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## A follow-up of the graduates of Newport High School from 1935-1949

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A FOLLOW-UP STUDY OF THE GRADUATES OF  
NEWPORT HIGH SCHOOL FROM  
1935-1949

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

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

by  
John W. Park  
October 1950

The thesis of John W. Park,  
Contribution of the Graduate School, Indiana State Teachers  
College, No. 715, under the title A FOLLOW-UP  
STUDY OF THE GRADUATES OF NEWPORT HIGH SCHOOL FROM  
1935-1949

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

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J.W.P.

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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

The secondary school in America has been in existence for slightly over three hundred years and from time to time has undergone subjective evaluation by public opinion. During the last thirty years the study of the success of the secondary school has been accelerated as new tools of evaluation have been developed and new purposes for the school have been formulated. Especially significant is the emphasis upon the problem method, the method associated more closely with democratic living than other methods, and the method of scientific or objective discovery.

The viewpoint of the product is considered as a valuable basis by those who seek to improve the program of the school, in order that boys and girls in turn may improve the society in which they live. Opinion and facts alike substantiate the position that the curriculum of the secondary school is badly in need of careful study. If learning is to be facilitated, it must be learning of the type which is related to the needs and problems of youth in a changing society.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine how well the Vermillion Township High School



at Newport, Indiana, has met the needs of its graduates. This study concerns itself with some factual information, but primarily with the opinions or feelings of the graduates (1) to determine the geographical locations and occupations of the graduates; (2) to show what per cent of the graduates sought further education; (3) to determine the subjects or activities which the graduates felt were of most value to them not only in what they were doing, but also in their appreciations and relationships; (4) to obtain a basis for curriculum improvement as advocated by the graduates; and (5) to determine what per cent of the graduates were following the occupation chosen in high school.

Method and scope of the study. The personal interview method was the technique used in studying this problem. A list by classes of the 304 graduates of Newport High School between the years 1935 to 1949 inclusive was obtained from the records of the school. The 1950 class was not included in the study because its members had just graduated and had no after school experiences on which to base their reactions. The graduates of the 1949 class were interviewed one year after graduation. Many addresses of the graduates were not known and had to be secured from parents, friends, and classmates as the interviews progressed.

Several trips throughout Vermillion County, through

the edge of Illinois to Danville, to Indianapolis, and along the edge of Parke County to Terre Haute were made to contact former graduates. Also, when graduates were visiting parents and friends in Newport, the opportunity of making personal interviews was not lost.

In order that the graduates might be asked the same questions, a questionnaire was devised to keep a record of the facts and opinions revealed. A copy of this questionnaire may be found in the Appendix. This questionnaire was designed to secure data concerning places of residence, occupation, and further schooling of the graduates. Opinions of the graduates were sought concerning the value of subjects and activities in what they were doing, and nonavailable subject matter that would have been helpful. At the completion of the interview the graduates were asked if they had any further comment or questions in regard to the interview. These interviews were from one half hour to an hour in length and were made with 210 of the 304 graduates, which represented 69 per cent of the total.

Importance of the study. It has been noted during the past fifteen years, the small number of Newport High School graduates who have attended college and the still smaller number who have completed a degree. This fact has led to the consideration of the problem: How well have the high school

graduates been prepared for their occupational, recreational, and social life? The opinion of the graduates can be used by educational leaders as a basis for the improvement of this preparation. When such a foundation is laid, the problem of providing worthwhile school experiences by the addition of subjects and the expansion of subject areas will be more scientifically and objectively met.

Limitations of the study. Probably the most significant limitation of this study was the fact that the environment of the interview could not always be controlled. People are naturally hesitant to give personal information and the presence of others may limit the freedom of expression to an even greater degree. The concentration of a mother may be distracted by the presence of her child, or a wife may be reluctant to express her opinion before her husband.

Also many of the graduates had not thought about such problems as improvement of the school curriculum, and their best opinions were not forthcoming on such short notice. Another limitation was the fact that only one school was included in the study.

## II. DEFINITION OF TERMS

Graduates. This term referred to those students who had successfully completed the requirements of the state board

of education and had received their diplomas from Newport High School.

Newport High School. Throughout the report this title refers to Vermillion Township High School which is located at Newport, Indiana. Newport, a small town of about 750 population, is also the location of the Vermillion County Court House and the County Library. Most of the residents are lawyers, county employees, farmers, teachers, merchants, and ordnance plant workers. South of town two miles is the Wabash River Ordnance Works, which has taken the largest and best agricultural area in Vermillion Township. This situation was largely responsible for the very small graduation classes of 1944 and 1945.

The upper six grades consisting of about 125 students are housed in the high school building, which was built in 1924. A firstclass commission was received in 1940 when the length of the school term was increased from eight to nine months and four courses of study were offered. At this time shop and home economics were offered in all four years of high school.

High School. This term denotes only that part of the secondary school which included grades nine through twelve.

Occupation. The term "occupation" is here interpreted

as meaning one's principal work in life.

Subjects. This term refers to those courses offered in the high school curriculum and held in the regular classroom at Newport.

Activities. What was formerly classified as extra-curricular was included in this term. Most of these were conducted outside the conventional classroom; however some were held during the regular school day. For the purpose of this study, this term shall refer to band, chorus, athletics, scouting, 4-H, class plays, social activities, and organizations.

### III. ORGANIZATION OF THE REMAINDER OF THE THESIS

The second chapter of this report presents a review of previous investigations similar to this one. The data obtained from the personal interviews are presented in the third chapter. The summary of the study, and the conclusions and recommendations developed from this follow-up are stated in the fourth and final chepter.

## CHAPTER II

### REVIEW OF RELATED STUDIES

In order that a clearer understanding of the problem may be had, a summary of other follow-up studies will be given.

In 1940, Edward Landy<sup>1</sup> conducted a community survey in each of six communities and made a report in the November Bulletin of Secondary School Principals. Following is a summary of the opinion questions asked with the results indicated. "Do you think the high school could have given you more specific training that would have helped you in getting and keeping (or finding and holding) your present job?"<sup>2</sup> In the employed group 70 per cent knew of none, but 20 per cent of the group felt they lacked sufficient vocational skills. In the unemployed group 50.8 per cent knew of none, but 29 per cent of the group felt they lacked sufficient vocational skills. When asked to suggest a kind of education or subject matter that they thought would be of value, 39 per cent gave answers which were concerned with training in skills of a vocational nature, such as salesmanship, office machines, and skilled

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<sup>1</sup> Edward Landy, Occupational Adjustment and the School, The Bulletin of the National Association of Secondary School Principals, No. 93, November, 1940.

<sup>2</sup> Ibid., p. 44.

trades.<sup>3</sup> When asked what single subject they found most valuable, over 61 per cent replied in terms of the use of the subject to them in occupational life, 25 per cent naming English, and over one-third naming specific skilled subjects in the commercial, agricultural, and industrial arts field.<sup>4</sup>

Another area of opinion sampled in this study was, "The effect of the school experiences upon vocational planning while in school."<sup>5</sup> Of the total group 73.4 per cent said that they had talked with one while at school who had helped them to decide upon a choice of occupation. However improbable this sounds, the important thing is--that is the way they felt about it at the moment. When asked if they had taken any subjects in high school which had helped them plan their careers, 57 per cent replied, "No;" 25 per cent, one subject, and 13 per cent "didn't know."<sup>6</sup> When asked if they had taken any extra-curricular activity which had helped them to decide upon an occupation, 7 per cent said, "Yes;" 80 per cent, "No;" and 13 per cent, "didn't know."<sup>7</sup> When given an opportunity to mention any other school experience

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<sup>3</sup> Ibid., p. 44.

<sup>4</sup> Ibid., p. 44.

<sup>5</sup> Ibid., p. 45.

<sup>6</sup> Ibid., p. 45.

<sup>7</sup> Ibid., p. 63.

which they thought might have helped them choose an occupation, about 75 per cent could think of none. Among the other experiences most frequently mentioned were, "work in school office or bank," or situations which were near real job experiences as possible.<sup>8</sup>

In summary, this study suggested the desirability of further relating the school experiences of secondary youth to the problems of life.

Another study<sup>9</sup> concerned with opinion on occupational adjustment was conducted in the Harding High School at Warren, Ohio, in 1941. Among the subjects taken in high school that were of most value, practical English ranked first; commercial subjects ranked second; mathematics, third; and shop, fourth, with machine shop leading the lists of shops.

The order of the first three subjects that the boys wished they had taken while in high school were commercial, shop, and mathematics. The ranking subject for girls was commercial.

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<sup>8</sup> Ibid., p. 63.

<sup>9</sup> Stanley H. Lorenzen, "Poinion Reactions in High School Follow-Up Studies," The Bulletin of the National Association of Secondary School Principals, 33:119-26, January, 1949, citing Educational and Occupational Follow-Up Study, Monograph 60, 1943.



In the Wrastler Study<sup>10</sup> it was found that the boys felt mathematics had been the most useful subject taken in high school, but the girls selected English.

Several writers have indicated greater satisfactions with school experiences by graduates of smaller high schools. The fact that mathematics and English, both academic subjects, were selected as the most useful subjects might be considered in support of this idea.

In 1948 Carl E. Whipple<sup>11</sup> made a study of high school graduates and found that 56 per cent of the girls of the 1942 class who returned the questionnaire were married. This was true of 25 per cent of the girls of the class of 1944 and 2 per cent of the class of 1946. Except for the use made of home economics training in helping in the home and entertaining friends, it will be five years before the majority of the girls will need this training. A recent study in New York showed that 5 per cent of the graduates planned to be housewives.

Of those returning the questionnaire 41 per cent of the boys and 42 per cent of the girls taking the college pre-

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<sup>10</sup> Ibid., citing A. R. Wrastler, "Long Term Follow-Up of School Leavers," Occupations, 20:284-288, January, 1942.

<sup>11</sup> Carl E. Whipple, "A Study of High School Graduates," The Bulletin of the National Association of Secondary School Principals, 32:165-71, April, 1948.

paratory course had been unable to go on with their school work.

The unemployed of those returning the questionnaire were 56 per cent while only two were seeking employment. Of those employed 50 per cent were engaged in some type of commercial work.

Sports led the list of leisure time activities with 219 out of 294 naming sports or some specific sport.

Whipple concluded, "One of the ways to find out the success of a high school is to get the opinion of its graduates. It will never be possible to have all the students take exactly the courses they need after finishing school. Hind-sight is always better than foresight on the part of anyone."

Alfred C. Ramsey,<sup>12</sup> in his follow-up study asking the opinion of fifty-five students with regard to the value of courses that they had taken in high school, found that English and mathematics were listed most frequently as subjects of most value in occupational life. Science, history, bookkeeping, interior decorating, typewriting, and mechanical drawing were mentioned at least once.

"What subjects offered which you did not take when you were in high school, do you now think would have been valuable

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<sup>12</sup> Alfred C. Ramsey, "Are We Meeting the Needs of High School Students in the Lowest Quarter," The School Review, 56:606-10, December, 1948.

to you in your occupational life since leaving school?" was an opinion question. The replies to this question which appeared most frequently, mentioned the field of commercial subjects, namely, typewriting and other business courses, although the following subjects were also noted: chemistry, mathematics, Latin, trigonometry, and mechanical drawing.

Another opinion question was, "What subject or kind of education not offered by the school do you believe from your experiences since leaving school would have been most valuable to you in your occupational life?" The replies to this question were not easy to summarize. Many of the respondents did not answer it. The subjects mentioned were psychology, German, business courses, commercial art, remedial reading, salesmanship, and shorthand. The responses also suggested that the students taking commercial courses should learn how to operate the various machines which are used in business offices.

Celia Oppenheimer and Ruth F. Kimball<sup>13</sup> in a follow-up study make ten years after a high school class had graduated found the following occupational distribution:

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<sup>13</sup> Celia Oppenheimer and Ruth F. Kimball, "Ten-Year Follow-up of 1937 High School Graduates," Occupations, 26: 228-34, January, 1948.

Occupation	Number	Per Cent
Professional and Semi Professional	40	26.67
Clerical, Sales, and Kindred Workers	48	32.00
Proprietors, Managers, and Officials	19	12.67
Craftsmen, Foreman, and Officials	7	4.67
Military services	16	10.67
Students (full time)	19	12.67
Unemployed	<u>1</u>	<u>.67</u>
Total	150	100.00

Something more than a compilation and an analysis of facts and figures were revealed by the questionnaire of this study--a personal interest in the school, an apparently happy recollection of the years spent here, and an appreciation of what the school had attempted to do. This is noteworthy, for the school has no alumni association and has had no class reunions or meetings of any kind. Many of the class suggested a class reunion. Many expressed the hope that the results of the study would be sent to them. An appreciable number commented on the high quality of the preparation they had received, and recalled, even after ten years, outstanding teachers who had been an inspiration to them.

In 1948, William D. Fox<sup>14</sup> studied the Indiana State

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<sup>14</sup> William 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).

Teachers College Laboratory School graduates from the years, 1935-1948 and reported his findings in a thesis contributed to the Graduate School of Indiana State Teachers College. From the 160 questionnaires returned it was found that 18 per cent of the graduates were engaged in professions, 6 per cent were in managerial occupations, and almost 19 per cent of the graduates occupied clerical and sales positions. The remaining group was composed chiefly of forty-four students and thirty-seven housewives.

It was reported that fifty-three or one-third of the graduates who replied to the questionnaire went no further with their schooling, while 66 per cent attended college. Of the 107 graduates who attended college forty-seven completed four or more years.

English was considered most helpful for general living by 46 per cent of the 160 graduates, while 20 per cent listed home economics and mathematics.

Subjects considered most helpful in their occupations were English--32 per cent, mathematics--23 per cent, and typing--15 per cent.

Jere O. Goodman<sup>15</sup> studied the Indiana State Teachers College Laboratory School graduates from the years 1935-1940

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<sup>15</sup> Jere 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).

and reported his findings in another thesis contributed to the Graduate School of Indiana State Teachers College.

English, mathematics, and science were rated highest by the men as subjects of greatest value, whereas the women rated English, home economics, and social studies as the most generally valuable subject.

Vocational guidance was felt to be the most common unfulfilled need, while other needs pertaining to social life were reported also. Many of the graduates reported desired subjects that were available, but the importance of these offerings was not realized until after graduation.

In another thesis contributed to the Indiana State Teachers College Graduate School, Lynn Cleopas Fisher<sup>16</sup> reported a study made of the graduates of La Porte County, Indiana high schools relative to educational needs. For character building English, music, art, science, and social studies were reported as valuable. Domestic science, art, and music were reported as most valuable in perfecting the home. It was also reported that foreign language and mathematics were valuable in mental development, and that citizenship is stimulated by the study of English, social science, music, and art. Best for vocational efficiency were such

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<sup>16</sup> Lynn 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).

subjects as English, general mathematics, and bookkeeping.

According to this study, the most helpful extra-curricular activities were class plays assemblies, athletics, opening exercises, oratoricals, debating, and student council.

The graduates recommended the addition of vocational courses, such as home economics, commerce, manual training, health, agriculture, and machine shop.

Silas A. Smith<sup>17</sup> made a study in 1929 to determine the value of various subjects in the high school curriculum and reported his findings in another thesis contributed to the Graduate School of Indiana State Teachers College.

Subjects rated as having highest value were English literature and composition. Arithmetic, home economics, and public speaking were subjects reported as being of greatest general value. French, trigonometry, and chemistry were subjects listed as being valuable for carrying on work in fields of higher learning.

Reported of greatest value avocationally were English literature, composition, and public speaking.

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<sup>17</sup> Silas 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).

## CHAPTER III

### PRESENTATION OF THE DATA

#### I. NUMBER OF GRADUATES INTERVIEWED

Through personal interviews during May, June, and July, 1950, the data for this study were collected from 210 Newport High School graduates who had finished their high school education between the years 1935 to 1949 inclusive. The distribution of interviews by classes is represented in Table I, where it is shown that the most number of interviews were from the 1947 class with a 10.48 per cent of the total. This was understandable because it was the largest class since 1942. The 1940 class, which was the largest in the history of the school, and the 1942 class ranked next with a 9.05 per cent of the total.

The least number of interviews were from the 1944 class with a 2.86 per cent, and the 1945 class with a 3.81 per cent of the total. As these classes contained the smallest number of graduates, the low percentages of the total are self explanatory. The smallest per cent of interviews from any one class was 42.86, which was from the 1937 class, three members of which were deceased, two being killed in World War II.



TABLE I  
NUMBER OF GRADUATES INTERVIEWED

Year	Gradu- ates	Number interviewed	Per cent of class	Per cent of total
1935	27	13	48.15	6.19
1936	21	14	66.67	6.66
1937	21 (3)*	9	42.86	4.28
1938	24 (2)*	16	66.67	7.62
1939	25 (1)*	14	56.00	6.67
1940	31 (1)*	19	61.29	9.05
1941	25 (1)*	17	68.00	8.10
1942	25	19	76.00	9.05
1943	20	15	75.00	7.14
1944	8	6	75.00	2.86
1945	9	8	88.89	3.81
1946	18	14	77.78	6.66
1947	23	22	95.65	10.48
1948	16	13	81.25	6.19
1949	11	11	100.00	5.24
<b>Total</b>	<b>304</b>	<b>210</b>		<b>100.00</b>

In Table II is found the distribution of the number of men and women in each class and the number who were interviewed from each class. Table II also shows that the total number of men who were interviewed was 105, the same as the number of women. This fact is a very close correlation with the number of men and women who graduated during the period covered by the study.

## II. LOCATION OF THE GRADUATES

Since there was no alumni association, a record of the location of the graduates was not available in the high school office. The problem to ascertain the location of the graduates was of major importance and required much time and effort. The proprietor of one crossroad country store was very informative in regard to residents living in that locality. Other addresses were obtained from relatives, friends, and schoolmates as the interviews progressed.

Because there are no rural route deliveries out of Newport, the mailing addresses of the graduates living in the township are listed from other towns. For the purpose of this study they were considered as living in the local community, Vermillion Township. Of the seventy-four living in Vermillion Township, the number living in Newport was fifty-one. This data is presented in Table III, page 21. It should also be noted that seven of the number located at Indianapolis

TABLE II  
NUMBER OF MEN AND WOMEN INTERVIEWED

Year	Number in class			Number interviewed		
	Men	Women	Total	Men	Women	Total
1935	15	12	27	6	7	13
1936	9	12	21	7	7	14
1937	13	8	21	7	3	9
1938	16	8	24	11	5	16
1939	11	14	25	5	8	14
1940	19	12	21	9	10	19
1941	9	16	25	8	9	17
1942	12	13	25	9	10	19
1943	10	10	20	8	7	15
1944	4	4	8	2	4	6
1945	1	8	9	1	7	8
1946	7	11	18	7	7	14
1947	9	14	23	8	14	22
1948	12	4	16	11	2	13
1949	6	5	11	6	5	11
<b>Total</b>	<b>153</b>	<b>151</b>	<b>304</b>	<b>105</b>	<b>105</b>	<b>210</b>

TABLE III  
ADDRESSES OF THE GRADUATES BY CITIES

City	No.	City	No.
Newport, Indiana (Ver- million Township)	74*	Indianapolis, Indiana	21**
Danville, Illinois	14	Cayuga, Indiana	14
Terre Haute, Indiana	7	Dana, Indiana	11
Hillsdale, Indiana	4	Perrysville, Indiana	6
Clinton, Indiana	3	Covington, Indiana	4
Georgetown, Illinois	3	Kingman, Indiana	3
Chicago, Illinois	2	Ridgefarm, Illinois	3
Metcalfe, Illinois	2	Chrisman, Illinois	2
Evansville, Indiana	2	Scotland, Illinois	2
Rockville, Indiana	2	Crawfordsville, Indiana	2
Columbus, Ohio	2	Veedersburg, Indiana	2
Williamsport, Indiana	1	Houston, Texas	2
Montezuma, Indiana	1	Bourbon, Indiana	1
St. Bernice, Indiana	1	Sullivan, Indiana	1
Cambridge City, Indiana	1	Mishawaka, Indiana	1
Zionsville, Indiana	1	Muncie, Indiana	1
South Bend, Indiana	1	Bloomington, Indiana	1
Moline, Illinois	1	Allerton, Illinois	1
Sheldon, Illinois	1	Peoria, Illinois	1
Kankakee, Illinois	1	Westville, Illinois	1
Denver, Colorado	1	Maquon, Illinois	1
Pittsburgh, Penn.	1	Detroit, Michigan	1
Shelton, Conn.	1	San Francisco, Calif.	1

Note: \* 51 live in Newport

\*\* 7 are unmarried and spend most week-ends in  
Newport.

are unmarried and spend most of their week-ends in Newport.

### III. OCCUPATIONS OF THE GRADUATES

A major purpose of this study was to determine the occupations of the graduates. It was found that forty-four occupations were being followed by those who were interviewed, while two reported unemployment. The classification of occupations and the assignments of the graduates, as shown in Table IV, were made according to those given in The Dictionary of Occupational Titles. The groups named "Other" and "Dual Occupation" were arbitrarily set up because more definite classifications were not available.

If one were to add the twelve homemakers and clerical of the "Dual Occupation" group to the "Clerical" group, it would be found that 18.57 per cent of the 210 graduates would be in this classification. If, on the other hand, the eighteen homemakers of the "Dual Occupation" group were added to the sixty-one homemakers, these seventy-nine graduates would represent 37.62 per cent of the number who were interviewed.

It was found that 12.38 per cent of the graduates were engaged in agriculture, 9.05 per cent were in skilled occupations, and 7.15 per cent occupied semi-skilled positions. It is noticeable in Table IV the small percentage of graduates reported in the professional, semi-professional, and managerial groups. Assuming that the ten students would enter profession-

TABLE IV  
OCCUPATIONS OF THE GRADUATES

Occupation	No.	Per cent of total	Occupation	No.	Per cent of total
<b>Professional:</b>			<b>Semi-professional:</b>		
Teacher	3		Amblamer and funeral director	2	
Graduate nurse	3		Fire-fighter guard	<u>1</u>	
Medical technician	<u>1</u>		Total	<u>3</u>	1.43
Total	<u>7</u>	3.33			
<b>Managerial and Official:</b>			<b>Clerical and Sales:</b>		
Gas station and store manager	2		Secretary	7	
Store manager	1		Supply room clerk	6	
Elevator manager	1		Filing clerk	4	
Meat market mgr.	1		Telephone opr.	3	
Cleaning & Press.	<u>2</u>		Telegrapher	2	
Total	<u>7</u>	3.33	Accountant	1	
			Appointment clerk	1	
<b>Service:</b>			Shipping and re- ceiving	1	
Housework	2	.95	Mail clerk	1	
			Dispatcher	<u>1</u>	
<b>Agricultural:</b>			Total	<u>27</u>	12.86
Farmer	20				
Farm-hand	<u>6</u>		<b>Semi-skilled:</b>		
Total	<u>26</u>	12.38	Route delivery and truck driver	5	
			Machine opr.	3	
<b>Skilled:</b>			Crane operator	1	
Supt. for Contr.	1		Factory Assembly line	<u>6</u>	
Operating Engr.	2		Total	<u>15</u>	7.15
Junior Engr.	1				
Newspaper mech.	1		<b>Unskilled:</b>		
Maintenance mech.	3		Laborer	7	3.33
Auto mechanic	2				
Tele. Equip. Inst.	1		<b>Other:</b>		
Appliance service	1		Homemaker	61	
Auto machinist	2		Student	10	
Rigger	2		Military	2	
Group supervisor	2		Unemployed	<u>2</u>	
Route promotion	<u>1</u>		Total	<u>75</u>	35.71
Total	<u>19</u>	9.05			
<b>Dual Occupation:</b>			<b>Grand total</b>	<b>210</b>	<b>100.00</b>
Homem'kr & cler.	12				
Homem'kr & fact.	5				
Homem'kr, ministry	1				
Student & fact.	1				
Student & farming	1				
Student & waiter	1				
Student & clerk	<u>1</u>				
Total	<u>22</u>	10.48			

al occupations, it would be found that 8.10 per cent might become members of this class.

#### IV. FURTHER SCHOOLING

It was disclosed that 126, or 60 per cent of the 210 graduates did not continue their schooling. Table V reveals the fact that ten or one out of every twenty-one completed a college education, one of this group having his master's degree. One of the college graduates had finished her bachelor's degree in nurse's education while she was working full time as a nurse. Counting the college graduates and also the two graduate nurses, it was found that fifteen or one out of every fourteen graduates have completed from one to three years of higher education.

#### V. SUBJECTS OR ACTIVITIES OF MOST VALUE

This section of the study deals with the opinion question, "What subjects or activities were of most value to you in what you are doing now?" One graduate who worked in a factory had no opinion to this question. Most of the others named from one to three subjects that they felt were of most value to them. The subjects named by the graduates have been combined into subject areas, as illustrated in Table VI. For example, some graduates named chemistry, some named physics, and still others gave biology, which have all been combined

TABLE V  
FURTHER SCHOOLING OF THE GRADUATES

Kind of school	Years completed	No.	Per cent
High school only		126	60.00
Army or navy school	1 yr. or less	12	
G. I. training	Agri. or trade	10	
Trade school	1 yr. or less	11	15.71
Commercial college	1 yr. or less	8	
Mortuary science	1 yr.	2	
Bible seminary	1 yr.	1	
School of nursing	1 yr. or less	3	
School of nursing	3 yr. graduate	2	
College or Univ.	less than 1 yr.	12	13.74
College or Univ.	1 yr.	7	
College or Univ.	2 yr.	3	
College or Univ.	3 yr.	3	
College or Univ. degree	4 yr.	9*	
College or Univ. Master's degree	5 yr.	1	4.76
Total		210	100.00

\* One has B. S. degree in Nurse's Education.



TABLE VI  
 SUBJECTS OR ACTIVITIES OF MOST VALUE TO THE GRADUATES

Subject areas	Frequency listed
English	101
Mathematics*	99
Home economics	68
Commercial	67
Shop	29
Science	27
Health, safety	24
Physical education and athletics	20
Agriculture and 4-H	16
History	9
Latin	8
Music	8
Scouting	4
No opinion	1

\* Arithmetic, with the exception of possibly a dozen cases.

into the science area. English and mathematics ranked a very close first and second, while home economics and commercial subjects were almost tied for third and fourth. English and mathematics were named by almost one-half of the graduates who were interviewed.

In contrast to the subjects of most value, the opinion of the graduates in regard to the subjects of least value is revealed in Table VII. It was found that sixty of the graduates either had no opinion, or felt that none of the subjects had been of least value. A common expression of this group was, "If some of them were of least value, they would not have been offered." Again, the subjects were combined into subject areas with Latin being named by fifty-five graduates. Several of this group expressed a desire for a modern foreign language such as French or Spanish. Of the forty-three times listed after ancient history in Table VII, only a very few were for some other area of social studies; therefore the name of the specific subject was given. Several of the graduates thought that more modern history should be taught.

## VI. THE SCHOOL'S CONTRIBUTION TO ATTITUDES AND RELATIONSHIPS

Appreciation of the home. When asked, "What subjects or activities contributed to your appreciation or pride in the home," one farmer exclaimed, "The Army!" A manager of a

TABLE VII  
SUBJECTS OR ACTIVITIES OF LEAST  
VALUE TO THE GRADUATES

Subject areas	Frequency listed
No opinion	60
Latin	55
Ancient history	43
Higher mathematics	19
Commercial	16
Science	12
Physical education, health and safety	8
English	7
Music	4
Home economics	3
Agriculture	3

meat market remarked, "All subjects trained me for jobs which made possible a home." A homemaker replied, "The school parties that we held in our home."

The fact that eighty-eight or 84 per cent of the 105 women named home economics as contributing to "an appreciation of the home," is revealed in Table VIII. Several of the thirty-two graduates, who either had no opinion or felt that none in particular contributed, graduated more than ten years ago when home economics and shop were only offered in the freshmen class. One music student in college felt that home economics was of least value to her because it was just a repetition of what she had learned at home. More than one-half of the 105 men felt that shop had contributed to their pride in the home. Among this group were those who had made exceptional woodworking projects for the home, had made minor home repairs or remodel jobs, or were proud of their home workshop.

Appreciation of beauty. The answers to the question, "What subjects or activities contributed most to your development of an appreciation of beauty," are presented in Table IX, page 31. Music and home economics were the leading contributors as felt by the graduates. Music consisted of band, chorus, and musical numbers such as trios and solos. Over one-half of the girls mentioned home economics which incor-

TABLE VIII  
SUBJECTS AND ACTIVITIES CONTRIBUTING  
TO "AN APPRECIATION OF THE HOME"

Subject areas	Frequency listed
Home economics	88
Shop (projects for the home)	58
4-H	31
Agriculture	12
English	10
Health	10
Scouting	9
Music	8
History and government	8
Science	4
Athletics	1
Safety	1
No opinion	32

TABLE IX  
SUBJECTS AND ACTIVITIES CONTRIBUTING  
TO "AN APPRECIATION OF BEAUTY"

Subject area	Frequency listed
Music (band and chorus)	58
Home economics	57
Science	46
Shop	43
Literature	37
Agriculture and 4-H	29
Physical education and athletics	20
Scouting	18
Art	11
History	5
No opinion	14

porates interior decorating, color combinations, room arrangement, and dress designing. The third ranking subject was science with its contributions to an appreciation of the beauties of nature. The beauties of construction, design, appearance and finish were given by 41 per cent or four out of every ten men as their reasons for selecting shop. The beauty of words and expression were stated by the "literature" group. At one time there was a Junior Art Club in Newport, but art has not been taught regularly in the high school. Those who had no opinion seemed not to have an appreciation of beauty, or felt that it had been developed later. As one college graduate stated, "I think I got very little of that in high school." One man recalled that decorating for the Junior Prom had contributed a great deal to his appreciation of beauty, while one woman felt that attendance of the same had in her opinion.

Cooperative living. Physical education and athletics were named by 64 per cent of the graduates and were repeated almost twice as many times as any other contributing factor toward a development of "cooperative living." This group included both men and women who had learned to play games together in physical education classes and had participated in high school athletics. Plays, social activities, and class projects ranked second while group activities such as band and

chorus were high on the list.

Home economics confined to the women and shop to the men, in addition to science laboratories were felt to be very beneficial because these subjects afforded opportunity of working together in groups. Dictation practice in shorthand, assisting each other in bookkeeping, or studying together for a test were other instances thought of by the graduates. This question was considered from the point-of-view of working together in smaller groups, otherwise more might have suggested government. (See Table X).

Character development. Associations with the teachers were felt by ninety-eight of the graduates to be the greatest influence in high school toward the development of their character. This included the attitude, character, appearance, personality, fairness, and example of the teachers. One person made this pertinent remark, "I was the personal acquaintance with teachers expressing virtue, morals, ethics, and patience." Several in this group mentioned a particular teacher who had cooperated and counselled with them when they needed encouragement. Still other opinions were that the rules and regulations of discipline were the most influential factors toward good character. One college graduate remarked, "Discipline is the key to learning. There is an element of discipline in every class, and it takes a lot of work to de-



TABLE X  
 SUBJECTS AND ACTIVITIES CONTRIBUTING  
 TO "COOPERATIVE LIVING"

Subject area	Frequency listed
Physical education and athletics*	134
Class plays and class activities	68
Home economics	55
Band and chorus	45
Science laboratories	43
Shop	37
Scouting	20
Government	18
4-H	16
Commercial subjects	13
English	10
Agriculture	9
Health and safety	3
Latin	3
Higher mathematics	2
No opinion	2

\* Three yell leaders, 2 of whom led four years.

velop oneself." A farmer's opinion was, "Discipline, the rules of behavior laid down by the teacher and established by the group, is all important." A very mannerly youth but a notorious weak student in high school said, "Self-dicipline, learning to behave yourself and use good manners, is the way to develop character."

An overlapping of opinion was apparent in as much as forty-six graduates thought that the environment of the school, the cooperation with the teachers, and getting along with other students taught one to respect others as well as himself.

Another overlapping of opinion was in regard to the influence of schoolmates, and the influence of subjects or activities in school toward character building. One group felt that mixing with the students and making friends at school were very influential. Another group considered some subject or all the subjects and activities of most importance. Public speaking was named by one person, another thought that band had helped him to become less temperamental, and still another felt that shop had kept him interested in what he liked to do. In athletics, it was not only the activity, but also the associations with teammates and the fellowships established at tournaments and athletic suppers that were beneficial. Sportsmanship, keeping in training, control of temper, and an honest effort in playing by the rules were mentioned by other graduates.

In regard to the school's influence on character development these remarks by graduates are quoted:

"I think it could have been the fact that in a small school one has the opportunity to become an individual, not just another student."

"It was the student relationships, the personal relationships between student and teacher."

"My scholastic record gave me a bad reputation and made it hard for me to adjust socially." (Straight A student).

"After the last game in high school the principal told me, 'If you try as hard in life as you did in this game, we'll always be proud of you'."

Enjoyment of life. Following is a presentation of the replies to the opinion question, "In what way did your high school education contribute to your capacity to enjoy life more?" All of the 210 graduates felt that it had and many emphasized their answers with, "Definitely!" Among sixteen of the graduates there was a lack of opinion, or the inability to express their thoughts unexpectedly. Two large categories were developed for the identification of the remaining 194 answers, fourteen of which were placed in each division.

It was found that 127, or 60 per cent of the graduates felt they were more able to enjoy life because their high

school education had better prepared them for life. Some of the thoughts expressing this viewpoint were: a high school education is necessary for a job; completing high school gives one confidence and self-pride; knowledge gained in high school is necessary for future success; and a broader viewpoint is developed because one is better able to understand, appreciate, and enjoy the existence of life. A few quotations further illustrate this opinion:

"A high school education broadens one's mental outlook, capacity to understand, and teaches one to think for himself."

"Education helps you to meet the problems of everyday life and learn to appreciate the freedom of our country in doing the activities we please."

"It gave me a little knowledge in several things and the ability to think, appreciate, and enjoy."

"A knowledge of United States History and Government made one enjoy and appreciate America more."

"What I learned in high school gave me the ambition of wanting to learn more after graduation. Government helped me create an interest in present day happenings."

"Learning to read and to relax relieves the tension of the modern world. It gets you on someone else's problem instead of your own."

"A better education helps you to seek a higher standard

of living."

"High school teaches one how to attain a broader viewpoint of the good things life offers and how to recognize them."

"A high school education is necessary to wrap packages in a very large city."

"Not much--unless as preparation for college where I really learned to enjoy life."

In the second and smallest of the two categories were eighty-one or 37 per cent of the graduates. This group felt that the way the high school had contributed to their capacity to enjoy life more was through the social contacts and learning to get along with others. The rules of teamwork and fair play learned through associations in athletics and other school activities were contributions to their capacity to enjoy life. Some quotations with this point-of-view are:

"Work well with each other and life is much more enjoyable."

"Being in high school you learn to help your buddy and treat your neighbor like you want to be treated."

"I was self conscious and sorta bashful; working in activities helped take it out of me."

"If I hadn't played basketball, I might have started smoking and drinking. There would have been more time left for foolishness."

"Outside activities made it possible to enjoy life

more. I got interested in them at school and now enjoy going to them."

"It taught me how to get along with people; I'm so particular, its hard to understand others."

Recreational activities. In the interview with the graduates the term "spare time" was used instead of "recreation." This fact may have been responsible for the wide range of activities as illustrated in Table XI. It was found that movies, reading, and sports were the recreational activities engaged in by most of the graduates. Sports, either participants or spectators, included basketball, baseball, softball, football, or track. If the number participating in tennis, bowling, golf, wrestling, volley ball, and swimming were added to that of sports, it would exceed the number attending movies. Others could be combined under major headings, but it was intentional to present the comprehensiveness of the recreational activities engaged in by the graduates. Recreation is any form of leisure time experience or activity in which an individual engages from choice because of the enjoyment and satisfaction which it brings directly to him.

When several mothers of babies were asked what were their spare time activities, they replied, "With the baby I don't have any spare time." This group was placed in the classification "home and family."

TABLE XI

## SPARE TIME ACTIVITIES OF THE GRADUATES

Spare time activity	Frequency listed	Spare time activity	Frequency listed
Movies	81	Reading	62
Sports	51	Sewing, knitting, crochet or embroidery	47
Fishing	43	Gardening	29
Hunting	36	Home workshop & repairs	26
Organizations, club-work	27	Church activities	19
Swimming	23	Home and family	11
Visiting	17	Dating & social activities	10
Traveling	11	Card playing	7
Scouting	8	Picnics	6
Skating	7	Music concerts & stage plays	6
Horses (riding)	6	Bowling	5
Baking and cooking	6	Dancing	4
Photography	5	Singing	4
Tennis	4	Radio	3
Mechanical (overhaul motors)	4	Piano (practice & playing)	3
Model airplanes	3	Boating	2
Flying	3	Television	2
Plaque painting	3	Hiking	2
Help husband	2	Politics	2
Trapping	2	Hog raising	2
Loafing	2	Auto racing	2
Typing	2	Horse shows and racing	1
Croquet	2	Dogs	1
Band (playing in)	2	Antique firearms	1
Ducks	1	Guitar	1
Chickens	1	Electric motors	1
Volley ball	1	Stamp collecting	1
Taxidermy	1	Rifle practice at armory	1
Motorcycle	1	Neighborhood parties	1
Toni permanents	1	Shuffleboard	1
Bicycle riding	1	Butchering	1
Music lessons (teaching)	1	Wrestling	1
Planning to build & bldg.	1	Dancing & exercising with children	1
Interior decorating	1	Write children's stories	1
Golf	1	Medalizing shoes	1
Camping	1		
Shopping	1		
Farming	1		

Reading is probably the most common of all recreation activities. The eighty-five graduates represented in Table XII felt that English and literature had contributed to their enjoyment of reading and also movies. Physical education and athletics, and home economics were second and third high in contributing to spare time activities of the graduates. The first three subjects in Table XII correlate very closely with the first four spare time activities in Table XI.

#### VII. CURRICULUM IMPROVEMENT

Another major purpose of this study was to seek the opinions of the graduates relative to needed emphasis in the high school curriculum. It was found that eighteen college students and graduates expressed a need for speech training in high school. Others in the group of thirty-one, see Table XIII, page 43, felt a need for theme-work, spelling, and an intensive study of English grammar for students planning to go to college.

The mechanical group made known their desires for auto-mechanics, machine shop, farm machinery, welding, or vocational training. Agriculture has not been offered regularly in Newport High School; French and Spanish were suggested by the foreign language group. Thirteen of the mathematics group wanted higher mathematics, while seven felt a need for business arithmetic.



TABLE XII  
SUBJECTS OR ACTIVITIES CONTRIBUTING  
TO SPARE TIME

Subject area	Frequency listed
English	85
Physical education and athletics	69
Home economics	52
Shop	23
Scouting	16
Music	15
Agriculture	15
4-H	12
Social activities	9
History and government	8
Science	7
Mathematics	3
Typing	2
Art	1
Speech contest	1
No opinion or none	23

TABLE XIII

ADDITIONS TO THE CURRICULUM SUGGESTED  
BY THE GRADUATES\*

Subject areas	Frequency listed
Speech and English grammar	31
Metal and mechanical	30
Agriculture	23
Modern foreign language	20
More mathematics	20
Psychology	9
Guidance	7
Safety and driver training	7
More commercial	6
More social studies	5
Electricity	4
More science	4
Bible	4
First aid and home nursing	4
Present day events	3
Public relations	3
Social etiquette, dancing	3
R.O.T.C.	3
Art	3
Girl's shop	2
Photography	1
Auditory instruction	1
Aeronautics	1
Physiology and anatomy	1
Geography	1
Boys quartet	1
Structural design	1
Post-graduate course	1
Football	1

Note: \*136 graduates; 52 women and 22 men  
thought of no subjects they would add.

Adolescent psychology, sex education, and marital relationships was a need expressed by nine of the graduates. Aptitude and intelligent tests were mentioned by the guidance group.

To the question, "Do you think the high school could have given you more specific training that would have helped you in your present employment"--126 answered, "No," while eighty-four replied, "Yes." The suggestions of these eighty-four are found in Table XIV. Part of the group who mentioned home economics graduated several years ago when domestic science (then called) was offered only in the freshmen class. Others in this group felt a need for more practical home economics, interior decorating to improve the home, home management, nursing, and nutrition.

The mechanical experiences desired by the graduates were those which have been previously stated, while fourteen of the graduates engaged in farming expressed a need for agriculture. The six graduates needing speech were college students.

Table XIV should be used as a supplement to Table XIII rather than as a comparison.

#### VIII. GUIDANCE

It was a major purpose of this study to determine what per cent of the graduates were following their occupational

TABLE XIV  
 SUBJECTS SUGGESTED THAT WOULD  
 BE OF VALUE

Subject	Frequency listed
Practical home economics	20
More commercial	19
Mechanical experience	16
Agriculture	14
Speech	6
Higher mathematics	4
More science	4
Electricity	2
Public relations	2
More music	1
Anatomy and physiology	1
Sex education	1
More punctuality	1
Printing and journalism	1
First aid and safety	1
Spelling	1

Note: 126 gave no suggestions.

choice in high school. It was found, as disclosed in Table XV, that 40 per cent or four out of every ten were not following the occupation chosen in high school. It was further revealed that 25 per cent were following the occupation which they had selected in high school, while 20 per cent of the graduates did not know what they wanted to become. Of the group that did follow their choice, eighteen were homemakers. Also, of the group following what they wanted to do, six were homemakers who acknowledged that was their plans in high school.

It was further disclosed that seventy-nine or 37.62 per cent of the graduates remembered about talking with someone at school about what they might do after graduation, while 131 or 62.38 per cent did not. Half of the graduates, 104, had talked with someone outside of school; mostly their parents; while the others or one-half had not.

Almost three-fourths, 149 or 71 per cent of the graduates felt that they had taken subjects in high school which had helped them to plan their careers after graduation; or they had taken certain subjects because they had planned to enter a definite field of work. An example of the latter was taking chemistry and Latin in preparation for nurse's training. The remaining sixty-one or 29 per cent of the graduates did not take any subjects which helped them to plan. It may be recalled that 20 per cent of the graduates had no definite plans for vocation while still in high school.

TABLE XV  
OCCUPATIONAL CHOICE IN HIGH SCHOOL

Occupational status	No.	Per cent
Not following chosen occupation	84	40.00
Following chosen occupation*	53	25.24
No definite plans in high school	42	20.00
Did follow, but not now**	24	11.43
Students	7	3.33
Total	210	100.00

\* Six chose homemaking and are now homemakers.

\*\* Eighteen who did are now homemakers, twelve of these were in secretarial work.

It is illustrated in Table XVI that commercial subjects were named twice as often as any other subject as being helpful in planning. The fifty-seven graduates who named commercial subjects are identified from the following three groups: the twenty-seven graduates now in clerical positions, the twelve in the dual occupation group "homemaker and clerical" found in Table IV, page 23, and the twelve who were in secretarial work and are now homemakers as designated in the note to Table XV. Most of this group started their office work with lawyers or in the Vermillion County Court House located in Newport. In regard to the college preparatory course a junior in college remarked, "Why, ----- is a farmer and he took the same subjects that I did."

Extra-curricular activities did not seem to help many of the graduates decide upon an occupation, as only forty-five or 21 per cent of the graduates expressed an opinion that they were helpful. Four-H was designated twenty-nine times while band and chorus was listed thirteen. The greatest value of activities seem to be in their contributions to "co-operative living" as revealed in Table X, page 34.

When asked to mention any other school experience which might have helped them choose an occupation, it was found that 25 per cent of the graduates did. Working in the high school office was named by twenty-one, assisting a teacher by fourteen, agriculture field trips by twelve, and

TABLE XVI  
SUBJECTS WHICH HELPED STUDENTS\* PLAN

Subjects	Frequency named
Commercial subjects	57
Chemistry	28
Home economics	21
Latin	19
Agriculture	16
Mathematics	15
College preparatory	14
Shop	10
Physics	10
Physical education	6
Music	3
Health	3
Government and history	3
English	1

\* 149 graduates.



working in the courthouse or lawyers office by ten of the graduates. A graduate of Purdue, who is now a vocational agriculture teacher and farm manager, suggested that more field work would have been of value to him.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

It was the purpose of this study (1) to determine the locations and occupations of the graduates; (2) to show what per cent of the graduates sought further education; (3) to determine the subjects or activities which were of most value to the graduates; (4) to obtain a basis for curriculum improvement; and (5) to determine what per cent of the graduates were following the occupation chosen in high school.

Personal interviews were made with all of the graduates of Newport High School from 1935 to 1949 inclusive who are now living in Vermillion Township. This number was found to be seventy-four, fifty-one of whom live in Newport. The majority of the others who were interviewed reside in Vermillion County, the edge of Illinois to Danville, the edge of Parke County, Indianapolis, and Terre Haute. Two hundred ten of 304 graduates during this period were interviewed.

It was found that forty-four different occupations were being followed by the 210 graduates who were interviewed. Of the 105 women, seventy-nine were homemakers, eighteen of whom were also engaged in some gainful occupation. Clerical and sales engaged 12.86 per cent of the graduates, and 12.38 per

cent were farmers or farm-hands.

This study revealed that 60 per cent of the graduates did not continue their schooling after graduation while one of every twenty-one graduated from college.

English and mathematics were found to be of most value to almost one-half of the graduates. Almost one-third of the graduates named home economics and commercial as being most valuable to them.

Latin was named by more than one-fourth of the graduates as being of least value and one-fifth specified ancient history.

It was revealed by 84 per cent of the 105 women that home economics had contributed to their "appreciation of the home." This was true in regard to 55 per cent of the men toward shop where projects were made for the home.

Music and home economics practically tied in the opinion of the graduates for their contributions to an "appreciation of beauty." These subjects were given by 28 per cent of the graduates.

Physical education and athletics were named twice as often as any other subject or activity by 64 per cent of the graduates for their contribution to "cooperative living."

It was stated by 47 per cent of the graduates that the influence of the teachers had been the high schools greatest contribution toward "character development". The associations

with both teachers and students had been most helpful according to 22 per cent.

In regard to the manner in which high school had contributed to the "enjoyment of life," 60 per cent of the graduates felt that high school was necessary for a vocation and had also better prepared them for life.

The spare time activities of the graduates were many and varied with movies, reading, sports, and home activities such as sewing, etc., leading the list. The subjects or activities contributing to these spare time activities were English, physical education and athletics, and home economics.

Subjects that graduates would add to the curriculum and that would have been of great value to them were: speech and more themes, metal work, agriculture, modern foreign language, higher mathematics and arithmetic, more practical home economics, and more commercial.

It was revealed by this study that 40 per cent of the graduates were not following their high school occupational choice; 25 per cent were following this choice; 20 per cent had no definite plans; and 11 per cent did follow their original choice but are not now doing so. Among the 210 graduates there were 149 who felt some subject had been most helpful in planning what they might do after graduation. Commercial subjects which were named by 57 or 38 per cent of this group seemed to be most helpful.

## II. CONCLUSIONS

On the basis of the survey the following conclusions are made:

1. As to geographical location about 25 per cent of the graduates are living in the local community, Vermillion Township.

2. A very small per cent of the graduates were found to be in professional, semi-professional and managerial occupations. Most of them were found to be in clerical, agricultural, skilled, semi-skilled, and homemaker classifications.

3. Only thirty-five graduates, or one out of every six entered college; ten of these graduated.

4. English and mathematics were considered by the graduates to be of most value to them. This judgment was consistent with the findings in similar studies by other investigators.

5. The questions on contributions to "an appreciation of the home," "an appreciation of beauty," "development of character," "enjoyment of life," and even "cooperative living" were vague to many of the graduates. Therefore, many unusual or irrelevant replies were received.

6. A very comprehensive list of spare time activities were engaged in by the graduates, although the summer recreational facilities in Newport are very meager.

7. Although 136 graduates suggested additions to the curriculum, only eighty-four thought the high school could have given them more specific training in what they were doing.

8. By and large, the training received at Newport High School was considered very sufficient. When additional subjects were suggested, most of the graduates expressed a feeling that these could not be offered effectively in a small school.

9. Several graduates wished they had taken other available subjects; other graduates indicated a few subjects they could not take because of program complications.

### III. RECOMMENDATIONS

The following recommendations seem warranted on the basis of the conclusions:

1. Since three-fourths of the graduates do not remain in the local community, the training received in high school should be of a broad and comprehensive nature so as to give a general background for living in a new community.

2. In view of the facts that forty-four different occupations were being followed by the 210 graduates, very few of the graduates entered professional occupations, and only 16.67 per cent entered college; the program offered should be such as to aid students to become more well-rounded indivi-

duals.

3. More special subjects should be offered in the curriculum not only for the preparation of a few college students but also for the occupational and general living of those who do not have the opportunity to go to college.

4. More guidance should be offered so that planning by students in high school will take into consideration one's ability, the requirements for success in a given field, further training necessary, and the possibility of employment.

5. The school should arrange more situations in which the attitudes, appreciations, and relationships of students may be developed.

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APPENDIX

## QUESTIONNAIRE

1. Name \_\_\_\_\_ Address \_\_\_\_\_
2. School attended after graduation \_\_\_\_\_ Degree \_\_\_\_\_
3. Majors, or type of work studied \_\_\_\_\_
4. Regardless of your employment, would you add any subjects or activities to the high school curriculum? \_\_\_\_\_ If so what? \_\_\_\_\_  
\_\_\_\_\_
5. Would you omit any subjects or activities from the high school curriculum? \_\_\_\_\_ If so what? \_\_\_\_\_
6. What subjects or activities do you feel were of least value to you? \_\_\_\_\_
7. What is your present employment? \_\_\_\_\_
8. Do you think the high school could have given you more specific training that would have helped you in your present employment? \_\_\_\_\_
9. Suggest a kind of education or subject matter that you think would be of value to you. \_\_\_\_\_
10. What subjects or activities were of most value to you in what you are doing now? \_\_\_\_\_
11. Did you talk with anyone while at school who helped you to decide upon a choice of occupation? \_\_\_\_\_ Outside of school? \_\_\_\_\_  
\_\_\_\_\_
12. Did you take any subjects in high school which helped you plan your career? \_\_\_\_\_ If so what? \_\_\_\_\_
13. Did you take any extra-curricular activities which helped you to decide upon an occupation? \_\_\_\_\_ If so what? \_\_\_\_\_  
\_\_\_\_\_
14. Could you mention any other school experience which you think might have helped you choose an occupation? \_\_\_\_\_ If so what? \_\_\_\_\_  
\_\_\_\_\_
15. When you were in high school, what did you want to become? \_\_\_\_\_  
\_\_\_\_\_
16. What prevented you from entering this work? \_\_\_\_\_

17. What are your spare time activities? \_\_\_\_\_
18. What subjects or activities contributed most to these? \_\_\_\_\_  
\_\_\_\_\_
19. Do you feel that there is a need for additional recreational facilities in the Newport community? \_\_\_\_\_ If so what?  
\_\_\_\_\_
20. What subjects or activities contributed most to the development of your "appreciation of the home?" \_\_\_\_\_
21. Did your high school education contribute to your capacity to "enjoy life more?" \_\_\_\_\_ In what way? \_\_\_\_\_
22. What subjects or activities, do you feel, contributed most to your development of "cooperative living?" \_\_\_\_\_  
\_\_\_\_\_
23. What subjects or activities contributed most to your development of an "appreciation of beauty?" \_\_\_\_\_
24. What in high school had the greatest influence on the development of your character? \_\_\_\_\_
25. Any further comment? \_\_\_\_\_

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