...
...which ...
...position ...
...less than ...
...among the ...

cations.

If the son always followed the occupation of his father and the daughter that of her mother, a guidance program for graduates could easily be followed. This, however, is not the case. In a thirteen year follow-up study of 945 high school graduates Proctor¹ found that in America sons do not tend to follow the same occupation as the fathers but tend to gravitate toward the same occupational level.

It is becoming increasingly clear that each pupil must be treated as an individual with individual tendencies. Trabue² contends that:

The schools first duty toward its pupils is to learn them rather than teach them. The old habit of treating them as if they were all alike and all planning to be professional workers is positively immoral --- in a truly democratic state each individual youth would be helped to find and to prepare for the type of socially desirable work in which he could obtain the greatest satisfaction and success from the employment of his own combination of traits and abilities.

It may be that the secondary school is not fulfilling its mission because it lacks a clear conception of its aims. Whatever these may be, certainly they should make provision for college preparation and vocational guidance and prepara-

¹W. M. Proctor, "Thirteen Year Follow-Up of High School Pupils", Occupations, 15: 306-10, January, 1937

²M. R. Trabue, "Bridging the Gap. From School Days to Work", Nations Schools, 20: 30, September, 1937.

tion for participation in a changing society.

Any study which can add to the knowledge needed for vocational guidance in the secondary school should be worthwhile.

Williamson and Darley³ conclude that "it is the duty of counselors to attempt to redistribute occupational choices so that greater conformity exists between choices, occupational trends, and abilities and interests".

It is hoped this study may, to some extent, help to determine whether a student's choice in high school is a good basis for vocational training for that student; the importance of guidance in the selection of high school subjects and the choosing of an occupation and the correlation of high school training with occupational success.

In preparing a questionnaire to be sent to graduates of Fountain High School, Fountain, Colorado, the writer had these questions in mind. To take care of the questions of the adequacy of high school training and that of outside influence in securing positions the following questions were introduced: "Do you feel that your high school training has helped you in securing employment?" and "How did you secure your present position? (influence of relative, personal

³ E. G. Williamson and J. G. Darley, "Trends in the Occupational Choices of High School Seniors", Journal of Applied Psychology, 19: 370, August, 1935.

the for participation in a change in society
any study which can aid in the realization of this
vocational guidance in the secondary school is worthy of study
while
Williamson and Taylor, "Vocational Guidance in the
of secondary schools, as stated in the report of the
choice of work after school, is a problem of the
occupational guidance, the solution of which
it is hoped, is a study which is of great value
determine whether a student's choice of work after school is
good basis for vocational guidance for secondary schools
importance of guidance in the selection of high school
tests and the choosing of an occupation and the correlation
of high school training with the needs of the community
is reported a comprehensive study of the problem
of vocational guidance, however, which is of great value
these questions in mind. To the study of the problem of
the efficacy of high school training, and the effect of
influence in securing positions of high school graduates
introduced, "Do you feel that your high school training has
helped you in securing employment?" and "How did you secure
your present position?" (Journal of Vocational Guidance)

application, or how)".

Not unmindful of the growing stress being placed upon the question of guidance, the writer inserted these questions: "Did you choose your vocation while in high school?" and "Were you influenced in your choice by any high school teacher?"

Other questions were inserted relating to the relative importance of extra-curricular activities; to which high school subjects had proved most valuable; to subjects that should have been taught; and to financial success of the graduate since leaving school. The question, "What is, or was, your father's occupation?" enabled a comparison to be made between the occupational status of the graduates and their fathers.

The questionnaire deliberately was made broad as it was felt that all this information would help give a better insight into the occupational status of high school graduates.

II. DELIMITATIONS

In this study only the graduates of one school, and that a comparatively small one, are considered. However, it is well representative of a large group of like schools throughout the country.

application, or not."

For illustration of the point, let us take the question of entrance to the University. This you choose your own way, and the question "were you influenced in this?" is a question of fact, not of law.

Other questions were in the line of the importance of extracurricular activities, and the school and the home. The question "should have been taught in the school?" is a question of fact, not of law. And, your father's question, "were you influenced in this?" is a question of fact, not of law. And, the question "were you influenced in this?" is a question of fact, not of law.

The question "were you influenced in this?" is a question of fact, not of law. And, the question "were you influenced in this?" is a question of fact, not of law. And, the question "were you influenced in this?" is a question of fact, not of law.

II. THE FACTS

In this study, only the facts are of importance. That a woman is a woman, and that a man is a man, is well represented by a large number of facts. Through the study, the facts are of importance.

This study has certain limitations among which may be mentioned:

The use of the questionnaire method of securing data which is cumbersome and partially unreliable. Nevertheless it has been widely used and lack of other means necessitated its use.

Another drawback has been that all the graduates of the years considered could not be reached. Possibly another weakness of the study is that it was made too soon after graduation.

And, finally, it is difficult in a study of such a nature to obtain any definite data of value.

III. DEFINITIONS OF TERMS USED

Institutions of higher learning. In this study "institutions of higher learning" will be taken to mean any school attended by the graduate after completing high school. This will include commercial schools and special technical classes.

Employment. The term "employment" will be used to refer to any occupation from which a livelihood, or partial livelihood, is derived.

Occupational level. Throughout this study "occupational level" will designate a classification according to

This study has shown that the mental health of the individual is a function of the environment in which he lives.

The use of the term "mental health" is a misnomer, for it has been widely used to mean the absence of mental illness, which is a negative concept.

A better definition of mental health is the state of the mind in which the person is able to realize his own potentialities and to contribute to the welfare of his community.

And, finally, it is important to note that the concept of mental health is not a static one, but a dynamic one, for it changes as the individual grows and as the environment changes.

The concept of mental health is a complex one, and it is difficult to define it in a simple and concise manner.

The concept of mental health is a complex one, and it is difficult to define it in a simple and concise manner. It is a concept that has been widely used, but it has not been clearly defined.

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the Brussell revision of the Barr-Taussig scale⁴ which includes six groupings according to the hierarchy of occupational intelligence. The groups are classified as follows:

1. Group I. High professional and executive, including engineers, editors, inventors, lawyers, and doctors. This is the highest income group.
2. Group II. Lower professional and large business group which includes accountants, bank officials, dentists, and teachers. This group is just slightly under group one and is about on a financial par with it.
3. Group III. Technical, clerical, and supervisory which includes stenographers, railroad clerks, building contractors, and master mechanics.
4. Group IV. This is the skilled tradesmen and low clerical group, including small retail dealers, sales clerks, litographers, and mechanics. Slightly higher native ability and training is required for this group than the one following.
5. Group V. Semi-skilled workmen, which includes firemen, metal finishers, and hospital attend-

⁴E. S. Brussell, "A Revision of the Barr-Taussig Scale of Occupational Intelligence", (unpublished Master's thesis, University of Minnesota Library, 1930)

The following is a list of the names of the persons who have been appointed to the various positions in the various departments of the Government of the State of New York.

1. Governor of the State of New York, Mr. Charles D. Clark.
2. Lieutenant Governor of the State of New York, Mr. Charles D. Clark.
3. Secretary of the State of New York, Mr. Charles D. Clark.
4. Treasurer of the State of New York, Mr. Charles D. Clark.
5. Attorney General of the State of New York, Mr. Charles D. Clark.
6. Superintendent of the State of New York, Mr. Charles D. Clark.
7. Commissioner of the State of New York, Mr. Charles D. Clark.
8. Director of the State of New York, Mr. Charles D. Clark.
9. Inspector of the State of New York, Mr. Charles D. Clark.
10. Auditor of the State of New York, Mr. Charles D. Clark.
11. Comptroller of the State of New York, Mr. Charles D. Clark.
12. Register of the State of New York, Mr. Charles D. Clark.
13. Surveyor of the State of New York, Mr. Charles D. Clark.
14. Engineer of the State of New York, Mr. Charles D. Clark.
15. Architect of the State of New York, Mr. Charles D. Clark.
16. Physician of the State of New York, Mr. Charles D. Clark.
17. Surgeon of the State of New York, Mr. Charles D. Clark.
18. Chaplain of the State of New York, Mr. Charles D. Clark.
19. Librarian of the State of New York, Mr. Charles D. Clark.
20. Keeper of the State of New York, Mr. Charles D. Clark.
21. Warden of the State of New York, Mr. Charles D. Clark.
22. Sheriff of the State of New York, Mr. Charles D. Clark.
23. Marshal of the State of New York, Mr. Charles D. Clark.
24. Clerk of the State of New York, Mr. Charles D. Clark.
25. Stenographer of the State of New York, Mr. Charles D. Clark.
26. Messenger of the State of New York, Mr. Charles D. Clark.
27. Janitor of the State of New York, Mr. Charles D. Clark.
28. Cook of the State of New York, Mr. Charles D. Clark.
29. Butler of the State of New York, Mr. Charles D. Clark.
30. Footman of the State of New York, Mr. Charles D. Clark.
31. Porter of the State of New York, Mr. Charles D. Clark.
32. Valet of the State of New York, Mr. Charles D. Clark.
33. Chamberlain of the State of New York, Mr. Charles D. Clark.
34. Equerry of the State of New York, Mr. Charles D. Clark.
35. Groom of the State of New York, Mr. Charles D. Clark.
36. Stableman of the State of New York, Mr. Charles D. Clark.
37. Coachman of the State of New York, Mr. Charles D. Clark.
38. Driver of the State of New York, Mr. Charles D. Clark.
39. Porter of the State of New York, Mr. Charles D. Clark.
40. Janitor of the State of New York, Mr. Charles D. Clark.
41. Cook of the State of New York, Mr. Charles D. Clark.
42. Butler of the State of New York, Mr. Charles D. Clark.
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65. Attorney General of the State of New York, Mr. Charles D. Clark.
66. Treasurer of the State of New York, Mr. Charles D. Clark.
67. Secretary of the State of New York, Mr. Charles D. Clark.
68. Lieutenant Governor of the State of New York, Mr. Charles D. Clark.
69. Governor of the State of New York, Mr. Charles D. Clark.

Charles D. Clark, Governor of the State of New York, is the only person who has been appointed to all the various positions in the various departments of the Government of the State of New York.

ants. This group is just above the laborer class and has a little more native ability or training

6. Group VI. This last is the unskilled labor group which takes in the day laborers and farm hands. Heavy manual labor is done by this group, though they may sometimes be found operating certain types of machines.

IV. SOURCES OF DATA

The data for this investigation were obtained by consulting the records of the Fountain High School, Fountain, Colorado. A list of the graduates, and their addresses at the time of graduation, were obtained for the years of 1929, 1931, 1933, 1935, 1937, and 1939. The principal and residents were able to supplement this list in some cases where addresses were known to be changed.

The actual information concerning the graduates was, for the most part, obtained from returned questionnaires. From seventy-one questionnaires sent out there was a return of forty, while information on ten more graduates was obtained through inquiry of friends and acquaintances.

V. METHODS OF PROCEDURE

Fountain High School was selected for this study as it is neither a rural nor a city school and is representative of small high schools. It has an enrollment of 275 for grades one to twelve with 105 in grades nine to twelve. Of the 275 enrollment there are thirty Spanish Americans but there were only two in the list of seventy-one graduates to whom questionnaires were sent and neither of these replied.

Fountain, Colorado, itself, is a small community of six hundred population situated in the heart of a fairly rich irrigated section. It is on highway 87 and only thirteen miles from Colorado Springs.

Farming and ranching are the only industries. Approximately sixty-five per cent of the parents of the students in Fountain High School engage in these occupations and it is estimated, but not verified, that sixty per cent of the parents own their homes.

The standard of living at Fountain is average. While there is no great wealth, neither is there any extreme poverty.

The social life is contributed to by school and church functions, dances and parties. Many take advantage of the movies, and other attractions, at Colorado Springs.

Mountain... it is neither a mountain... five of small... for garden... Of the... there were only... when questioned... Mountain...

six hundred... this indicated... seen which...

Turning... extremely... ends in... and it is... of the... the standard...

while there is... poverty.

the social... common functions... of the...

There is very little opportunity to find employment at Fountain. The business section is made up of seven filling stations, three garages, two groceries, two cafes, one blacksmith shop, one delicatessen, and a post office.

The group of graduates to whom the questionnaires were mailed had attended Fountain School an average number of eight years.

It was planned to use only five classes beginning with 1929 and ending with 1937 and skipping a year between classes. The class of 1939 was included when it was learned that of the twelve making up the class most were already employed and could easily be reached.

After obtaining the list of graduates from the office of the school a questionnaire was mailed to each. This questionnaire was prepared after a study was made of many other questionnaires dealing with similar surveys. These were obtained from theses and by correspondences with others who had made follow-up studies of graduates. When the questionnaire was completed it was mailed to the University of New Mexico where Doctors J. W. Diefendorf, S. P. Hannaga, and J. T. Reid studied it and offered some criticisms, and changes. In its revised form it was then mailed to the seventy-one graduates who totalled the classes already mentioned. A copy of the questionnaire and the accompanying letter may be found in the appendix of this thesis.

As it was not required for the graduate to sign his or her name, each questionnaire was numbered and a record of the numbers and names was kept so that it might be known who had not replied. In this way follow-up cards could be sent.

The questionnaires were mailed on December 6, 1939 and three weeks later the follow-up cards were mailed. Thirty replies were received from the first inquiry and ten from the follow-up. As the replies were received the information was tabulated, together with the information concerning the ten which was obtained by personal inquiry and interview. This gave a total of fifty of the seventy-one, or seventy and four-tenths per cent. It was fortunate that so many of the graduates were living in Fountain and Colorado Springs as these two places were within a short driving distance and no doubt this raised the percentage of replies.

As it was not possible to find any other
or that name, each of the two men
the subject's name was given as "John
who had not replied.
and.
The question was then asked whether
and what name he used.
Thirty replies were received from
from the following: "John", "John",
"John" and "John".
claiming the fact which was stated in the
interview. It is a fact that the
of society and the fact that the
no reply to the question was given.
made further progress in the
distance and no reply was given.

CHAPTER II

REVIEW OF RELATED STUDIES

Howard says: "Unfortunately there are few follow-up studies of pupil and employment conditions, a situation which results in a serious deficiency in this essential information".⁵ It is a known and unfortunate fact that the above statement is true. However, with the rather recent rise in importance of the question of guidance, more attention is now being given to follow-up studies. It is realized that an efficient guidance program must depend, to some extent, upon a thorough knowledge of the vocational aptitudes and choices of high school graduates, although this study will tend to show that "choice" is not a good index of what a student will do later.

The question of follow-up studies is not new; rather, is the idea of making a practical application of the studies new. More and more high schools are beginning to make these studies of the graduates a regular part of their routine.

⁵W. L. Howard, "What Becomes of High School Graduates", School Board Journal, 95: 54, December, 1937.

REVIEW OF RESEARCH STUDIES

Howard says: "Unfortunately there are few studies of pupil and experimental conditions, conditions which result in a certain degree of learning, and the formation of a habit of study."¹ In the above statement is implied, however, with the writer's view in importance of the question of interest, which is now being given to college students. It is stated that the efficient student must have interest, to some extent, upon a subject, knowledge of the subject, and choice of high school students, although the writer will tend to show that "choice" is not a good thing of itself, a student will be better.

The question of following studies is not mentioned, is the idea of making a practical application of the studies now and more high schools are beginning to make studies of the graduates a regular part of their courses.

¹ H. L. Howard, "The Science of High School Graduates," School Board Journal, Vol. 11, December, 1911.

In a study made by Punke⁶ of 14,369 graduates of thirty-one Illinois high schools in communities with populations of less than 5,000 between 1870 and 1932, it was found that:

1. When sex is neglected roughly two-thirds of the graduates migrate from their home communities.
2. During only three intervals did the proportion of boys graduating become as much as two-fifths of the total graduates.

The proportion dropped to thirty-four and five-tenths per cent between 1890-1894 and thirty-eight and six tenths per cent between 1920-1924 with an average for the entire period of thirty-nine and five-tenths per cent. He concludes that boys have dropped out because school did not interest them and says "to the extent that this is true, the curriculum of the past has not been as well suited to them as to girls".⁷

Proctor⁸ made a thirteen year follow-up study of school graduates and found that:

⁶Harold H. Punke, "Migration of High School Graduates" as Affected by Sex, Marriage, and Economic Conditions", School and Society, 48: 833-6, December 24, 1938.

⁷Ibid., p. 836

⁸Proctor, op. cit.

1. High aptitude students fail to achieve scholastically because of lack of a definite vocational goal.
2. In America sons do not tend to follow the same occupation as their fathers but tend to gravitate toward the same occupational level.
3. The social and economic status of an individual's family have a bearing on the occupational rank achieved.

The studies made by William L. Howard,⁹ Director of Guidance, Logansport, Indiana, continued with the graduates who entered college. He made a follow-up study of 461 graduates of Logansport High School for the years of 1935, 1936, 1937 and found that:

1. About twenty per cent attended college.
2. Sex was about equally divided.
3. The railroads are not heavy employers of high school graduates.
4. More boys than girls leave the city for work.
5. About ten per cent of the girls are married within two years after graduation.

⁹ W. L. Howard, "What Becomes of High School Graduates?", American School Board Journal, 95: 54, December, 1937.

Wright¹⁰ in making a follow-up study of the graduates of the 1934 class of eight Minneapolis high schools, found a definite relationship between good high school marks and the ability to make satisfactory adjustments after leaving school but admits that other factors may have caused both.

E. G. Williamson, Director of the University testing Bureau, and J. C. Darley, Research Assistant, Employment Stabilization Research Institute, University of Minnesota,¹¹ from an analysis of the trends in occupational choices of the 1929 to 1933 classes of high school seniors in Minnesota conclude that it is the duty of counselors to attempt to redistribute occupational choices so that greater conformity exists between choices, occupational trends, and abilities and interests.

A survey of five hundred graduates of one vocational and one high school of San Antonio was made in September, 1935 in an attempt to determine the occupational adequacy of the training offered. The results, as reported by Raht¹² tended to show:

¹⁰Barbara H. Wright, "Follow-up of 1934 Graduates", Occupations, 15: 42-5, October, 1936

¹¹Op. cit., pp. 361-70

¹²A. T. Raht, "Occupations of San Antonio's 1935 Graduates", Occupations, 15: 723-4, May, 1937.

1. A slight increase in employment and the number attending college and
2. More students securing skilled jobs.

Besch¹³ made an occupational survey of 250 graduates of Parkers Prairie, Minnesota, covering the years of 1919 through 1934. His study tended to show that:

1. A larger proportion of sons than fathers are found in the professional and semi-professional groups and that
2. The proportion of sons is also greater than the fathers in the unskilled laborer class.

Selvidge¹⁴ made a follow-up study of the high school graduates of Crane, Missouri. This is a typical diversified farming area. His findings showed:

1. More graduates are now engaged in farming and housekeeping than any other occupation.
2. Seventy-seven per cent of the graduates engaged as farmers, teachers, merchants, and nurses had their vocations planned before leaving high school; while only twenty-seven per cent of the

¹³E. M. Besch, "Occupations of Graduates of a Small High School", School Review, 45: 447-51, June, 1937.

¹⁴Morgan Charles Selvidge, "Vocational and Educational Survey of High School Graduates of Crane, Missouri", (unpublished Master's thesis, University of Colorado, 1937)

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housekeepers, clerks, unskilled laborers, and those unemployed had their vocations planned.

3. The early graduates found English, social studies and mathematics most useful, later graduates commercial and vocational subjects.
4. The commercial subjects were indicated as most useful to clerks, office workers, college students, teachers, and merchants while mathematics was the most useful in more occupations than any others.
5. Latin and geometry were considered least useful by the early graduates; algebra and social studies by later graduates.
6. The subjects most often desired and not offered included home economics, shorthand, foreign languages, and chemistry.

In a study of 406 graduates of Greeley High School, Greeley, Colorado, between the years of 1916-1925, inclusive, Gillespie¹⁵ found that:

1. Eighty-eight per cent of the 179 boys attended college and thirty-six and seven-tenths per

¹⁵Paul Smith Gillespie, "A Vocational Survey of the Graduates of Greeley High School For the Ten Year Period, 1916-25", (unpublished Master's thesis, University of Colorado, 1929).

cent of these graduated.

2. Ninety-one per cent of the 227 girls attended college and thirty per cent graduated.
3. Twenty-two per cent of the boys and fifty-one per cent of the girls chose teaching as a profession.
4. Although Greeley is the center of an immense agricultural area and the greater per cent of the fathers were farmers, only nine per cent of the boys chose agriculture as a profession.
5. Most of the graduates said they made their choice of a life career while in high school or during the first year of college.
6. Forty-seven per cent of the boys and thirty-four per cent of the girls indicated that interest influenced them in the choice of a profession.
7. Thirty-three per cent were not satisfied with their work.
8. Only seven per cent said that their teachers influenced them any in their choice.
9. Most of the graduates stated that if they were given a free reign they would now select subjects proving of value in everyday life.

The great slump in farming and livestock raising

during this period and the fact that Greeley is the home of the Colorado State Teachers' College no doubt contributed toward the drift away from agriculture.

In 1933 Porter¹⁶ sent questionnaires to 502 high school graduates of three counties in Northwestern Colorado. The graduates were selected far enough back for them to have graduated from college. From the 195 returns he found that:

1. Thirty-seven and eight-tenths per cent were unemployed.
2. A greater percentage of the graduates were unemployed than those normally employed throughout the United States.
3. Twenty-three per cent were dissatisfied with their occupations.
4. Fifty per cent said the depression had caused them to alter their vocational plans.
5. National interest was the largest factor governing their choice of a vocation.
6. Sixty per cent thought high schools do not adequately prepare for college.

¹⁶Robert A. Porter, "Vocations of High School Graduates in Three Counties of Northwestern Colorado", (Unpublished Master's thesis, University of Colorado, 1933).

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7. The subjects chosen as most helpful included English, typewriting, algebra, and bookkeeping while history, Latin, Spanish, and French were the least useful.

Gooch¹⁷ sent 1002 questionnaires to graduates of Main Avenue High School, San Antonio, Texas, and received 433 replies. These were graduates of the classes between the years of 1925-1931. Her findings showed that:

1. 429 students were working in 74 occupations.
2. In securing positions graduates gave chief credit to the influence of friends and placed the school last.
3. 119 desired a change.
4. English was the highest ranking subject.
5. Only 16 took work above high school.
6. The average number of positions held varied from two and four-tenths held by the girls of the 1926 class to one and eight-tenths held by the class of 1928. The range of average for the boys was from two and six-tenths for the class of 1926 to one and seven-tenths for the class of 1929.

¹⁷ Lulie Matilda Gooch, "Occupations Engaged in by the Graduates of Main Avenue High School of San Antonio, Texas", (unpublished Master's thesis, University of Colorado, 1930).

1. The first part of the report is devoted to a general survey of the situation in the country. It is a very interesting and informative study of the country's development and progress. The author has done a very thorough job of research and has gathered a great deal of material. The report is well written and is easy to read. It is a very valuable contribution to the study of the country's development and progress.

2. The second part of the report is devoted to a detailed study of the country's economic situation. It is a very thorough and informative study of the country's economic development and progress. The author has done a very thorough job of research and has gathered a great deal of material. The report is well written and is easy to read. It is a very valuable contribution to the study of the country's economic development and progress.

3. The third part of the report is devoted to a detailed study of the country's social situation. It is a very thorough and informative study of the country's social development and progress. The author has done a very thorough job of research and has gathered a great deal of material. The report is well written and is easy to read. It is a very valuable contribution to the study of the country's social development and progress.

4. The fourth part of the report is devoted to a detailed study of the country's political situation. It is a very thorough and informative study of the country's political development and progress. The author has done a very thorough job of research and has gathered a great deal of material. The report is well written and is easy to read. It is a very valuable contribution to the study of the country's political development and progress.

5. The fifth part of the report is devoted to a detailed study of the country's cultural situation. It is a very thorough and informative study of the country's cultural development and progress. The author has done a very thorough job of research and has gathered a great deal of material. The report is well written and is easy to read. It is a very valuable contribution to the study of the country's cultural development and progress.

This review of follow-up studies reveals certain pertinent facts:

1. Definite need of vocational guidance in high school.
2. The economic and social background has bearing upon occupational achievement.
3. Occupational choices do not always conform to occupational abilities.
4. Sons do not tend to follow the occupations of their fathers but do tend to be in the same occupational level.
5. Teachers have little influence on occupational choices.
6. Commercial subjects are favored by graduates.

This report is for the use of the client only.

Client Name: _____

1. The purpose of this report is to provide information on the results of the assessment.

2. The assessment was conducted on _____.

3. The results of the assessment are as follows:

4. The client's performance was _____.

5. The client's score was _____.

6. The client's results are compared to the norm.

7. The client's performance is _____.

8. The client's score is _____.

9. The client's results are compared to the norm.

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12. The client's results are compared to the norm.

13. The client's performance is _____.

14. The client's score is _____.

15. The client's results are compared to the norm.

16. The client's performance is _____.

17. The client's score is _____.

18. The client's results are compared to the norm.

19. The client's performance is _____.

20. The client's score is _____.

CHAPTER III

TABULATION AND ANALYSIS OF DATA

Table I shows the distribution of replies to the questionnaire that was addressed to the six classes included in this study. There is a fairly even distribution of the replies from the six classes. The total percentage of returns is probably above average for questionnaire replies but this can be explained by the fact that the total was increased through personal interviews.

Table II shows the number and percentage of the graduates who were married. Of the twenty-nine boys, twenty were married, a per cent of sixty-nine. Of the twenty-one girls, thirteen were married, or approximately sixty-two per cent. This gave a total of thirty-three out of fifty married, or sixty-six per cent.

The number of months elapsing after graduation before graduates were married had a range of one to ninety-six giving an average per graduate of thirty, or two and one half years.

Vocational courses were not introduced at Fountain High School until 1937. There were only two boys and two girls taking vocational courses in 1937 and three boys and six girls for the two years. Of these, replies were

Experimental results have shown that the rate of growth of the embryo is directly proportional to the amount of food available. In this study, the results from the control group and the experimental group were compared. The results in group A showed that the rate of growth was significantly higher than in group B, but this can be explained by the fact that the amount of food was increased. Table 1 shows the results of the experiment. The results are given in the following table:

Group	Food (g)	Rate of growth (mm/day)
Control	10	0.5
Experimental	20	1.0

The results of the experiment are given in the following table:

Group	Food (g)	Rate of growth (mm/day)
Control	10	0.5
Experimental	20	1.0

High School and University students are interested in the results of the experiment. The results are given in the following table:

Group	Food (g)	Rate of growth (mm/day)
Control	10	0.5
Experimental	20	1.0

and six other factors. The results are given in the following table:

Group	Food (g)	Rate of growth (mm/day)
Control	10	0.5
Experimental	20	1.0

TABLE I

DISTRIBUTION OF REPLIES ACCORDING TO
CLASSES AND SEX

Class 1929	1931		1933		1935		1937		1939		Total		
	No. Cent	Per Cent	No. Cent	Per Cent	No. Cent	Per Cent	No. Cent	Per Cent	No. Cent	Per Cent	No. Cent	Per Cent	
Boys 3	50.0	4	57.1	9	90.0	7	87.5	1	50.0	5	71.4	29	74.4
Girls 1	20.0	5	71.4	6	85.7	3	60.0	2	66.7	4	80.0	21	65.6
Total 4	40.0	9	64.3	15	88.2	10	76.1	3	60.0	9	75.0	50	70.4

TABLE II
PERCENTAGE OF GRADUATES WHO
WERE MARRIED

Class	Boys	Girls
1929	100	100
1921	50	60
1933	78	67
1935	86	67
1937	100	50
1939	20	25
All	69	62

received from three boys and three girls. None of these pursued their vocational work in college, and none indicated that their vocational work was as good a preparation for college as academic. Only two of the boys and three of the girls attended college, and one of the girls took commercial work.

Table III shows that sixty per cent of the graduates attended college, and of these, as shown in Table IV, approximately sixty-three per cent considered their high school training adequate preparation for college.

In Table V are listed those who attended college and the length of time attended according to classes. Commercial work taken after graduation was considered as college work. The class of 1929 has the highest percentage of attendance and 1939 the lowest. The percentage of this last class is low partially because of the time of the survey. Some have entered college since the questionnaire was received and others plan to enter this fall.

Eighteen boys attended college a total of thirty-eight years for an average of two and one-ninth years and twelve girls spent twenty-seven years for an average of two and one-fourth years. This gives a total of thirty graduates attending sixty-five years for an average of two years and two months. This average, however, is lowered

received from these boys and their girls. When we have
pursued their vocational work in college, and have found
that their vocational work was as good a preparation for
college as academic. Only two of the boys and three of the
girls attended college, and one of the girls went to
college work.

Table III shows that sixty per cent of the students
attended college, and of these, as shown in Table IV, ap-
proximately eighty-three per cent completed their high school
training adequate preparation for college.

In Table V are listed those who attended college and
the length of time attended according to classes. The
class work taken after graduation was equivalent to college
work. The class of 1930 has the highest percentage of at-
tendance and 1932 the lowest. The percentage of this class
is low practically because of the time of the survey.
Some have entered college since the investigation was com-
pleted and others plan to enter next year.

Table VI shows that students who attended college for
eight years for an average of two and one-half years and
twelve girls spent twenty-seven years for an average of
and one-half years. This gives a total of thirty years
spent attending college for an average of
years and one-half. This average, however, is based on

TABLE III
GRADUATES WHO ATTENDED COLLEGE

	No.	Per Cent
Boys	18	62.1
Girls	12	57.1
Total	30	60.0

TABLE IV

GRADUATES WHO CONSIDERED THEIR
HIGH SCHOOL TRAINING ADEQUATE
PREPARATION FOR COLLEGE

	No.	Per Cent
Boys	12	66.7
Girls	7	58.3
TOTAL	19	63.3

TABLE V
NUMBER OF GRADUATES ATTENDING COLLEGE AND
LENGTH OF TIME ATTENDED

Class	Boys			Girls			Total		
	No.	Per Cent	Years	No.	Per Cent	Years	No.	Per Cent	Years
1929	2	66.2	5	1	100.0	2	3	75.0	7
1931	2	50.0	4	3	60.0	3	5	55.6	12
1933	6	66.7	15	3	50.0	9	9	60.0	24
1935	5	71.4	10	2	66.7	5	7	70.0	15
1937	1	100.0	2	1	50.0	1	2	66.7	3
1939	2	40.0	2	2	50.0	2	4	44.4	4
Total	18	60.0	38	12	57.1	27	30	60.0	65

by the 1939 class whose total time is not yet known.

In considering the occupational level of the graduates, the married women were grouped according to their occupations at the time of marriage. In Table VI the employed are grouped into six divisions corresponding to the Brussell revision of the Barr-Taussig scale. Those at school and the unemployed are also listed. One girl married while in college, therefore she was listed as at school.

A comparison of this table with the occupational level of the country according to the 1930 census shows Group I with four per cent as compared with two and six-tenths for Group I in this level. Group II with sixteen per cent also ranks above Group II in this level which shows seven and two-tenths per cent. Group III has twenty per cent as compared with thirteen and eight-tenths per cent for Group III in this ranking. Group IV in the census lists only farmers while farmers are included in Group V in this table. Therefore, Group IV and V of the table would include Groups IV, V, and VI of the census. The total for Groups IV and V in the table is thirty-two per cent, while the total for Groups IV, V, and VI in the census is fifty-three and seven-tenths per cent. The unskilled labor group which is number VI in the table and number VII in the census has a total of ten per cent for the graduates

TABLE VI
OCCUPATIONAL LEVEL OF GRADUATES AT TIME
OF ANSWERING QUESTIONNAIRE

Occupational Group	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
I. High Professional and Executive						
Lawyer	1	3.4			1	2.0
Doctor	1	3.4			1	2.0
Total	2	6.9			2	4.0
II. Lower Professional and Large Business						
Teacher	2	6.9	4	19.0	6	12.0
Missionary			1	4.8	1	2.0
Bank Teller	1	3.4			1	2.0
Total	3	10.3	5	23.8	8	16.0
III. Technical, Clerical, and Supervisory						
Sales Clerk	2	6.9	1	4.8	3	6.0
Bookkeeper	2	6.9			2	4.0
Stenographer			4	19.0	4	8.0
Contractor	1	3.4			1	2.0
Total	5	17.2	5	23.8	10	20.0
IV. Skilled Tradesman and low clerical						
Nurse			1	4.8	1	2.0
Orchestra member	1	3.4			1	2.0
Business	2	6.9	1	4.8	3	6.0
Printer	1	3.4			1	2.0
Salesman	1	3.4			1	3.4
Total	5	17.2	2	9.5	7	14.0
V. Semi-skilled Workmen						
Waitress			2	9.5	2	4.0
Farmer	3	10.3			3	6.0
Filling station attendant	1	3.4			1	2.0
Truck driver	1	3.4			1	2.0
U. S. Navy	1	3.4			1	2.0
Total	6	20.7	2	9.5	9	18.0
VI. Unskilled Labor						
Domestic			1	4.8	1	2.0
Farm Laborer	1	3.4			1	2.0

Table VI

Occupational Level of Education in 1960 by Sex and Age Group

Occupational Group		Total		Male		Female	
		No.		%		%	
I. High Professional and Executive							
Lawyer	1	2.4	1	2.4	1	2.4	
Doctor	1	2.4	1	2.4	1	2.4	
Total	2	4.8	2	4.8	2	4.8	
II. Lower Professional and Large Business							
Teacher	2	4.8	2	4.8	2	4.8	
Missionary	1	2.4	1	2.4	1	2.4	
Bank Teller	1	2.4	1	2.4	1	2.4	
Total	4	9.6	4	9.6	4	9.6	
III. Technical, Clerical, and Supervisory							
Sales Clerk	2	4.8	2	4.8	2	4.8	
Bookkeeper	2	4.8	2	4.8	2	4.8	
Stenographer	1	2.4	1	2.4	1	2.4	
Contractor	1	2.4	1	2.4	1	2.4	
Total	6	14.4	6	14.4	6	14.4	
IV. Skilled Tradesman and Low Skilled							
Nurse	1	2.4	1	2.4	1	2.4	
Orchestra member	1	2.4	1	2.4	1	2.4	
Business	2	4.8	2	4.8	2	4.8	
Printer	1	2.4	1	2.4	1	2.4	
Salesman	1	2.4	1	2.4	1	2.4	
Total	6	14.4	6	14.4	6	14.4	
V. Semi-skilled Workers							
Waitress	2	4.8	2	4.8	2	4.8	
Turner	2	4.8	2	4.8	2	4.8	
Filling station attendant	1	2.4	1	2.4	1	2.4	
Truck driver	1	2.4	1	2.4	1	2.4	
U. S. Navy	1	2.4	1	2.4	1	2.4	
Total	7	16.8	7	16.8	7	16.8	
VI. Unskilled Labor							
Domestic	1	2.4	1	2.4	1	2.4	
Farm laborer	1	2.4	1	2.4	1	2.4	

TABLE VI (Continued)

OCCUPATIONAL LEVEL OF GRADUATES AT TIME
OF ANSWERING QUESTIONNAIRE

Occupational Group	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
W. P. A.	3	10.3			3	6.0
Total	4	13.8	1	4.8	5	10.0
AT SCHOOL	2	6.9	3	14.3	5	10.0
UNEMPLOYED	2	6.9	3	14.3	5	10.0
Total	29	100.0	21	100.0	50	100.00

and twenty-two and seven-tenths per cent for the census. As already mentioned, however, this per cent would be lowered if the graduates of the 1939 class were not considered.

This comparison shows the graduates ranking above the country's occupational level in the first three groups, including the high professional, the lower professional, and large business, and the technical, clerical, and supervisory while they include a smaller per cent than the country's occupational level in the last divisions, including the skilled tradesmen, and low clerical, the semi-skilled workmen, and the unskilled labor and unemployed.

The number of occupations engaged in by the graduates since leaving high school is shown in Table VII. The number of occupations range from none for three to five for one. Ten of the fifty gave no answer to this question. By multiplying the number of occupations by the number engaging and dividing by forty-one, the total number of graduates, an average occupation of one and seven-tenths per graduate was obtained.

Tables VIII, IX, and X consider those who chose their vocations while in high school, those who were influenced in their choice by their high school training, and those who were influenced by their teachers. In the replies these questions were left blank by some and were considered as

TABLE VII

NUMBER OF OCCUPATIONS ENGAGED IN BY GRADUATES
SINCE LEAVING HIGH SCHOOL

No. of occupations	1929		1931		1933		1935		1937		1939	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
0									1	1	1	3
1			2	1	6	2	3	1	1	1	2	20
2	1		1	1	2	2	1	1				9
3		1		2	1	1		1				6
4			1				1					2
5	1											1
Total	2	1	4	4	9	5	5	3	1	2	3	41

TABLE VIII
PRESENT VOCATION AND CHOICE IN HIGH SCHOOL

	Chosen	Per Cent	Not Chosen	Per Cent
Boys	6	20.7	23	79.3
Girls	7	33.3	14	66.7
Total	13	26.0	37	74.0

TABLE IX
INFLUENCE OF TRAINING ON CHOICE OF VOCATION

		Per	Not	Per
	Influenced	Cent	Influenced	Cent
Boys	4	13.9	25	86.1
Girls	3	14.3	18	85.7
Total	7	14.0	43	86.0

TABLE X
INFLUENCE OF TEACHER ON CHOICE OF VOCATION

		Influenced	Per Cent	Not Influenced	Per Cent
Boys	2		6.9	27	93.1
Girls	0		0.0	21	100.0
Total	2		4.0	48	96.0

122

1740

1810

1820

1830

1840

1850

1860

1870

1880

1890

1900

1910

1920

1930

1940

1950

negative answers. The results tend to show that occupational choices are more likely to come after graduation.

The answers to the question, "What influenced you most in choosing your vocation?" were very varied but the predominant answer was that they liked the particular vocation they chose better than any other line of work. Second to this influence was the financial returns. Other answers included influence of parents, just drifted into the work and that there was nothing else to do. Fifteen did not answer the question at all.

Only thirty indicated how they secured their present position and of this number eighteen stated they had secured their positions by personal application and ten by the influence of friends. The other two stated that employers had sought them out.

Table XI tabulates the number of graduates in business and those owning homes. Though no definite confirmation could be secured, it is thought the percentage owning their homes is lower than that of the parents. Only a few indicated they owned any other real estate.

Answers to the question concerning number of months of unemployment since graduation showed there were fifteen graduates who had been unemployed for a total of three hundred months. The range of unemployment in months was one to sixty. This gave an average of twenty months for each

TABLE XI
GRADUATES WHO WERE IN BUSINESS AND
THOSE WHO OWNED HOMES

	In Business			Owned Home		
	Yes	No	Total	Yes	No	Total
Boys	8	21	29	11	18	29
Girls	3	18	21	1	20	21
Total	11	39	50	12	38	50
Per Cent in Business						22
Per Cent Owning Home						24

*Those who did not answer either way were considered as negative.

of the unemployed and a six months average for each of the total of fifty graduates. The average per year for the unemployed was six months and eighteen days for each of the total graduates. These averages were computed for the ten year period between 1929 and 1940.

The depression was the outstanding factor to which their unemployment was attributed by the fifteen; one indicated sickness; one weather conditions, and one lack of specialized training.

The occupations of the fathers are not tabulated but Table XII gives a comparison of the occupational level of the graduates' vocational status as compared with that of the fathers. The same scale was used in this comparison as was used in Table VI. The graduates not attending school were not considered.

The findings here did not altogether agree with Proctor's¹⁸ conclusion that sons tend to gravitate toward the same occupational level as their fathers. No doubt the fact that a majority of the fathers at Fountain are engaged in the occupation of farming contributes toward this conflict.

From Table XIII it can be seen that only two per cent of the graduates placed any importance in their high school

¹⁸Proctor, op. cit.

TABLE XII
 VOCATIONAL STATUS OF GRADUATES COMPARED
 WITH FATHER'S OCCUPATIONAL LEVEL

Vocational Status	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Higher than father's	18	66.7	7	38.9	25	55.6
Same as father's	5	18.5	5	27.3	10	22.2
Lower than father's	4	14.8	6	33.3	10	22.2
Total	27	100.0	18	100.0	45	100.0

TABLE XIII

DISTRIBUTION OF GRADUATES WHO FELT THAT THEIR
HIGH SCHOOL TRAINING HELPED THEM IN SECURING
EMPLOYMENT

Training helped	Yes		No		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Boys	1	3.4	28	96.6	29	100.0
Girls	0	0.0	21	100.0	21	100.0
Total	1	2.0	49	98.0	50	100.0

training for aiding them to secure a position.

Table XIV shows a distribution of those indicating they were, or were not, engaged in work satisfactory to them as a life work. Fifteen did not answer this question and only the answers were tabulated as indecision could be a factor here in failure to answer.

Only a few who stated their work was unsatisfactory indicated the type of work they preferred. Several stated they did not know.

The types of extra-curricular activities engaged in by the graduates while in high school are listed in Table XV. Basket ball ranked highest with twenty-two per cent of the total choices. It is interesting to note that dramatics, a different type of activity, ranks third.

From Table XVI which tabulates the answers to the question, "Do you think extra-curricular activities were given too much, too little, or correct amount of stress?", it would seem that extra-curricular activities are valued highly by the graduates.

Almost all stated that the advantages of extra-curricular activities are many. Some of the advantages enumerated were friendly association, increasing the ability to make friends, sportsmanship, health habits, broadening the education, and profitable spending of leisure time.

TABLE XIV

DISTRIBUTION OF GRADUATES ENGAGED IN WORK
SATISFACTORY TO THEM AS A LIFE WORK

Satis- factory	Yes		No		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Boys	21	80.8	5	19.2	26	100.0
Girls	6	66.7	3	33.3	9	100.0
Total	27	77.1	8	22.9	35	100.0

UNITED STATES OF AMERICA DEPARTMENT OF AGRICULTURE BUREAU OF PLANT INDUSTRY

PLANT INDUSTRY			
PLANT	INDUSTRY	PLANT	INDUSTRY
1. Cotton	1. Cotton	2. Tobacco	2. Tobacco
3. Sugar	3. Sugar	4. Rubber	4. Rubber
5. Coffee	5. Coffee	6. Tea	6. Tea
7. Rice	7. Rice	8. Wheat	8. Wheat
9. Corn	9. Corn	10. Soybeans	10. Soybeans
11. Peas	11. Peas	12. Beans	12. Beans
13. Lentils	13. Lentils	14. Chickpeas	14. Chickpeas
15. Mung beans	15. Mung beans	16. Pigeon peas	16. Pigeon peas
17. Cowpeas	17. Cowpeas	18. Black-eyed peas	18. Black-eyed peas
19. Soybeans	19. Soybeans	20. Sesame seeds	20. Sesame seeds
21. Sunflower seeds	21. Sunflower seeds	22. Flax seeds	22. Flax seeds
23. Hemp seeds	23. Hemp seeds	24. Linseed	24. Linseed
25. Castor seeds	25. Castor seeds	26. Cottonseed	26. Cottonseed
27. Peanut	27. Peanut	28. Almonds	28. Almonds
29. Walnuts	29. Walnuts	30. Pecans	30. Pecans
31. Chestnuts	31. Chestnuts	32. Hazelnuts	32. Hazelnuts
33. Pistachios	33. Pistachios	34. Macadamia	34. Macadamia
35. Brazil nuts	35. Brazil nuts	36. Cashews	36. Cashews
37. Pineapples	37. Pineapples	38. Bananas	38. Bananas
39. Mangoes	39. Mangoes	40. Guavas	40. Guavas
41. Papayas	41. Papayas	42. Avocados	42. Avocados
43. Limes	43. Limes	44. Lemons	44. Lemons
45. Oranges	45. Oranges	46. Grapefruit	46. Grapefruit
47. Tangerines	47. Tangerines	48. Citrus	48. Citrus
49. Apples	49. Apples	50. Pears	50. Pears
51. Peaches	51. Peaches	52. Plums	52. Plums
53. Apricots	53. Apricots	54. Cherries	54. Cherries
55. Raspberries	55. Raspberries	56. Blackberries	56. Blackberries
57. Blueberries	57. Blueberries	58. Elderberries	58. Elderberries
59. Currants	59. Currants	60. Grapes	60. Grapes
61. Raisins	61. Raisins	62. Dates	62. Dates
63. Figs	63. Figs	64. Prunes	64. Prunes
65. Walnuts	65. Walnuts	66. Almonds	66. Almonds
67. Pistachios	67. Pistachios	68. Macadamia	68. Macadamia
69. Brazil nuts	69. Brazil nuts	70. Cashews	70. Cashews
71. Pineapples	71. Pineapples	72. Bananas	72. Bananas
73. Mangoes	73. Mangoes	74. Guavas	74. Guavas
75. Papayas	75. Papayas	76. Avocados	76. Avocados
77. Limes	77. Limes	78. Lemons	78. Lemons
79. Oranges	79. Oranges	80. Grapefruit	80. Grapefruit
81. Tangerines	81. Tangerines	82. Citrus	82. Citrus
83. Apples	83. Apples	84. Pears	84. Pears
85. Peaches	85. Peaches	86. Plums	86. Plums
87. Apricots	87. Apricots	88. Cherries	88. Cherries
89. Raspberries	89. Raspberries	90. Blackberries	90. Blackberries
91. Blueberries	91. Blueberries	92. Elderberries	92. Elderberries
93. Currants	93. Currants	94. Grapes	94. Grapes
95. Raisins	95. Raisins	96. Dates	96. Dates
97. Figs	97. Figs	98. Prunes	98. Prunes
99. Walnuts	99. Walnuts	100. Almonds	100. Almonds

TABLE XV
TYPE OF EXTRA CURRICULAR ACTIVITIES ENGAGED IN
BY GRADUATES

Type of activity	Boys No.	Girls No.	Total No.
Basketball	20	17	37
Gym	21	14	35
Dramatics	17	14	31
Glee Club	7	14	21
Debating	10	7	17
Student Council	6	7	13
Orchestra	3	4	7
Library Club	2	5	7

TABLE XVI

JUDGMENT OF GRADUATES ON AMOUNT OF TIME GIVEN TO
EXTRA CURRICULAR ACTIVITIES

	Too Much		Too Little		Correct Amount		Total	
	Per		Per		Per		Per	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent
Boys	2	7.1	1	3.6	25	89.3	28	100.0
Girls	4	21.0	0	0.0	15	79.0	19	100.0
All	6	12.8	1	2.1	40	85.1	47	100.0

Twenty stated that extra-curricular activities had been useful to them in their vocation but only six named any specific one. Three named dramatics, two glee club, and one debating.

Table XVII shows the graduates first, second, and third choices of the high school subjects that have been most useful to them in their work. When these are ranked on the basis of three points for first choice, two points for second, and one point for third, typewriting heads the list with fifty-two points and is the first choice with the girls and second with the boys. The commercial subjects, typewriting, business arithmetic, and bookkeeping take the first three places.

Subjects such as geometry, algebra, and foreign languages are placed far down in rank. It is interesting to note that Latin is placed above geometry and algebra. Spanish, which is at the bottom of the list, would likely be ranked above Latin in sections of the country that are in closer touch with the Spanish speaking people.

There is a close correlation between the graduates' choices of most useful subjects and their choices of least useful subjects.

Table XVIII lists the latter with the same basis of ranking as was used in Table XVII.

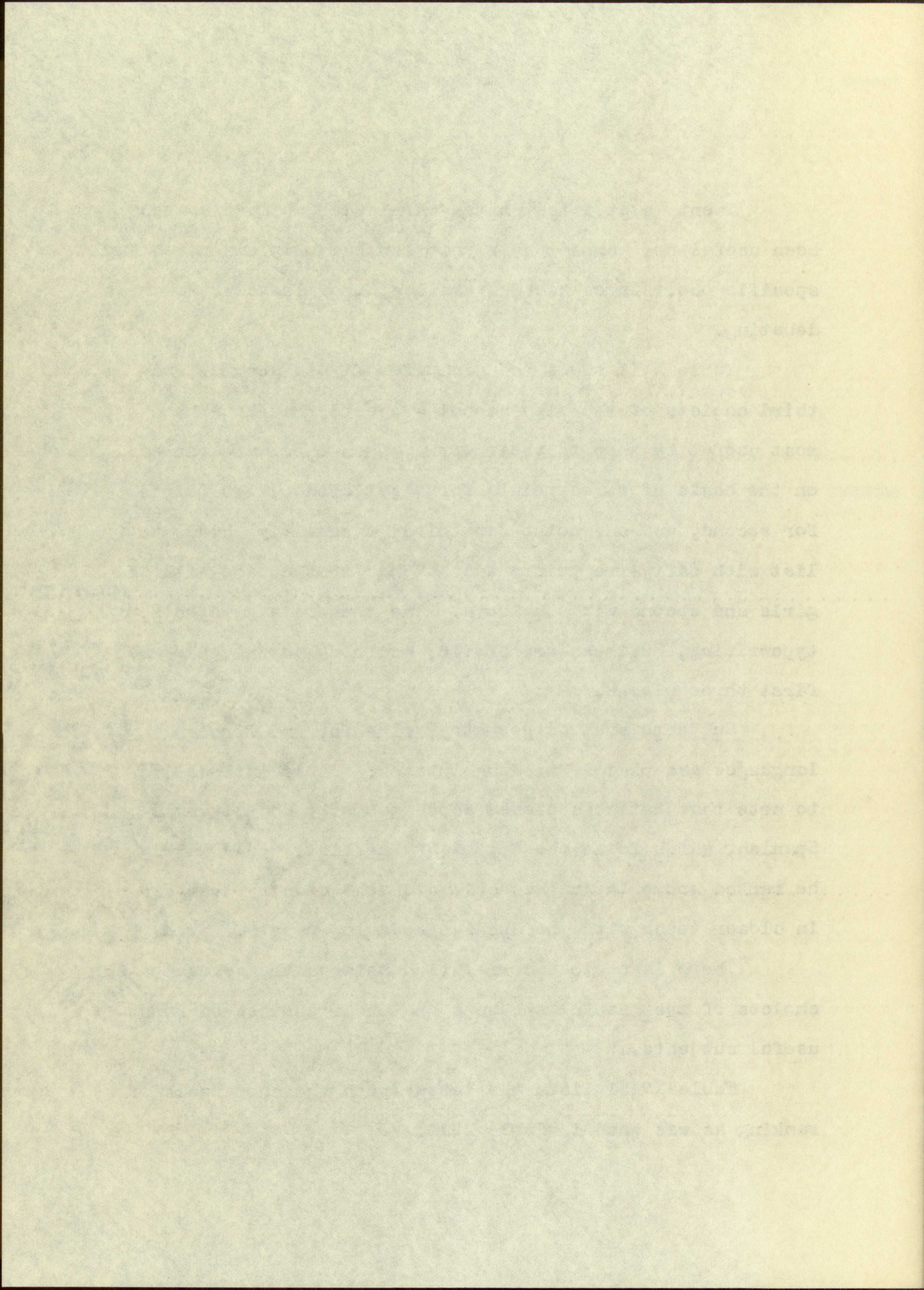


TABLE XVII
 SUBJECTS HAVING GREATEST VALUE -
 JUDGMENT OF GRADUATES

Subject	All		Boys		Girls	
	Pts.	Rank	Pts.	Rank	Pts.	Rank
Typewriting	52	1	24	2	28	1
Business Arithmetic	49	2	35	1	14	4
Bookkeeping	26	3	13	3	13	5
Grammar	23	4	11	4.5	12	6
Home Economics	22	5	0	13.5	22	2
English	20	6	3	10.5	17	3
History	11	7.5	4	8.5	7	8
Public Speaking	11	7.5	11	4.5	0	12.7
Latin	10	9	2	12	8	7
Geometry	8	10	7	6	1	8.7
Algebra	7	11	6	7	1	8.7
Voc. Agriculture	4	12	4	8.5	0	12.7
Art	3	13	3	10.5	0	12.7
Spanish	1	14	0	13.5	1	8.7

TABLE XVIII
 SUBJECTS HAVING LEAST VALUE --
 JUDGMENT OF GRADUATES

Subject	All		Boys		Girls	
	Pts.	Rank	Pts.	Rank	Pts.	Rank
Spanish	50	1	29	1	21	3
Algebra	47	2	13	4	34	1
History	35	3.5	11	5	24	2
Latin	35	3.5	26	2	9	5
Geometry	31	5	18	3	13	4
English	18	6	10	6	8	6
Home Economics	1	7	0	7	1	7

TABLE showing the results of the examination of the candidates for the position of ...

Candidates					
Rank	Score	Subject	Score	Subject	Score
1	85	Spanish	80	Algebra	75
2	82	Spanish	78	Algebra	72
3	80	Spanish	75	Algebra	70
4	78	Spanish	72	Algebra	68
5	75	Spanish	70	Algebra	65
6	72	Spanish	68	Algebra	62
7	70	Spanish	65	Algebra	60
8	68	Spanish	62	Algebra	58
9	65	Spanish	60	Algebra	55
10	62	Spanish	58	Algebra	52
11	60	Spanish	55	Algebra	50
12	58	Spanish	52	Algebra	48
13	55	Spanish	50	Algebra	45
14	52	Spanish	48	Algebra	42
15	50	Spanish	45	Algebra	40
16	48	Spanish	42	Algebra	38
17	45	Spanish	40	Algebra	35
18	42	Spanish	38	Algebra	32
19	40	Spanish	35	Algebra	30
20	38	Spanish	32	Algebra	28
21	35	Spanish	30	Algebra	25
22	32	Spanish	28	Algebra	22
23	30	Spanish	25	Algebra	20
24	28	Spanish	22	Algebra	18
25	25	Spanish	20	Algebra	15
26	22	Spanish	18	Algebra	12
27	20	Spanish	15	Algebra	10
28	18	Spanish	12	Algebra	8
29	15	Spanish	10	Algebra	5
30	12	Spanish	8	Algebra	2
31	10	Spanish	5	Algebra	0
32	8	Spanish	2	Algebra	0
33	5	Spanish	0	Algebra	0
34	2	Spanish	0	Algebra	0
35	0	Spanish	0	Algebra	0

It will be seen that Spanish heads the list in Table XVIII and is at the bottom in Table XVII. Typewriting, business arithmetic, bookkeeping, and grammar, the top ranking subjects in Table XVII, are not even mentioned in Table XVIII.

In Table XIX are listed the subjects that should have been offered according to the judgment of the graduates. These are ranked in order of choice. Each subject was given one choice. There were, in fact, a total of ninety choices from the graduates.

There is an inconsistency in the table inasmuch as the number one in rank is more grammar. Grammar has always been offered in the school, as has also spelling, the number two in rank, but it was thought advisable to include these in the table since they were given so much stress by the graduates. Some of these subjects mentioned in the table are now a part of the regular curriculum at Fountain and were being offered when some of the graduates were in school there. For this reason no great importance can be attached to the results here.

TABLE XIX
 SUBJECTS THAT SHOULD HAVE BEEN OFFERED --
 JUDGMENT OF GRADUATES

Subject	Boys	Girls	Total
More Grammar	7	10	17
More Spelling	9	5	14
Shorthand	4	9	13
Bookkeeping	6	2	8
Home Economics	0	8	8
Vocational Agriculture	7	0	7
Manual Training	6	0	6
Vocational Guidance	4	2	6
Literature appreciation	1	3	4
Hygiene	3	1	4
Course in electricity	1		1
Home Nursing		1	1
Coaching	1		1

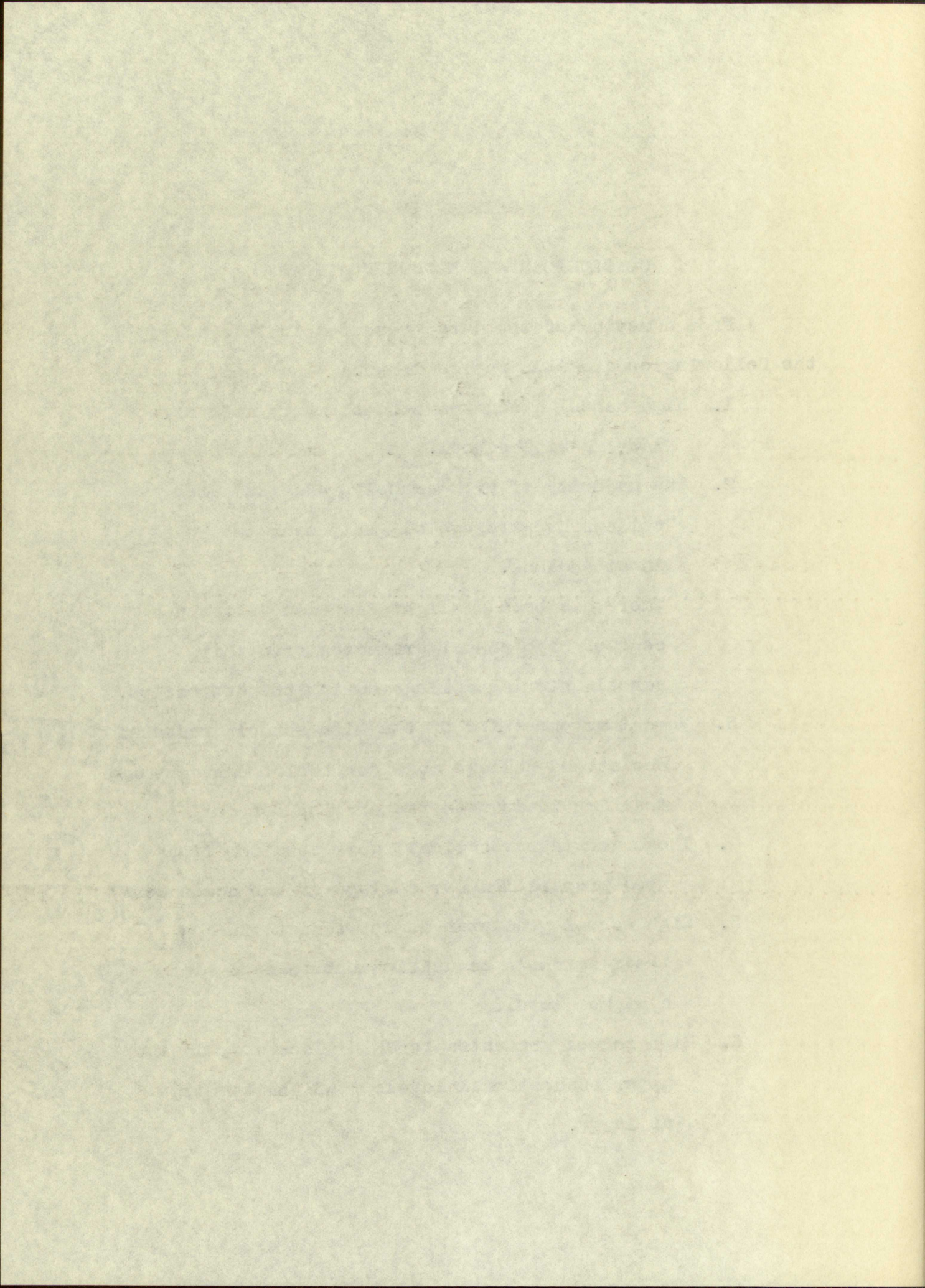
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

From a review of the data presented in this survey the following conclusions may be drawn.

1. High school graduates tend to marry soon after leaving high school.
2. The majority of high school graduates enter college but average slightly over two years in attendance.

There has been a slight decrease in the per cent of high school graduates from this school entering college during the depression.
3. More than one-third of the high school graduates who attend college consider their high school training inadequate preparation for college.
4. Those who take vocational work consider it as good preparation for college as the academic.
5. High school graduates do not tend to follow their father's occupation but tend to find a higher level.
6. High school graduates tend to place more in the upper occupational levels than the country at large.



7. Boys place more in the high professional group than do girl graduates but also have more in the semi-skilled and unskilled group.
8. Graduates averaged approximately two positions held over the ten year period.
9. Less than one-third of high school graduates choose their vocation while in high school.
10. High school training has very little influence on vocational choices.
11. The influence of high school teachers on the vocational choices of the graduates is negligible.
12. Parents do not exert as much influence in the vocational choices of their children as do outside influences.
13. High school graduates compare favorably with their communities in the owning of their homes.
14. Unemployment among high school graduates is slightly less than that of the nation as a whole.
15. Graduates in this study do not feel that their high school training helped them in securing a position.

16. Extra-curricular activities are well supported and have a definite place and value.

Graduates do not feel that extra-curricular activities have been given too much stress and feel that they have a carry-over value in the vocations.

17. High school graduates rate commercial subjects above academic.

These conclusions would seem to warrant a recommendation that the high school curriculum lay more stress upon commercial subjects of practical value, especially to those students who do not expect to attend college and that subjects such as grammar and spelling be given more stress for all students; that the teachers allow for more individual instruction and guidance; that they look upon the pupils as future citizens and correlate the subject matter with every day experiences. It would seem that high schools could very profitably introduce for all students a course in vocational guidance. This study would show that the pupils, themselves, have very little occupational choice while in high school and that the determining of the students' course of study must rest largely with the parents and instructors, preferably in the freshman year.

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Good, little fellow, I think I shall keep him.
I shall keep him, I shall keep him, I shall keep him.
I shall keep him, I shall keep him, I shall keep him.

For, I think, I shall keep him, I shall keep him.
I shall keep him, I shall keep him, I shall keep him.
I shall keep him, I shall keep him, I shall keep him.

I shall keep him, I shall keep him, I shall keep him.
I shall keep him, I shall keep him, I shall keep him.
I shall keep him, I shall keep him, I shall keep him.

1873

1874

1875

APPENDIX

LETTER MAILED WITH QUESTIONNAIRE

Route #2
Colorado Springs, Colorado
_____, 1939

Dear Graduate:

I am making a survey of the occupational status of the graduates of Fountain High School over a period of ten years. I hope to use the information in the preparation of a thesis and also hope that it will prove useful to administrators in curriculum revision.

Your answer to the questions in the enclosed questionnaire will assist in this work. I shall greatly appreciate your cooperation and extend to you now my sincere thanks for your time and trouble.

You need not sign your name and the information will be considered strictly confidential.

May I have your prompt reply?

Very truly yours,

J. W. Drake

JWD/d
Enc.

QUESTIONNAIRE MAILED TO GRADUATES

Please fill out as accurately as you can the following questionnaire.

You need not sign your name if you do not wish.

Married? Yes ___ No ___ date? _____ number of children? ___

1. What year did you graduate from Fountain High School?

2. Did you take a vocational course? Yes ___ No ___ if so, what subjects? _____

3. Have you attended college? Yes ___ No ___ how long? _____ degree? Yes ___ No ____.

4. Was the vocational work taken in high school pursued further in college? Yes ___ No ____.

5. If you attended college supply the information below,
School or college length of time course (academic,
commercial, etc.) _____

6. Would you say that your vocational work in high school was as good preparation for your college work as the academic work (English, Mathematics, language, and science)? Yes ___ No ____.

7. Do you feel that your high school training adequately prepared you for college? Yes ___ No ____.

8. What is your present occupation? _____ salary? _____

9. Please list below in order held, the positions you have held or kind of work you have done since leaving high school.

Year	position	length of time in	salary

10. Did you choose your vocation while in high school?

Yes _____ No _____.

11. Did your high school training influence you in your choice of occupation? Yes _____ No _____.

12. What influenced you most in choosing your vocation?

13. How did you secure your present position? (influence of relative, personal application, or how? _____)

14. Were you influenced in your choice by any high school teacher? Yes _____ No _____.

15. Are you in business for yourself? Yes _____ No _____.

16. Do you own your home? Yes _____ No _____ real estate? _____ approximate value? _____

17. How many months since graduation have you been unemployed? _____

18. To what would you attribute your unemployment? _____

19. What is, or was, your father's occupation? _____
20. Do you feel that your high school training has helped you in securing employment? Yes _____ No _____
21. Are you now engaged in the kind of work that is satisfactory to you as a life work? Yes _____ No _____ If not, what kind of work would you prefer _____
22. Are you engaged or have you been engaged in the occupation for which you trained in high school? Yes _____ No _____ Had no occupational training _____
23. In what extra-curricular activities did you engage in high school? _____

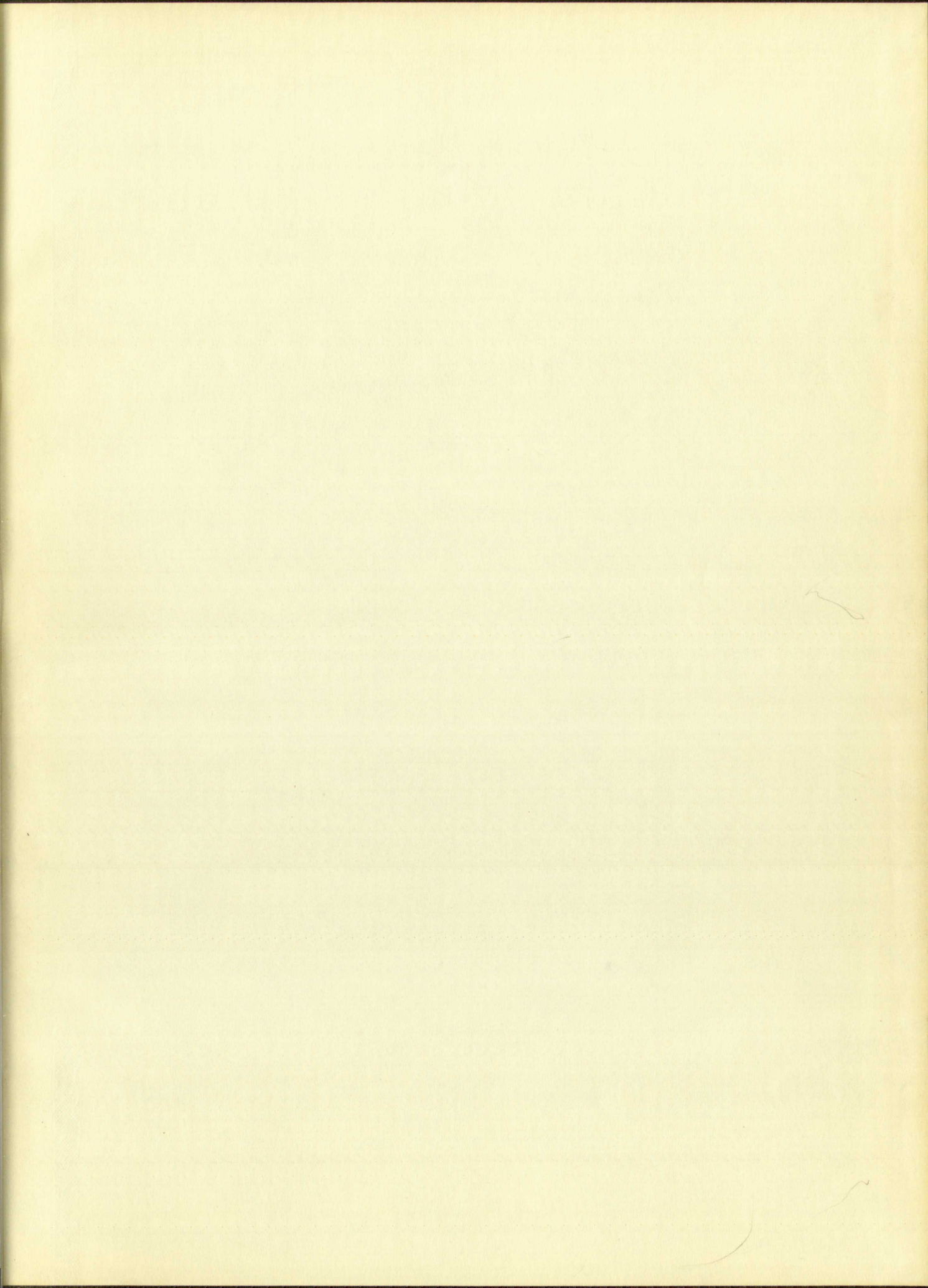
24. Do you think extra-curricular activities were given too much, too little, or correct amount of stress? _____

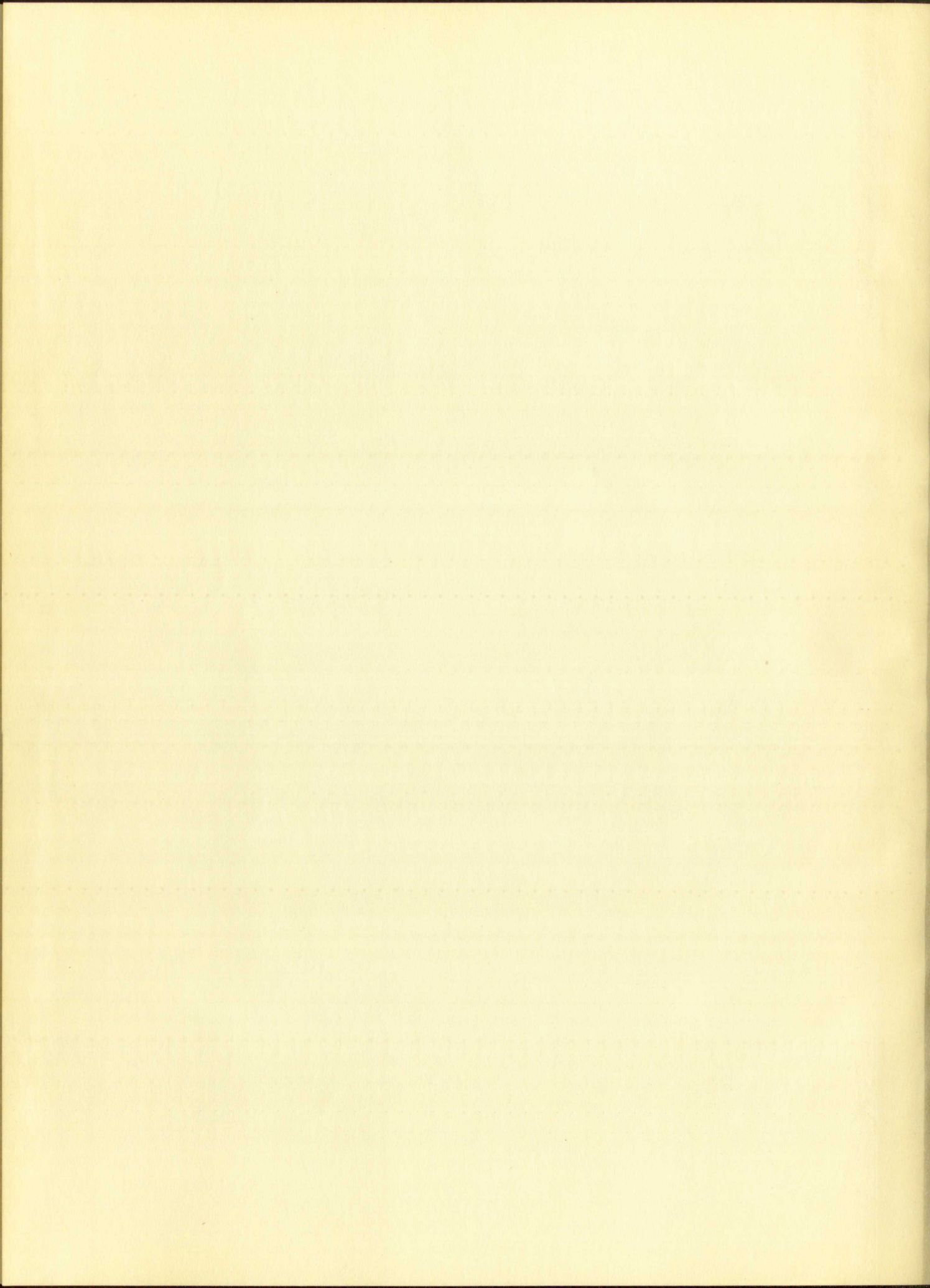
25. What advantages, if any, do you think may be derived by participating in them? _____

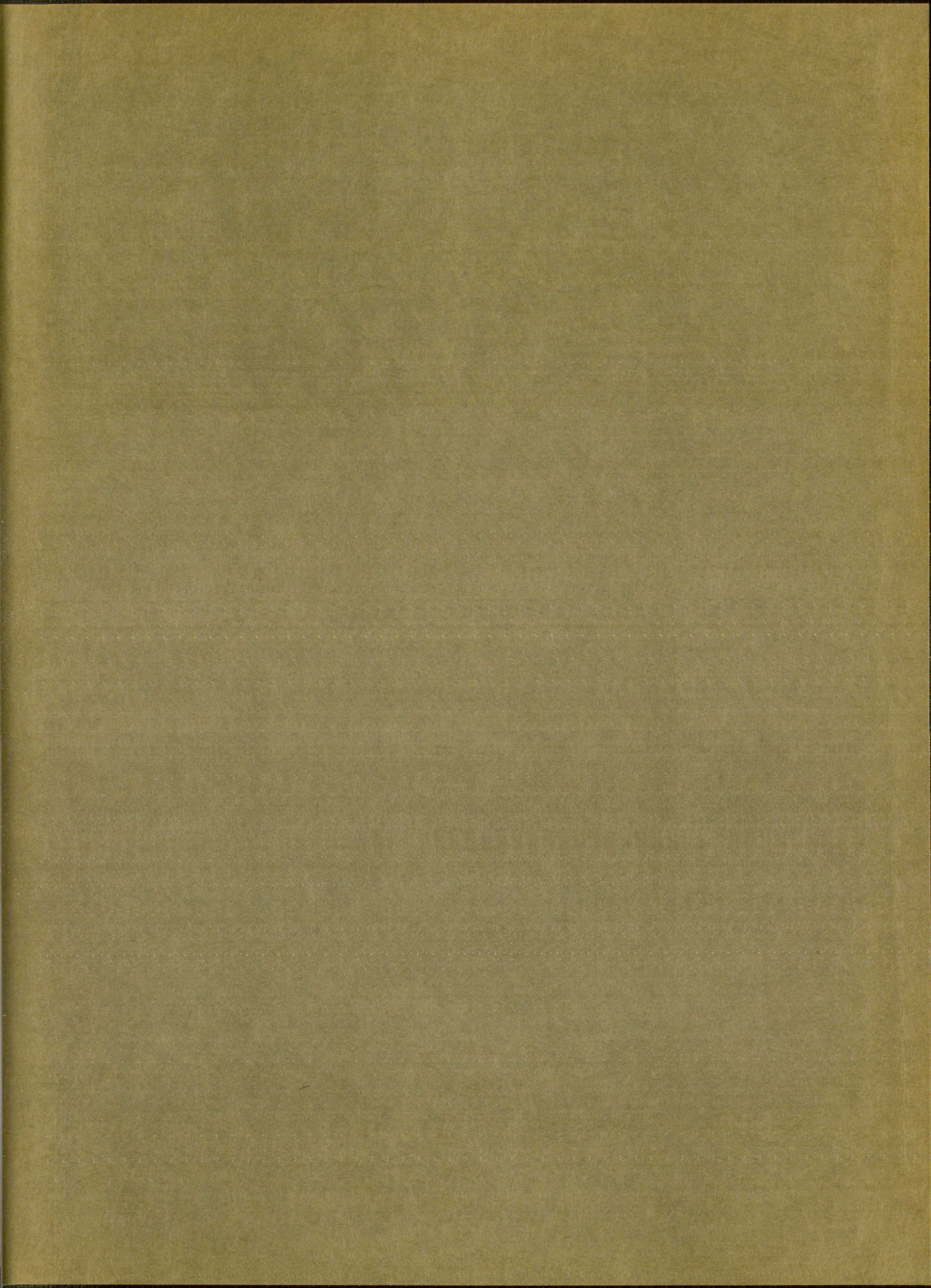
26. Which, if any, have been helpful to you in your vocation? _____
27. What high school subjects have been most useful to you in your work? (list in order of importance) _____
28. Which have proved least helpful? _____

29. What subjects do you think should have been offered that were not? _____

30. What suggestions would you offer that might be used by Fountain High School in preparing its graduates for vocations? _____







IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

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CANCELLED

