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A follow-up study of the graduates of Mecca High School from 1930 to 1949

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A FOLLOW-UP STUDY OF THE GRADUATES
OF MECCA HIGH SCHOOL
FROM 1930 TO 1949

A Thesis
Presented to
the Faculty of the Department of Education
Indiana State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Charles Roccia

August 1950

The thesis of Charles Roccia,
Contribution of the Graduate School, Indiana State Teachers
College, Number 710, under the title A FOLLOW-UP
STUDY OF THE GRADUATES OF MECCA HIGH SCHOOL FROM
1930 TO 1949

is hereby approved as counting toward the completion of the
Master's degree in the amount of 8 hours' credit.

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Date of Acceptance September 19, 1950

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CHAPTER I

THE PROBLEM

The question often arises as to whether the small rural consolidated high school, with its limited curriculum, is offering the most worthwhile subjects, those which most nearly fill the needs and wants of most of the graduates. Recognizing the value of a follow-up study as used by administrators to ascertain the effectiveness of educational methods and offerings, the writer has also used the follow-up study as one means of evaluating the effectiveness of his own school to its graduates.

Since size and location of a school is important in a study of this kind, it is appropriate to give a brief description of Mecca High School.

Mecca High School is located in a small town of about 500 people, whose main support for a livelihood is a clay tile plant employing 100 workers. The school is organized on the 6-6 plan with the junior high school and high school combined in one assembly. As is the case with most township consolidated schools, five buses haul approximately 150 of the 325 total school enrollment. Also, the farm students are not as numerous here as might be expected, since only one-third of the students are from farms with the rest coming from homes whose parents either work in the

tile plant or in nearby towns. During the last twenty years, the time covered by this study, there have been 325 graduates. Because of the limited employment needs of the community, many of the graduates have had to move elsewhere for employment.

Statement of the problem. It was the purpose of this study (1) to get opinions of the graduates of Mecca High School concerning the kind of preparation they felt they received, and to gather their recommendations for an improved curriculum; (2) to ascertain the occupations of the graduates and where they have moved to find employment; (3) to secure statistical data for comparison with studies of similar investigations; and (4) to find out what subjects studied or particular skills developed in Mecca High School were of the most value to the graduates in their occupations and everyday living with others.

Method and scope of the study. The normative survey method was used in conducting this study. It was determined by the writer that fifty per cent of the graduates could be personally contacted. Therefore, the personal interview technique with a questionnaire form as a guide was used in obtaining the information. The personal interview method offered better rapport between the graduates and the investigator than could be obtained by any other method.

Of the 325 graduates from 1929 to 1949, 156 were personally interviewed, which was forty-eight per cent of the total number of graduates. All graduates located within reasonable driving distance, along with several who visited in the home town for vacations, were interviewed.

Some members from each of the twenty graduating classes were interviewed. Opinions of the graduates were sought concerning the value of the high school training received in both their vocational field and in general everyday living with others, school subjects which were most helpful in both their occupational field and social life, and what courses could profitably be offered that would make the school more efficient in its services to the graduates. Space in the questionnaire provided for additional comments or suggestions that would help improve the school's services to its graduates. A copy of the questionnaire is included in the appendix.

Importance of the study. No high school should ever be satisfied with less than its maximum effort in trying to determine and to fulfill as nearly as possible the needs of its graduates so that they might be well qualified to take their place in the community and in their respective occupational fields. How else than from the graduates themselves, can a high school find out if these obligations

are being fulfilled to the graduates? Highly significant also is the fact that, in so far as the writer has been able to ascertain, this is the first follow-up study to be conducted on a purely personal interview basis.

Limitations of the study. A pronounced limitation of this study was the fact that, since only the personal interview technique was used to gather the data, a much smaller return of opinions was received than if more devices had been employed. Another limitation was the fact that it was difficult at times to have as good a rapport as might be expected because of the limited time available for the interview. Since the graduate was interviewed whenever and wherever he might be found, the time of the interview was frequently limited. Also, many of the graduates were still in college or had not been out of high school long enough to have entered a life vocation; consequently, these graduates did not answer certain parts of the questionnaire used in the interview.

ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II contains a review of the best literature in this particular field as found by the writer.

Chapter III presents the data obtained from the personal interview questionnaire, with each topic in the

questionnaire being dealt with individually.

Chapter IV has a summary of the study and recommendations growing out of this investigation.

CHAPTER II

A PARTIAL REVIEW OF RELATED STUDIES

The importance of follow-up studies is generally recognized by most school administrators as being an aid in making the schools more effective in teaching pupils the subjects they need most. Because of this wide-spread interest there is now an abundance of material available concerning follow-up studies. It would be impossible to review all of these studies, so only the most applicable ones will be presented.

Silas A. Smith made a study to determine the values of the various subjects included in the high school curriculum and reported his findings in a thesis contributed to the Graduate School of Indiana State Teachers College in 1929.¹ English Literature was reported to have more outstanding values than any other subject. English Composition received a high rating for its general vocational and avocational value. Arithmetic, domestic science, and public speaking followed as the subjects having the greatest

¹Silas A. Smith, "A Study to Determine the Values of the Various Subjects Included in the High School Curriculum," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1929).

general value. Other subjects--French, trigonometry, and chemistry--were given an outstanding value rating only as aids in carrying on work in schools of higher learning. Subjects reported in this study as having the greatest avocational value were English Literature, English Composition, public speaking, history, domestic science, and music.

In 1933, Lynn Cleopas Fisher made a study of the La Porte County high school graduates relative to their educational needs. The findings of this study were also reported in a thesis contributed to the Graduate School of Indiana State Teachers College.² This study reported English, music, art, social science, and science as having the greatest values in character building, while domestic science, music, and art were chosen as most valuable in perfecting the home. Mental development was considered best stimulated by such subjects as foreign language, algebra, geometry, and Latin. General and domestic science were reported to contribute most to health habits. For vocational efficiency English, general mathematics, and bookkeeping were best. Citizenship was best stimulated by

²Lynn Cleopas Fisher, "A Study of La Porte County High School Graduates Relative to Their Educational Needs," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1933).

the study of English, social science, music, and art. In the use of leisure time, the subjects of domestic science, manual training, music, and art were found to aid most.

This study also listed class plays, assemblies, athletics, opening exercises, oratoricals, debating, and student councils as the most helpful extra-curricular activities.

English was considered as having the greatest general value of all high school subjects, with history ranking second. The class play ranked first among the extra-curricular activities.

The high school graduates included in this study recommended that additional vocational courses in commerce, home economics, manual training, health, agriculture, and machine shop be added to the school curriculum.

In 1941, Jere O. Goodman made a study of the Indiana State Teachers College Laboratory School graduates from 1935 to 1940 and reported his findings in a thesis contributed to the Graduate School of Indiana State Teachers College.³ The men graduates rated English, mathematics, and science as most valuable. The women rated English first

³Jere O. Goodman, "A Follow-up Study of the Graduates of the Laboratory School, Indiana State Teachers College," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1941).

also, but rated vocational subjects second and social studies third.

Most of the graduates stated that their present education had proved a great help in earning a living.

Many of the graduates reported that help which should have been given in high school had not been given because of poor choice of subjects. The importance of many offerings was not realized by the graduates until after graduation, indicating that more effective guidance in the proper choice of high school electives could have prevented this fault.

Vocational guidance was the most common need of the graduates. Other needs of the graduates pertained to their social life.

Business education was the most common need of the graduates in their desire for more education of a general character.

E. J. Welsh, principal of Battle Creek Senior High School, Battle Creek, Michigan, follows up his graduates at intervals of eight months, one year and eight months, and two years and eight months after graduation. The school attempts to find out (1) what each graduate is doing, (2) whether the school has helped him in his present position,

and (3) whether the school can be of further help.⁴

Results of these follow-ups revealed a need for curriculum changes, indicating the introduction of a course in selling and the elimination of shorthand and advanced bookkeeping, with a general clerical course substituted in their stead. These follow-ups in their contacts with the home also made for good public relations between the school and the home.

J. Howard Kramer reported findings in 1945, from the reports of 250 graduates of the Spearfish High School, Spearfish, South Dakota:⁵

1. High school work was too easy--they never learned to study.
2. Teach students more about working and getting along with others.
3. A better English program that would teach students to write, spell, read, and talk was needed.
4. The need for more and better science and mathematics instruction was indicated.

⁴E. J. Welsh, "We Follow Up Our Graduates," Nation's Schools, 29:49, April, 1942.

⁵J. Howard Kramer, "Now They Know," American School Board Journal, 110:26, March, 1945.

5. Extra-curricular activities were very helpful in post-school life. Listed most frequently were speech activities, dramatics, journalistic activities, and sports.
6. Instruction should be changed more rapidly from a traditional to a functional nature.

In a survey of 424 graduates of Woodrow Wilson High School, Washington, D. C., Jane E. Crawford reported eighty-one per cent of the graduates rating their high school education as more than fairly sufficient. Of the nineteen per cent who rated their education as less than adequate, these reasons, in order of frequency, were given: (1) not knowing how to study, (2) insufficient preparation for college methods, (3) poor preparation in English, (4) lack of study time, (5) poor preparation in mathematics, and (6) choice of wrong subjects.⁶

English was considered the most helpful subject of all and mathematics ran a close second. Science, sociology, language and commercial subjects ranked next in order named.

If they could take high school over, forty-three per cent of the graduates indicated they would take more

⁶Jane E. Crawford, "A Survey of High School Graduates of 1942," School Review, 53:44-49, January, 1945.

mathematics, science, and formal English.⁷

In one of the most recent follow-up studies, William D. Fox studied the Indiana State Teachers College Laboratory School graduates from the years 1935 to 1948 and reported his findings in a thesis contributed to the Graduate School of Indiana State Teachers College.⁸

The subjects considered most helpful by the graduates in terms of both general living and occupations were the following in order named: English, mathematics, home economics, science, and typewriting.

The majority of the graduates' occupations were in the students and housewives category, with no graduates reporting occupations in the unskilled or service categories as determined by The Dictionary of Occupational Titles.

Many of the graduates reported desired subjects had been available in the high school, but the importance of these offerings had not been realized until after graduation.

In appraising the benefits of extra-curricular activities the graduates named Girl Reserve, athletics, school plays, music, and Hi-Y most beneficial.

⁷Ibid., p. 49.

⁸William D. Fox, "A Follow-up Study of the Graduates of the Indiana State Teachers College Laboratory School from 1935-1948," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, 1949).

CHAPTER III

PRESENTATION OF THE DATA

The data obtained from the personal interview questionnaire are presented with each topic of the questionnaire being dealt with separately, so as to facilitate the understanding of the study.

I. DATES OF GRADUATION

No attempt was made to differentiate between age and graduation year, since, for the purpose of this study, the graduation year was quite suitable. Table I shows the years of graduation, total number of graduates for each year of the last twenty, the number of graduates interviewed from each class, and the per cent of the total interviews obtained from each class. Two was the smallest number of graduates interviewed from any one class, while fifteen were interviewed from each of the classes of 1947 and 1949. The largest class over this period was twenty-six in 1943; the smallest was nine in 1937.

II. RESIDENCE OF THE GRADUATES

Table II shows the addresses of the graduates at the time of the interviews. It is of interest to the school to learn where the graduates have moved since graduation and

TABLE I
DATES OF GRADUATION

Year	Number of Graduates	Number of Interviews	Per Cent of Total Interviews
1930	13	4	2.56
1931	16	9	5.70
1932	16	4	2.56
1933	17	8	5.13
1934	15	4	2.56
1935	18	7	4.47
1936	11	2	1.28
1937	9	5	3.20
1938	13	7	4.49
1939	11	5	3.20
1940	19	10	6.41
1941	21	7	4.49
1942	15	3	1.92
1943	26	14	8.97
1944	15	10	6.41
1945	19	10	6.41
1946	16	9	5.70
1947	19	15	9.61
1948	15	8	5.13
1949	21	15	9.61
Totals	325	156	100.00

TABLE II
RESIDENCE OF GRADUATES

Home of Graduates	Men	Women	Total
Mecca, Indiana	45	38	83
Anderson, Indiana	11	8	19
Rockville, Indiana	6	9	15
Indianapolis, Indiana	2	9	11
Clinton, Indiana	3	5	8
Montezuma, Indiana	0	5	5
Tangier, Indiana	0	3	3
Rosedale, Indiana	1	2	3
New York, New York	1	0	1
Whiting, Indiana	1	0	1
Scottland, Illinois	0	1	1
Hammond, Indiana	1	0	1
Bridgeport, Indiana	0	1	1
Pendleton, Indiana	0	1	1
Marshall, Indiana	0	1	1
East Peoria, Illinois	1	0	1
Totals	73	83	156

to find out some of their needs in their present location and to try to adapt the high school curriculum to their needs.

In terms of the 325 graduates during the last twenty years, the eighty-three graduates interviewed from Mecca represent roughly only one-fourth of the total graduates, showing that about three-fourths of the graduates have moved elsewhere for employment.

III. OCCUPATIONS OF THE GRADUATES

One of the purposes of this study was to determine the occupations which have attracted graduates since leaving high school. A total of forty-four occupations was listed by 147 graduates, with nine reporting being unemployed. The occupations of the graduates were classified in Table III according to the categories given in The Dictionary of Occupational Titles. Housewives, students, and the unemployed were listed as miscellaneous, since there was no category under which to list them. Table III shows that the miscellaneous group was the largest, having sixty-nine graduates or 44.25 per cent, with the unskilled category listing nine graduates for the smallest number. Except for the miscellaneous group the semi-skilled category claimed the most graduates, twenty, while the rest were well

TABLE III
OCCUPATIONS OF GRADUATES

Occupational Categories	Number	Per Cent of Total
Professional and Managerial	12	7.69
Clerical and Sales	17	10.90
Service	12	7.69
Agriculture	12	7.69
Skilled	14	8.97
Semi-skilled	20	12.84
Unskilled	9	5.77
Miscellaneous:		
Housewife	45	28.85
Student	15	9.62
Unemployed	9	5.77
Totals	165	105.79

*Nine wives listed an occupation in addition to that of housewife.

TABLE IV
WORKING AT REGULAR OCCUPATION

	Number	Per Cent of Total
Yes	136	87.18
No	11	7.05
Unemployed	9	5.77
Totals	156	100.00

TABLE V
JOB SATISFACTION

	Number	Per Cent of Total
Yes	135	86.54
No	10	6.41
Undecided	2	1.28
Unemployed	9	5.77
Totals	156	100.00

TABLE VI
OCCUPATIONAL SERVICE

Service	Number	Per Cent of Total
1 Year or less	39	25.00
1 - 2 Years	22	14.10
2 - 3 "	23	14.74
3 - 4 "	15	9.62
4 - 5 "	5	3.21
5 Years or more	43	27.56
Unemployed	9	5.77
Totals	156	100.00

distributed among the other groups, counting from twelve to seventeen graduates.

Often graduates are not working at the job for which they trained. With this in mind graduates were asked if they were working at their regular occupation. Of the employed graduates, 136 answered "yes" and eleven answered "no," as shown in Table IV. Table V shows how well satisfied the graduates were in their present occupations. Ten of the graduates were dissatisfied with their present employment; two were undecided, not having held their present jobs long enough to be sure; while the majority, 86.54 per cent, were satisfied at their present positions.

Length of service can also give some indication of job satisfaction, so graduates were also asked the length of time they had held their present jobs. Table VI shows that forty-three graduates had held their jobs five years or longer, while thirty-nine had been at their present occupations less than one year. This large number can be partly explained by the fact that many of the graduates interviewed were from the more recent graduating classes. (See Table I.)

The yearly salaries of the graduates are shown in Table VII. Uncertainty was expressed about response to this question, but the returns were excellent. One hundred

TABLE VII
YEARLY SALARIES OF GRADUATES

Income	Number	Per Cent of Total
\$1000 or less	59	40.14
1000 - \$1500	17	11.57
1500 - 2000	12	8.16
2000 - 2500	25	17.01
2500 - 3000	11	7.48
3000 - 3500	11	7.48
3500 - 4000	4	2.72
4000 - 4500	4	2.72
4500 - 5000	2	1.36
5000 - 5500	2	1.36
Totals	147	100.00

*Nine others did not reveal their yearly salaries.

forty-seven graduates stated that their salaries ranged from \$0.00 in the case of those unemployed to \$5300.00 earned by a factory foreman. Only nine of the graduates were reluctant to answer this question, and no further attempt was made to get an answer. There were two graduates in the \$5000.00 bracket and sixty-nine who earned less than \$1000.00. But of this sixty-nine one can not overlook the fact that thirty-six were housewives without income, fifteen were students, some still living at home, and nine were unemployed.

IV. ADDITIONAL SCHOOLING

Table VIII reveals that a total of forty-nine graduates, or 31.41 per cent, have had at least one year of additional schooling. Table VIII further shows eleven, or 7.05 per cent of the graduates, had completed four or more years of college, with this figure due to rise as those in college now complete their work.

V. HIGH SCHOOL TRAINING

Graduates were asked to evaluate their high school training for both general living and occupation as being of "much value," of "some value," or of "little or no value." Table IX reveals that ninety-five graduates, or

TABLE VIII
ADDITIONAL SCHOOLING

Training beyond high school .		Number
College	1 year	18
"	2 years	3
"	3 "	4
"	4 "	10
"	5 "	1
Other schools (1 year or more)		13
Total		49

TABLE IX
VALUE OF HIGH SCHOOL TRAINING TO
GRADUATES IN THEIR OCCUPATIONS

Value of Training	Number	Per Cent of Total
Much Value	95	60.90
Some Value	48	30.77
No Value	13	8.33
Totals	156	100.00

60.9 per cent, said their high school training was of "much value" to them in their occupations; 30.8 per cent said it was of "some value," and 8.3 per cent said it was of "little or no value" to them in their present occupations.

It is also significant that while thirteen graduates considered their high school training of little or no value to them in their occupations, none indicated that it was of no value for general living. Table X as compared to Table IX clearly indicates that more graduates consider their high school training of more benefit for general living than as training for average occupations. One hundred twenty-one graduates considered their high school training of much value as compared to ninety-five who rated it as of much value in their occupations.

An attempt was made to determine the attitudes of the graduates about the helpfulness of their high school subjects. Again the study was concerned with helpfulness of subjects for both everyday living and occupations. Seven graduates felt that all their high school subjects were helpful to them in their occupations, and ten stated that none was helpful.

A summary of the replies shows that mathematics was considered the most helpful of all subjects in their occupations, with English running a strong second. Many

TABLE X
VALUE OF HIGH SCHOOL TRAINING TO
GRADUATES IN GENERAL LIVING

Value of Training	Number	Per Cent of Total
Much Value	121	77.60
Some Value	35	22.40
No Value	0	0.00
Totals	156	100.00

TABLE XI
 SUBJECTS CONSIDERED MOST HELPFUL BY THE
 GRADUATES IN THEIR OCCUPATIONS

Subject	Frequencies	Per Cent of Total
Mathematics	63	28.38
English	49	22.07
Home Economics	36	16.21
Commerce	34	15.32
Social Studies	12	5.41
Industrial Arts	5	2.26
Science	4	1.80
Music	1	.45
Physical Education	1	.45
All	7	3.15
None	10	4.50
Totals	222	100.00

votes were cast in favor of home economics, commerce, and social studies, in the order named. Table XI shows the ratings given subjects by the graduates.

A second question on helpful subjects was concerned with those considered by the graduates to be beneficial in everyday living. English was by far the most frequently named subject; eighty-four of the 156 graduates, or 53.85 per cent, named it as particularly helpful. Eight graduates felt that all their high school subjects were helpful in their everyday living, while two stated that none was. As shown in Table XII, the most frequently mentioned subjects were: English, with fifty-two choices; social studies, with forty-seven; mathematics, with thirty; and home economics, with sixteen.

English, mathematics, social studies, and home economics, in the order named, were the most frequent choices of the 156 graduates as to helpfulness in everyday living.

VI. REPLANNING THEIR HIGH SCHOOL CURRICULUM

If the graduates could replan their high school programs in view of their present needs and occupations, forty-six indicated that they would take more commerce. Other subjects which would receive more consideration by those interviewed are mathematics, with thirty-seven votes;

TABLE XII
 SUBJECTS CONSIDERED MOST HELPFUL IN
 EVERYDAY LIVING BY THE GRADUATES

Subject	Frequencies	Per Cent of Total
English	84	40.19
Social Studies	47	22.49
Mathematics	30	14.35
Home Economics	16	7.65
Commerce	12	5.74
Industrial Arts	3	1.44
Latin	3	1.44
Science	2	.96
Physical Education	2	.96
All	8	3.82
None	2	.96
Totals	209	100.00

TABLE XIII
SUBJECTS GRADUATES WOULD TAKE IF
THEY COULD REPLAN HIGH SCHOOL TRAINING

Subject	Frequencies	Per Cent of Total
Commerce	46	24.21
Mathematics	37	19.47
Science	18	9.48
Foreign Language	16	8.42
Industrial Arts	11	5.79
English	7	3.68
Social Studies	3	1.58
Home Economics	2	1.05
Same Subjects	50	26.32
Totals	190	100.00

science, with eighteen; and foreign language, with sixteen. The most significant fact shown by Table XIII is that fifty, or 32 per cent of the graduates interviewed, seemed to think that their high school curriculum was satisfactory, and would repeat the same subjects.

VII. POST GRADUATE HELP FOR GRADUATES

The encouragement of help for graduates was envisioned by the writer when he asked graduates for ways in which the school could be of help. Table XIV clearly shows that ninety-two of the graduates were at a loss as to ways in which the school could best help them after graduation. Furnishing references or recommendations for jobs was mentioned most frequently, with adult classes, guidance, and recreational facilities following in importance.

VIII. SUGGESTIONS FOR IMPROVING THE SCHOOL'S SERVICES TO STUDENTS

The personal interview questionnaire solicited suggestions from the graduates for improving the school's services to its students. A total of twenty-two different suggestions was tabulated. For the purpose of this study, responses were accepted as they were received, and no attempt was made to group them into broader areas in

TABLE XIV
FOLLOW-UP SERVICE TO GRADUATES

School Service	Number	Per Cent of Total
Recommendations	32	20.51
Adult Classes	11	7.05
Guidance	8	5.13
Recreational Facilities	5	3.20
Community Meeting Place	4	2.56
Use of Library	2	1.29
P.T.A.	1	.64
Alumni Reunions	1	.64
No Suggestions	92	58.98
Totals	156	100.00

Table XV. The offering of a "larger number of subjects" led the list of suggestions, being mentioned eighteen times; while having more "authoritative control" in the school ranked second, with seventeen; and having more recreational facilities was third, with twelve. It was noted that in some suggestions broad general areas were mentioned, while in other cases graduates named specific suggestions which were parts of the broader areas. "Offer more subjects" could well have included "offer vocational guidance," "require four years of English," "teach more practical English," "and offer more basic subjects."

IX. VETERANS

Forty of the seventy-three men interviewed were veterans, and it was this veterans group which particularly stressed the importance of mathematics in their military careers and voiced a greater need for mathematics in their occupations as well.

TABLE XV
 SUGGESTIONS FOR IMPROVING THE SCHOOL'S
 SERVICES TO ITS PUPILS

Suggestions	Number
Offer more subjects	19
Have more formal discipline	17
More recreational facilities	12
Summer recreation	5
Hire best-qualified teachers	2
Hot lunch program	2
Have hobby clubs	2
Offer vocational guidance	2
More school equipment	2
Better janitorial service	3
Have school dance	1
More school repairs	1
Have more music	1
Require 4 yrs. of English	1
Have scheduled class meetings	1
Noon-hour recreation for girls	1
More extra-curricular activities	1
Teach more practical English	1
Have more writing in Literature	1
Offer more basic subjects	1
Lectures by professional people	1
Improve library facilities	1
No suggestions	79
Total	156

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

It was the purpose of this study (1) to get the graduates' opinions of the kind of preparation they felt they received, and to gather their recommendations for an improved curriculum; (2) to ascertain the occupations of the graduates and where they have moved to find employment; (3) to find out what training received at Mecca High School has contributed most to the graduates' occupations and their everyday living; and (4) to get suggestions for improving the training offered in the Mecca High School.

The data presented in this investigation may be summarized as follows:

1. The subjects considered of most value by Mecca High School graduates in terms of their occupations were mathematics, English, home economics, commerce, and social studies, in the order named. Fifty of the 156 graduates interviewed were satisfied with the high school training received, while forty-six felt they needed more commerce, and thirty-seven said they would take more mathematics. Ninety-one and sixty-seven hundredths per cent of the graduates stated that their high school training had been

of "much" or "some" value in their occupations.

2. In terms of everyday living the Mecca High School graduates also considered English, mathematics, home economics, social studies, and commerce of most value, in the order named. All of the graduates interviewed agreed that their high school training was of "some" or "much" value in their everyday living.

3. A total of forty-five occupations was reported. All of the occupations were classified according to The Dictionary of Occupational Titles. All categories were represented with the housewife group having forty-five, the semi-skilled having twenty, and the unskilled having nine graduates listed. The rest of the graduates were distributed among the other categories. Eighty-seven and two tenths per cent of the graduates stated they were working at their regular occupations, and only ten, or 6.4 per cent, indicated unhappiness at their present employment.

4. Of the 156 graduates interviewed, eighty-three lived in the vicinity of Mecca High School, and 153 lived in Indiana.

5. In appraising their high school training, graduates have indicated that English, mathematics, social studies, and home economics were of most value to them in their occupations and in everyday living. A greater need

for commerce, mathematics, and science was indicated, but fifty, or 32 per cent, of the graduates stated that their high school training was quite adequate. Eighteen graduates felt that a broader curriculum should be offered in the high school.

II. RECOMMENDATIONS

1. The training should be more functional and practical, particularly in the fields of English and mathematics.

2. Educational and vocational guidance should be offered so that students' vocational needs and general interests can be met more satisfactorily. This need was suggested by some of the more recent graduates. Also a well-organized guidance program will help solve the problem of authoritative control which was expressed by many of the graduates.

3. Since ninety-two of the 156 graduates interviewed failed to enumerate any way in which the school could be of further help to graduates, this phase of the school service should be emphasized to students before graduation.

4. The training given should be such that it will aid graduates in meeting problems of living in other communities as well as the local one.

5. Greater flexibility in curriculum requirements would permit the smaller schools to fill the needs of the individual students.

6. The subject offerings should be expanded and can only be accomplished by hiring extra teachers.

7. Consolidation with other communities to form a larger school unit is recommended as a solution to the difficulties of the small high school in Mecca.

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APPENDIX

PERSONAL INTERVIEW QUESTIONNAIRE

for Graduates of Mecca High School 1929-1949

1. Name _____ Year Graduated _____.
2. Address _____.
3. Parents name and address _____.
4. Additional schooling: College years 1 2 3 4 5 Other ____.
5. What is your trade or profession? _____.
6. Are you working at your regular trade or profession?
Yes No
7. Present occupation _____.
8. How long have you been working at your present
occupation? _____.
9. Do you like your present work: Yes No Other ____.
10. What is your average earnings (week-month-year) _____.
11. What value was your high school training in regard
to your present work: (1) of much value; (2) of
some value; (3) of little value.
12. What value was your high school training in regard
to useful living and citizenship? (1) of much
value; (2) of some value; (3) of little value.
13. What subjects in school were of most value to you
in your present work? _____.
14. What subjects in school were of most value to you in
everyday living and citizenship? _____.

15. If you were going through school again, what different or additional subjects or extra-curricular activities would you take? _____

16. How can the school be of further help or service to you? _____

17. Have you any suggestions which might be used as a basis for improving the school's services to its pupils? _____

18. Are you a Veteran of World War II? Yes ___ No _____

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