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An occupational survey of the graduates of Mattoon High School from 1939 to 1948

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AN OCCUPATIONAL SURVEY OF THE GRADUATES OF
MATTOON HIGH SCHOOL FROM 1939 TO 1948

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 in Education

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by

Frank Edward Lash

July 1950

The thesis of Frank Edward Lash,
Contribution of the Graduate School, Indiana State Teachers
College, No. 668, under the title AN OCCUPATIONAL SURVEY
OF THE GRADUATES OF MATTOON HIGH SCHOOL FROM 1939 TO 1948

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

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CHAPTER I

THE PROBLEM AND THE PROCEDURES USED IN THIS STUDY

Introduction. The need of occupational surveys is great because of the many important phases of education which they reveal. High schools should endeavor to equip their graduates with enough basic education to fit them for suitable jobs. Occupational surveys can aid any high school in gearing its program so that this fundamental educational goal can be attained.

With these thoughts in mind the writer of this study undertook this occupational survey of Mattoon High School, Mattoon, Illinois, for the ten year period, 1939 to 1948. No similar studies have been made in nearby schools to compare exactly with this one.

Purpose of the study. The purpose of this study was to determine (1) whether or not the curriculum is broad enough to give the students the subjects that they need after graduation; (2) whether the graduates are pursuing their high school majors since graduating; (3) what are the opinions of the graduates toward their high school and subjects.

Importance of the study. This study was an attempt to give a comprehensive survey of the graduates of Mattoon High School, Mattoon, Illinois, from 1939 to 1948. Valid educational

data are particularly beneficial because of the multi-uses to which they may be adapted. The utilization of follow-up material is invaluable, if for no other reason than that of guidance. In addition, a true picture of any situation can prove very helpful to administrators who conscientiously desire to make use of available studies when revising the curriculum.

Source of data. The writer was permitted to go through the files of Mattoon High School and list the names and addresses of all who has graduated during the period covered by the study. Upon obtaining the names and addresses from the permanent files at the high school, the writer began the research September 4, 1949. Adequate information to insure a good sampling was obtained by April 15, 1950. There were 1700 graduates from the Mattoon High School in this ten year span. Of this total, 400 graduates were interviewed personally by the writer. The per cent of graduates interviewed was approximately 24 per cent.

Methods of procedure. When the topic for study had been chosen, addresses and names were recorded. Although many of the graduates had changed their addresses and many had married since graduation, the present addresses were obtained from the interviewees' friends and relatives. This approach proved to be very successful in this survey.

Limitations of the study. In this study, only the graduates of Mattoon High School during the ten year span between 1939 to 1948 were used. Also many of the graduates had moved and several were killed in the past World War, principally the men.

Only 24 per cent were contacted which illustrates that the personal interview method in itself presents some limitations.

CHAPTER II

REVIEW OF SOME RELATED RESEARCHES

Because of limited library facilities, the writer was unable to complete an exhaustive survey of related research. However a few closely related studies were studied and are presented here.

Decatur High School, Decatur, Illinois, made a follow-up survey of their graduates in 1947 and again in 1949 by questionnaires. Returns were received from 69.8 per cent of the 1949 graduates and from 61.6 per cent of the 1947 graduates.

Faculty members have started evaluating the 770 replies and their analysis is due in May, 1950. One faculty member quoted Hamden Forkner, research specialist of Columbia University in New York City, as saying a 40 per cent return on this type of survey is considered better than normal.¹

A study was conducted in Union High School in southern California. The male students numbered one hundred and sixty-five, and each of these were to answer four questions pertaining to occupations.

Findings from the questions answered showed twenty-nine per cent of the boys were expecting to follow occupations at the same level as those of their father, twenty-four and nine-

¹ Decatur Herald Newspaper, Decatur, Illinois, 71:3, April 13, 1950.

tenths per cent had occupational expectations above that level, and fifteen and seven-tenths per cent had expectations below it. Most boys between the ages fourteen to eighteen have had little real work experience, the figures indicate a gratifying sense of reality.

Mention should be made of those who do not know what they would like to be, or what they expect to be. Twenty-eight per cent of the boys said they did not know what they expected to be; while only three per cent did not name a desired occupation.²

Another occupational survey was made by the Pulaski High School, Pulaski, Wisconsin. This survey was begun in 1944, and it clearly showed that about one hundred and fifty young graduates left the community every year. They wandered away to Chicago, Milwaukee, and Detroit, or to the western states. At the rate of \$10,000 per person, the community of Pulaski was losing \$1,500,000 of its most valuable assets each year.

It was the local chamber of commerce which took the initiative in the action which followed this preliminary work. A planning committee was authorized to invite new industries and to organize a corporation called Pulaski Industries. A total of two hundred and twenty people invested in shares of

² Frances M. Carp, "High School Boys are Realistic About Occupations," Occupations, November, 1949, pp. 97-99.

stock at \$100 each in the organization. No one was allowed to invest more than \$1000. This stock draws a three per cent interest.

The village now provides work opportunities in a wood-working plant, a canning factory, cheese plant, and pickle company. An average of thirty new homes are being built every year.

It takes effort and unselfish devotion of the part of leaders to break tradition, promote new ideas, organize capital, do the necessary research, and eventually materialize some worthwhile and tangible results--but it is worth the effort.³

Camas, Washington, is a paper making city of five thousand people situated in a semi-circle of evergreen hills bordering the Columbia River. Labor relations are amicable, civic pride and spirit are high, the schools are good in a largely traditional pattern. school-community relations have been excellent for many years.

In the spring of 1948 the superintendent of schools and his administrative staff came to feel that the schools were not making adequate use of their community's learning resources. The decision was made to organize a committee on community resources, whose functions would be to survey field trip opportunities and locate available resource people, promote the

³ Frank X. Toswick, "They Wanted To Work in Their Home Town," N.E.A. Journal, December, 1949, pp. 660-61.

community-use program among teachers and citizens generally, and compile a teacher's directory of community resources which could be utilized to enrich, extend, and vitalize the school curriculum.

After appropriate newspaper publicity a community-wide dinner meeting was held. Present were seventy-five school and community leaders. The address of the evening outlined in layman's language the advantages and the possibilities of a systematic community resource program for the public schools of Camas. The audience was enthusiastic in its response.

Next day after the dinner, detailed plans for launching the survey of community resources were made. Ten survey committees were organized. These committees were composed of volunteer teachers and members of other community groups. They worked hard for ten weeks and then presented their progress reports to a second community wide public dinner meeting.

From their survey finding, a master card index of available community resources is being prepared. This will be duplicated and placed in each school-building library. Each teacher in Camas will thus have ready access to community data of many kinds. Next steps will include production of study materials about local community conditions and a wide extension of both teacher and pupil field trips into the community itself.⁴

⁴ Edward G. Olsen and others, "School and Community," (New York: Prentice-Hall, 1945), p. 422.

At the Austin High School, where a study recently was made, two methods were used; a statistical approach, utilizing such objective data for each student as age, sex, class in school, nationality, course of study and teachers, family information, address, test scores; and a case-study approach combining information from the counselor's personal "exit-interview" with written and oral teacher reports, with information from confidential folders, health information, and reports from the dean's and attendance offices. For the purpose of the study "withdrawals" or "drop-outs" were defined as any student dropped from the roll and terminating his schooling for that semester on his own volition. By this definition, one hundred and thirty-five, or five and two-tenths per cent of the school's total enrollment withdrew during the fall semester of 1948. As to sex, sixty-four per cent of the withdrawing students were boys, thirty-six per cent girls.

The exit-interview drop-out sample seems to be characterized mainly by the following basic factors: (1) broken homes, (2) financial needs of student and family, (3) low test scores, (4) discouragement over academic progress, (5) feeling of not belonging. The descriptive drop-out pattern here is clearly one of a multiplicity of factors. The first group or circumstances, "being implicit with sociological" and economic factors, may be relatively unamendable; therefore the school should

try to remedy the factors which are pertinent to school.⁵

Too many of our students leave school as soon as the law allows. In Camden City, New Jersey, the teachers studied this problem in 1940-41 and again in 1945-46. Grades seven to twelve were selected for this study.

Two methods of securing data were used. The school and attendance department records of all dropouts in 1940-41 and 1945-46 were studied. There were 2582 cases. Then 524 school-leavers, visited in their homes, gave complete replies to questionnaires.

Students in a class in sociology at South Jersey College, members of our local P.T.A.'s, local teachers, and attendance officers served as interviewers. In four meetings the interviewers were trained and were supplied with name and address cards, instruction sheets, and interview forms. Each interviewer was given the name cards of twenty-five drop-outs to interview.

The highest percentage of our secondary-school students leave school at the ages of sixteen and seventeen, when the compulsory attendance law permits them to do so, or very soon thereafter.

Forty-five per cent of the 1940-41 drop-outs stated

⁵ Lanier, Armand J., "A Study of Student Withdrawals," Journal of Educational Research, Vol. 63. (November, 1949), pp. 205-12.

that they left school because they were not interested, while twenty-nine per cent states that they were discouraged. Only seven and eight-tenths per cent left school to go to work. In 1945-46, forty-three per cent left because they were not interested, while twenty-one per cent left because they were discouraged. Only eleven per cent left to go to work.

Contrary to the all-too-general belief that dropouts are, for the most part, students with low intelligence, it was found of the drop-outs in 1940-41 whose IQ's were available that sixty-one per cent had IQ's over ninety. This includes thirty-one per cent who had IQ's of one hundred or over. Similar conditions were found in studying 1945-46.

Forty-eight per cent of the 1940-41 drop-outs were still undecided about their occupations after having been out for six years. In 1945-46, seventy-four per cent of them were undecided. The 1940-41 drop-outs received only fair wages in comparison with the prevailing high wages of the times. After the war, fifty-six per cent of the 1945-46 drop-outs received from fifteen to twenty-five dollars a week. The majority of the drop-outs claim arithmetic and English have been of the most value to them since leaving school.

Among the suggestions for improving the secondary schools offered by the drop-outs are the following (ranked by frequency):

1. Better understanding among teachers and students.
2. More time devoted to practical arts.

3. More counseling and guidance.
4. More interesting program of studies and activities.
5. More time devoted to business training.⁶

⁶ Brown, Howard W., "New Jersey Educational Review," 23:78 (November, 1949).

CHAPTER III

TABULATION AND PRESENTATION OF DATA

I. THE SCHOOL CITY OF MATTOON

Mattoon is the largest city located in Coles County at the junction of the Illinois Central and New York Central railroads. It lies one hundred and seventy-one miles south of Chicago and mid-way between St. Louis and Indianapolis. Furthermore Mattoon is only about twenty miles north and ten miles west of the national geographic center of population.

According to the government census for 1940, the population of Mattoon was 15,827, a growth of over fifteen per cent as compared with the census of 1930. A more recent survey indicates that the present population is about 18,000, the increase being due partly to the influx of workers in new industrial plants and to employees connected with the oil production in the Mattoon oil field.

That Mattoon is a railroad center is suggested by the name itself, since it was named after William B. Mattoon, a railroad contractor in 1855.⁷

Another major occupation other than railroading is agriculture. Being located in the great corn and grain region of

⁷ Alexander Summers, "Mattoon, Origin and Growth," (Mattoon: National Bank of Mattoon, 1946), p. 3.

Illinois, Mattoon is surrounded by prosperous farms on all sides that give ample evidence as to the richness of their black soil. It is recognized as a center of broom corn, soybeans, corn, wheat, poultry raising, beef and dairy industries.⁸

Mattoon's school system is composed of one high school, three junior high schools, and six elementary schools employing one hundred and fifty-five teachers plus a parochial school employing seven teachers. For higher learning Utterback's Business College is the only offering in Mattoon.

II. PRESENTATION OF THE DATA

This survey was made over a ten year span, and tables follow to explain the exact information obtained from the Mattoon High School graduates living within the city area of Mattoon, Illinois. The tables are so arranged as to correspond with the questions which were asked each of the four hundred high school graduates of the Mattoon High School between 1939 and 1948.

III. QUESTIONS ASKED THE INTERVIEWED GRADUATES

The following is a sample of the questionnaire which was used by the writer as a basis for exacting the information used in this study.

⁸ "Everyone Likes Mattoon," (Mattoon Chamber of Commerce), p. 8.

QUESTIONNAIRE

1. Name_____ 2. Date of graduation_____
3. List your present position_____
- 4a. Curriculum pursued: College preparatory____, Commercial____,
Vocational____, General____.
- 4b. What were your majors in high school?_____
5. Do you feel that your schooling has helped you in your present
Occupation?_____
6. How has your schooling aided you in your efforts since grad-
uation?_____
7. List the different occupations you have tried since graduation.

8. Satisfied with present occupation?_____
9. What high school subjects or subject aided you most since
graduation?_____
- 10a. Have you had any additional training other than high school?
_____ 10b. If so, list this training._____
11. What were your college majors?_____
12. Are you a graduate from any college?_____
13. In what high school subject were you most interested?_____
- 14a. If you had it to do over, would you have graduated from high
school?_____ 14b. Would you have taken the same curriculum?
_____.
15. Are you following the occupation for which you received high
school training?_____.

- 16a. Were you assisted by the high school in making your occupational choice? _____ 16b. In what manner? _____
17. Do you feel that you received adequate occupational guidance in high school to have helped you choose an occupation? _____
18. In your opinion, how could the high school have helped you more than it actually did? _____
19. List the changes you would suggest in the high school curriculum. _____

The number of actual graduates for each year covered by this study plus the number of graduates interviewed in those years are illustrated in Table I.

The percentages vary from 16 per cent in 1942 to 49 per cent in 1948. The year 1942 was a poor year because of the second World War since many of these graduates never have returned to Mattoon, Illinois. In 1948 forty-nine per cent of the graduates of the Mattoon High School were interviewed, which was the highest per cent obtained. The year of 1947 was next best with a twenty-eight percentage. Three years were tied with the third highest percentage with twenty-three per cent which included 1946, 1944, and 1943. The fourth ranked year based on the per cent interviewed was 1941 with a twenty-one percentage. For fifth place there was the year of 1945 with a twenty per cent total. Both 1940 and 1939 tied for sixth rank with seventeen per cent. Lastly was the year of 1942 with only a sixteen percentage.

The occupations pursued by the four hundred interviewees since their graduation from Mattoon High School between 1939 and 1948 are scattered over varied fields. Many of the occupations pursued gave evidence of the fact that further education was needed. Table II, page 18, presents the data on occupations.

There are forty-seven different occupations shown in this Table. College students lead the list of occupations with

TABLE I
ACTUAL GRADUATES INTERVIEWED

Year	Number Actual graduates	Number interviewed	Per cent interviewed
1948	168	83	49
1947	176	49	28
1946	172	40	23
1945	150	30	20
1944	151	35	23
1943	173	39	23
1942	160	25	16
1941	189	39	21
1940	180	30	17
1939	181	30	17
Total	1700	400	Average per cent 24

Percentages are reported to the nearest one per cent.

TABLE II

OCCUPATIONS PURSUED BY THE FOUR HUNDRED GRADUATES

Occupation	No.	Occupation	No.
Accountant	1	Nurse	8
Advertiser	7	Office worker	11
Aircraft mechanic	1	Optometrist	1
Armament officer	3	Radio announcer	1
Auditor	1	Radio repairman	2
Baker	2	Railroad brakeman	10
Bank teller	3	Railroad dispatcher	5
Bookkeeper	18	Railroad engineer	2
Businessman	26	Railroad switchman	1
Carpenter	3	Railroad telegrapher	1
Cashier	6	Railroad yard clerk	3
Chemist	1	Real Estate broker	1
Clerk	17	Receptionist	8
College student	97	Salesman	12
Department of Labor	1	Seamstress	1
Draftsman	4	Secretary	28
Electrician	6	Speech correctionist	1
Farming	12	Sterotyper	6
Funeral director	1	Teacher	4
Housewife	63	Telephone lineman	6
Labor claims examiner	1	Truck driver	9
Laborer	9	Unemployed	8
Machinist	8	Waitress	1
Mailman	1		
Total		400	

ninety-seven; housewives were second with sixty-three; secretaries were third with a total of twenty-eight; while business men ranked fourth with a twenty-six total. The remainder of the occupations held by the four hundred interviewed graduates are widely scattered.

In the occupations listed 171 of the former students of the Mattoon High School between 1939 and 1948 needed additional education over and above their high schooling to enable them to secure the occupations which they now hold.

The curricula which were pursued in the Mattoon High School by the four hundred interviewed graduates between 1939 and 1948 were divided into four categories, as shown in Table III.

The general course ranked first; college preparatory was second; commercial was third in order; and the vocational curriculum was last in rank.

Many of the graduates who pursued the general curriculum later upon entering institutions of higher learning actually followed the path which the students taking college preparatory followed. The students following the commercial curriculum were mainly those of the female sex. The vocational curriculum offered between 1939 and 1948 was inadequate because of the fact that woodshop was offered but no form of machine shop.

The majors pursued in the Mattoon High School by the four hundred interviewed graduates between 1939 and 1948 are

TABLE III

HIGH SCHOOL CURRICULUM OF THE FOUR HUNDRED GRADUATES INTERVIEWED

Curriculum	Number	Per cent
College preparatory	101	25.25
Commercial	87	21.75
General	201	50.25
Vocational	11	2.75
Total	400	100.00

segregated as to their first and second choice. Several of the interviewees listed more than one first and more than one second choice. Table IV presents the data regarding major areas of the interviewees.

English was ranked first; mathematics was second, commerce and science placed third. Twelve majors were listed by the four hundred interviewed graduates. Perhaps one of the reasons for the large number of students taking English as a major subject was because a ruling of the Mattoon High School itself. This rule required all students enrolled in the High School to major in English. The other major subjects were entirely voluntary on the part of the students themselves.

The graduates answers as to whether their high schooling has helped them in their present occupations since graduation from the Mattoon High School are tabulated in Table V, page 23.

Three hundred and forty-seven graduates answered Yes; forty-seven answered No; while one mentioned Little; and five Not Particularly.

The description of how high schooling has aided the graduates in their endeavors since graduation was placed under the heading of a good, fair, or poor background. Table VI, page 24, shows the results on this item.

In describing the value of their schooling, the respondents ranked good background as first; fair background was listed as second; none was placed in third ranking; while poor

TABLE IV
MAJORS OF THE FOUR HUNDRED INTERVIEWED GRADUATES

First choice	No.	Second choice	No.
Commerce	27	Commerce	32
English	197	English	108
History	19	History	51
Home Economics	8	Home Economics	7
Languages	2	Languages	7
Mathematics	82	Mathematics	88
Music	2	Science	56
Science	27	Social Science	16
Social Science	13	Speech	10
R.O.T.C.	2	R.O.T.C.	10
Vocations	21	Vocations	22
Total	400		407

TABLE V

HIGH SCHOOL AID TO THE FOUR HUNDRED GRADUATES IN THEIR PRESENT OCCUPATION

Reaction	No.	Per cent
Yes	347	86.75
No	47	11.75
Little	1	.25
Not particularly	5	1.25
Total	400	100.00

TABLE VI

GRADUATES' OPINION OF THE VALUE
OF THE MATTOON HIGH SCHOOL

Attitude	No.	Per cent
Good background	294	73.5
Fair background	70	17.5
Poor background	7	1.75
None	29	7.25
Total	400	100.00

background was selected for fourth place. These opinions were only obtained from the four hundred interviewed graduates of the Mattoon High School between 1939 and 1948. For the most part the former Mattoon High School graduates have received a fairly sound educational background even though there were a limited number of elective subjects.

The graduates of the Mattoon High School were asked whether or not they were satisfied with their present occupation as it now exists. The answers to this question are tabulated in Table VII.

Over three-fourths of the interviewed graduates were satisfied in their present occupation at the time of their interview. Exactly twenty of the interviewees were not satisfied with their present occupation.

The subjects which have aided the graduates most since graduation are placed in alphabetical order in Table VIII, page 27. These subjects were chosen specifically by the four hundred interviewed graduates of the Mattoon High School between 1939 and 1948.

There are twenty-six different subjects shown in this Table. English was selected as the most helpful subject. Mathematics and typing ranked second; while science and shorthand ranked third and fourth respectively. The other subjects listed were widely scattered.

English as mentioned previously in Table IV was revealed

TABLE VII

GRADUATES' PRESENT OCCUPATIONAL
REACTION

Reaction	No.	Per cent
Satisfied for present	2	.5
Not satisfied	20	5.0
Very much satisfied	4	1.0
Satisfied	374	93.5
Total	400	100.00

TABLE VIII

HIGH SCHOOL SUBJECTS MOST HELPFUL TO THE GRADUATES

Subject	No.	Subject	No.
Agriculture	1	Home nursing	5
Art	1	Machine shop	3
Bookkeeping	10	Mathematics	87
Business English	2	Mechanical drawing	3
Business Law	2	Music	6
Civics	1	None	3
Clothing	2	Physical education	5
Distributive education	8	R.O.T.C.	8
English	112	Science	22
Foods	3	Shorthand	21
Foreign languages	5	Sociology	2
History	5	Speech	9
Home economics	9	Typing	87

as the most helpful in this Table.

The four hundred graduates were asked if they had any additional training other than high school and Table IX presents their answers.

TABLE IX
ADDITIONAL TRAINING OF THE FOUR HUNDRED GRADUATES

Answers	No.	Per Cent
No	206	51.5
Yes	194	48.5
TOTAL	400	100.00

The interviewees answering No to this question totaled two hundred and six; while those interviewees answering Yes totaled a one hundred and ninety-four.

In Table III one hundred and one former graduates of the Mattoon High School were shown to have pursued the college preparatory curriculum. Since more graduates went to college or took additional education than the number who took the college preparatory curriculum, this number included many who had taken the general and commercial curricula.

Table X shows those graduates having additional training and the time involved in such training. The results were tabulated from the answers of the four hundred interviewees' based

TABLE X

AMOUNT OF ADDITIONAL TRAINING OF
THE FOUR HUNDRED GRADUATES

Additional training	No.
Graduates of accredited institutions	30
Four years of college training (including the graduates)	36
Three years of college training	33
Two years of college training	41
One and one-half years of college training	4
One year of college training	25
Six months of college training	17
Three months of college training	7
Pursuing a Masters' degree at present time	3
Planning to graduate from college	60

on additional training other than high school training.

The average time spent by the graduates having additional training was approximately 1.9 years. Military schooling was not included in this table since many of these graduates took courses in the military service because they were forced to do so, not necessarily under their own volition or by their own choice of subjects.

One hundred and-sixty-six of the interviewed graduates between 1939 and 1948 of the Mattoon High School have taken or are taking at the present time additional training.

Three former graduates of the Mattoon High School are at the present time pursuing work on a Masters' Degree.

Twenty-eight of the former graduates interviewed had forgotten the amount of additional training they had had.

In Table XI are listed alphabetically the institutions of higher learning where the Mattoon High School graduates between 1939 and 1948 furthered their education. These institutions were based on the interviewees own choice.

There are thirty-three institutions of higher learning listed here. These institutions were located in thirteen separate states within the United States. Following are the twelve states and one territory listed in alphabetical order with the number of former graduates of the Mattoon High School between 1939 and 1948 which attended institutions in these states: Alabama 1; Arizona 2; California 2; District of Colum-

TABLE XI

INSTITUTIONS WHERE ADDITIONAL TRAINING WAS PURSUED

Institutions	No.
American Institute of Banking, New York City, New York	1
Arizona University, Tucson, Arizona	2
Alabama Polytechnic Institute, Auburn, Alabama	1
Beauty Course, Mattoon, Illinois	1
Citadel University, Charleston, South Carolina	3
Correspondence (Radio), Los Angeles, California	1
DePauw University, Greencastle, Indiana	2
Eastern Illinois College, Charleston, Illinois	95
Eureka College, Eureka, Illinois	2
Fresno University, Fresno, California	1
George Washington University, Washington, D. C.	1
Indiana State Teachers College, Terre Haute, Indiana	1
MacMurray College, Jacksonville, Illinois	1
Mercy Hospital, Urbana, Illinois	1
James Millikin University, Decatur, Illinois	2
Northwestern University, Evanston, Illinois	2
Notre Dame University, Notre Dame, Indiana	1
Ohio State University, Columbus, Ohio	1
Oklahoma A. and M., Goodwell, Oklahoma	2
Paris Hospital, Paris, Illinois	1
Purdue University, Lafayette, Indiana	1
Sherman Hospital, Elgin, Illinois	1
Southeastern State College, Durand, Oklahoma	1
Stephens College, Columbia, Missouri	1
St. Anthony's Hospital, Terre Haute, Indiana	1
St. Mary of the Woods College, St. Mary, Indiana	1
University of Illinois, Urbana-Champaign, Illinois	29
Utterback's Business College, Mattoon, Illinois	31
Ward-Belmont College, Nashville, Tennessee	1
Webster College, Webster Grove, Missouri	1
Western College, Oxford, Ohio	1
Total	194

bia 1; Illinois 166; Indiana 7; Missouri 2; New Mexico 3; New York 1; Ohio 2; Oklahoma 3; South Carolina 3; and Tennessee 1.

Illinois ranked as the first state based on the most attendance of former graduates of the Mattoon High School between 1939 and 1948. Indiana was second based on actual attendance of the graduates. The other states included in the twelve states and one territory were closely grouped, but with a very small frequency.

Table IX showed that 194 interviewed graduates had additional training other than high school, and this coincides exactly with the institutions where 194 interviewees' training is listed.

Table XII presents a list of the subjects in which the interviewed graduates were most interested while attending the Mattoon High School. These choices were made without any suggestions from the interviewer.

There are twenty-seven subjects mentioned in this table. Mathematics ranked first as the most interesting subject; typing and English placed second; history ranked third; and biology was listed as the fourth most interesting subject. The remainder of the subjects were closely clustered and a clear differentiation would be of little value. Table VIII revealed that English and mathematics were the most helpful of all the high school subjects. Table IV lists English and mathematics as first choice of majors pursued by the interviewed graduates of

TABLE XII

MOST INTERESTING HIGH SCHOOL SUBJECT

Subject	No.	Subject	No.
All subjects	1	Home economics	12
Art	5	Home nursing	1
Bank and music	5	Manual training	10
Biology	26	Mathematics	80
Bookkeeping	11	Mechanical drawing	12
Business Law	5	None in particular	5
Chemistry	16	Physical education	8
Civics	7	Physics	10
Distributive education	1	R.O.T.C.	13
Economics	7	Shorthand	18
English	38	Sociology	6
Foreign languages	13	Speech	4
Grammar	3	Typing	38
History	34		

the Mattoon High School. The previous table also ranks mathematics and English as the two most interesting high school subjects listed by the four hundred interviewed graduates. This shows a definite correlation between the subjects chosen most frequently as majors and those found to be the most interesting and helpful to the graduates.

The four hundred interviewees were asked if they could begin school again, would they have graduated from high school. Those answering Yes would have graduated as they formerly did; with a high school diploma while those graduates answering No would not graduate from high school as they had done previously but would have dropped out of school.

One hundred per cent of the interviewed four hundred graduates answered Yes, that they would have graduated from the Mattoon High School if they could begin school again. All of the graduates of the Mattoon High School realize the values in all aspects of society which were obtained by them through a high school education. Table XIII presents these data in tabular form.

TABLE XIII

STUDENTS INTERVIEWED WHO WOULD
AGAIN GRADUATE FROM HIGH SCHOOL

Reaction	No.	Per cent
Yes	400	100.0
No	0	0.0
Total	400	100.0

Table XIV illustrates the graduates' feeling toward the curriculum which they formerly pursued in high school as compared to the curriculum which they would begin if they could attend high school again. Those answering Yes would pursue their former high school curriculum; while those answering No would have an altogether new curriculum.

TABLE XIV
INTERVIEWEES WHO WOULD PURSUE THEIR FORMER
HIGH SCHOOL CURRICULUM

Reaction	No.	Per Cent
Yes	245	61.25
No	155	38.75
TOTAL	400	100.00

Two hundred and forty-five graduates would have pursued the same curriculum in the Mattoon High School which they formerly pursued. One hundred and fifty-five of the interviewed graduates would have changed their former curriculum which they pursued in the Mattoon High School if they had it to do over. Had there been guidance no doubt the 155 graduates who would choose an altogether new curriculum would have been substantially reduced in number.

Those graduates who are following the occupation for which they received high school training are totaled below. The graduates who are not following the occupations for which they received high school training are also tabulated in Table XV.

TABLE XV
CORRELATION OF HIGH SCHOOL TRAINING AND OCCUPATIONS
OF THE FOUR HUNDRED GRADUATES

Reaction	No.	Per Cent
Yes	215	53.75
No	180	45.00
Partially	5	1.25
TOTAL	400	100.00

Two hundred and fifteen of the interviewed graduates of the Mattoon High School are following the occupations for which they received high school training. Five of the interviewees are following occupations where they partially utilize their high school training. One hundred and eighty of the former graduates between 1939 and 1948 are definitely not pursuing occupations for which they formerly received high school training.

The number of Mattoon High School graduates receiving occupational aid and those graduates who received no occupational aid are listed in Table XVI. The students who received occupational aid did so from various persons and these data are also shown in this Table.

Three hundred and nineteen interviewees received no occupational guidance as compared to eighty-one graduates who did obtain occupational guidance. Of the eighty-one graduates who received occupational guidance, fifty-four obtained this guidance from a teacher after school. All the students receiving occupational guidance received it without a definite guidance plan in the High School.

The answers of the interviewed graduates as to their belief if they had received in the Mattoon High School adequate occupational guidance to have helped them choose an occupation are listed in Table XVII.

One hundred of the interviewed graduates between 1939 and 1948 of the Mattoon High School felt that they had received adequate occupational guidance. Three hundred of the interviewees felt that they had definitely not received adequate occupational guidance to have helped them choose a suitable occupation upon their graduation from the Mattoon High School. The majority of the former graduates of the Mattoon High School between 1939 and 1948 could have been helped through proper guidance in selecting a suitable occupation after graduation.

TABLE XVI
SOURCE OF OCCUPATIONAL GUIDANCE IN
HIGH SCHOOL

Source of occupational guidance	No.
Students who received guidance	81
Sources of aid for occupational choice:	
College representative	2
Library	1
Subjects	22
Teachers after school	54
Wrongly assisted	1
Students receiving no guidance	319
Total	400

TABLE XVII

GRADUATES WHO RECEIVED OCCUPATIONAL GUIDANCE AND THOSE
GRADUATES WHO DID NOT RECEIVE GUIDANCE

Reaction	No.	Per Cent
Yes	100	25.00
No	300	75.00
TOTAL	400	100.00

The older the graduates become the more they realize the inadequacy of the Mattoon High School guidance program.

The opinions of the graduates on how the high school could have helped them more than it actually did with their ideas are arranged from the most prevalent suggestions to the least. Many of the interviewees gave several ideas to express their opinions as clearly as possible. These data are shown in Table XVIII.

Forty-four different opinions were listed by the four hundred interviewees. Those graduates who were satisfied with their high school totaled 156; in second rank was a need for guidance by 119 interviewees; more electives were listed by forty-seven former students of the Mattoon High School to rank third. The remainder of the interviewees' opinions were closely grouped.

TABLE XVIII

THE FOUR HUNDRED GRADUATES' OPINIONS ON HOW THE HIGH
SCHOOL COULD HAVE HELPED THEM MORE

Opinion	No.	Opinion	No.
Those satisfied	156	Needed guidance	119
More electives	47	Vocational training	19
More practical courses	15	More and better English	15
More speech offered	11	More and better busi-	
How to study and concen-		ness course	10
trate	9	More student participa-	
More typing	5	tion	6
More bookkeeping	5	More and better mathe-	
Better teachers	5	matics	5
More commerce	5	More agriculture	5
Raise school standards	4	Better school recreation	4
More field trips	3	Standardize subjects	3
More required subjects	3	More shorthand	3
More individual interest		Have seminars on occupa-	
to pupil	3	tions	3
Add more distributive ed.	2	Theme writing	2
Better physical education	2	More specialized training	2
Home Nursing	1	Art	1
Spelling	1	Better equipment	1
Blue print reading	1	School psychologist	1
More visual aids	1	Shorter classes	1
Longer classes	1	More music	1
More advanced science	1	Salesmanship course	1
Mechanical drawing	1	Recognize students as	
Radio training	1	individuals	1
Stress three R's	1		

Changes suggested in the high school curriculum by the four hundred graduates which were interviewed by your author beginning with those most prevalent changes as compared to those which were least prevalent are presented in Table XIX.

One hundred and twenty-nine of the four hundred graduates interviewed were satisfied with the curriculum as it was when they were students at the Mattoon High School. The change most often suggested, by forty-two of the interviewed graduates, was the introduction of more elective subjects. Forty former graduates of the Mattoon High School suggested more vocational training as their suggested curriculum changes to rank second high. Third in order of graduate suggestion was spelling and defining, listed by thirty-five of the interviewees. Fourth ranked was more English and grammar with an aggregate of thirty-two selections by the four hundred interviewed graduates. Guidance was placed in sixth place of suggested curriculum changes by thirty of the former students of the Mattoon High School.

Seventh place was filled by two subjects, business training and sex education with twenty selections each. The remaining curriculum changes were so closely grouped that further segregating would be of little value. More progressive education is definitely pictured in the above table. A wider range of subject electives should be offered to enable the high school to explore more fully various vocational phases of education.

TABLE XIX

SUGGESTED CURRICULUM CHANGES FOR THE MATTOON HIGH SCHOOL

Suggested changes	No.	Suggested changes	No.
Satisfied	129	More electives	42
More vocational training	40	Spelling and defining	35
More English and grammar	32	Guidance	30
Business training	20	Sex education	20
Art	19	Cultural subjects	16
More speech	14	Better phy. ed.	13
Better facilities and equipment	13	More mathematics	12
More practical courses	11	Geography	12
Radio course	9	Personality course	11
Separate students according to ability	8	Theme writing	8
Require a foreign language	5	Aeronautics	7
Compulsory Spanish	4	Add German	5
More student participation	4	Compulsory hygiene	4
Core curriculum	4	More extra-curricular Sub.	4
Add political courses	3	Require R.O.T.C.	3
No Latin	3	More driver training	3
More visual aids	3	Require shorthand	3
Stress junior college	2	Require library science	3
No Spanish	2	More home economics	2
No history	2	Drafting	2
Require typing	2	Require penmanship	2
Require Latin for freshmen	2	Require more social sci.	2
More group work	2	More advanced science	2
Stress sports	2	De-emphasize athletics	2
No homework	1	No examinations	1
Designing	1	Art	1
Integrate high school and college work	1	Stress on common learning	1
Home economics for boys	1	No study halls in H.S.	1
Distributive education	1	More aid to non-college students	1
No compulsory courses	1	How to study course	1
Storeroom	1	More agriculture	1
Require accounting	1	More commerce	1
More home nursing	1	Blueprint reading course	1

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The writer reached twenty-four per cent of the graduates by the personal interview. Naturally, the war years during this ten year period increased the number of the former graduates of the Mattoon High School leaving the city.

There were forty-seven different occupations pursued by the four hundred interviewed graduates of the Mattoon High School between 1939 and 1948. Of the various occupations listed, 171 of these interviewees needed additional training over and above their high schooling to enable them to secure the occupations which they now hold.

Between 1939 and 1948 most of the interviewees pursued the general curriculum of the Mattoon High School as compared to the commercial, vocational, and college preparatory curriculum.

High school majors listed by the four hundred interviewed graduates show that English was ranked first as compared to the other high school subjects which were offered by the Mattoon High School.

The interviewed students of the Mattoon High School felt that their past high schooling has aided them since graduation and was shown by the positive answers of 347 former graduates.

The graduate opinions of the value of the education they had received at Mattoon High School were shown by approximately three-fourths of the interviewees answering this question by a good background for later work-life.

Present occupational reaction shown by the 400 interviewed graduates pointed out that 378 were definitely satisfied.

Of the high school subjects listed, English ranked as the most helpful to the 400 interviewed graduates since their graduation from the Mattoon High School.

Approximately one-half of the interviewees had pursued further education since their graduation from the Mattoon High School. The amount of additional training obtained by the interviewed graduates which pursued additional education averaged up to one and nine-tenths years.

Over eighty-five per cent of the 400 interviewed graduates obtained this additional training within their home state of Illinois.

The most interesting high school subject to the 400 interviewed graduates was found to be mathematics.

Graduates were unanimous in declaring that they would again graduate from high school, could they re-live the past. There were 245 interviewed graduates who would have followed their former high school curriculum while attending the Mattoon High School.

Correlation of high school training and the 400 graduates

present occupation showed that 215 of the interviewees were following occupations for which they had received high school training.

Approximately eighty per cent of the 400 interviewed graduates between 1939 and 1948 received no form of occupational guidance while attending the Mattoon High School. The graduates of the Mattoon High School who obtained some form of occupational guidance secured this with their teachers after school. Of the 400 graduates interviewed, 156 indicated that they were satisfied with their high school education.

Forty-four different opinions were mentioned on ways that Mattoon High School could have helped them more.

Suggested curriculum changes of the Mattoon High School were given by the four hundred interviewees between 1939 and 1948. Over thirty-two per cent of the interviewees said that they were satisfied.

II. CONCLUSIONS

Although only twenty-four per cent of the graduates of the Mattoon High School between 1939 and 1948 were interviewed, it was apparent that this type of research was more successful than the percentage figure indicates. The second World War caused much circulation of graduates; yet a better than average location of these graduates did result or else this research could not have been completed.

Of the various occupations pursued by these interviewed graduates there were approximately forty-three per cent of these interviewees pursuing occupations which required additional training other than could have been obtained in high school. Approximately twenty-five per cent of these interviewed graduates took a college preparatory curriculum in high school, yet more than that per cent needed additional training to pursue the occupations which they now fill.

English and mathematics were the subjects listed as most interesting and most helpful to the four hundred interviewed graduates.

Approximately eighty-seven per cent of the former students of the Mattoon High School between 1939 and 1948 felt that their past high schooling had aided them in their present occupation. In seventy-four per cent of their answers the graduates interviewed even went so far as to describe the high school education they had received as giving them a good background.

The graduates interviewed between 1939 and 1948 of the Mattoon High School were satisfied in their present occupations in ninety-three per cent of the cases listed in this research. One reason for this situation may be due to the fact that over fifty per cent of the interviewees are following occupations at the present time for which they received high school training.

The additional training listed by the four hundred gradu-

ates shows that over eighty-five per cent took this additional training within their home state of Illinois. The average training for each graduate who had pursued additional training totaled one and nine-tenths years.

The 400 graduates interviewed would all have graduated from the high school again if they could re-live their school days. Sixty-one per cent of the interviewees would pursue the same curriculum which they formerly pursued in the Mattoon High School. Had there been a concerted guidance program in effect no doubt this percentage would be higher. To make this situation even more obvious it should be remembered that approximately eighty per cent of the interviewees stated that they had received no occupational guidance while in high school. The twenty per cent of interviewees who did receive some form of occupational guidance realize that this was not a planned type of guidance but rather a hit or miss type.

Over twenty-five per cent of the interviewees out of the four hundred interviewed between 1939 and 1948 suggested that a planned guidance program be instituted in the Mattoon High School. Thirty-nine per cent of the interviewees were satisfied with the high school program which they had been a part.

III. RECOMMENDATIONS

1. The curriculum of the Mattoon High School could be

more suitable to the pupil's needs. The following are a list of subjects which should be taught but are not being taught at the present time: 1. Sex Education 2. Geography 3. Radio course (basic) 4. Drafting 5. Library Science 6. Designing 7. Blueprint reading 8. More vocational training. Guidance on a planned level could be integrated with each high school subject taught to obtain the maximum results with each pupil in the Mattoon High School.

2. The majority of the graduates of the Mattoon High School have not followed their high school majors since graduation. Had a curriculum which was adequately diversified been available, no doubt, more graduates would be pursuing their high school majors after graduation. Guidance could have helped tremendously by aiding the pupil, in a diplomatic manner, to capitalize on his capabilities and to realize and partially govern his liabilities.

3. The four hundred graduates value greatly their past training at the Mattoon High School. Their appreciation of the high school would have been greater had the Mattoon High School given the graduates more tangible and practical uses for their education. If the educational program could have been more realistic and applicable to the interviewees there would have been more complimentary remarks about the Mattoon High School shown in this research than there was evidenced by your author during the interview period.

Further research of a follow-up nature in another ten years would be valuable. This would show any progress which could have been made since this study.

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