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A follow-up study of the graduates of the Indiana State Teachers College Laboratory School from 1935-1948

William D. Fox
Indiana State University

A FOLLOW-UP STUDY OF THE GRADUATES OF THE INDIANA STATE TEACHERS COLLEGE LABORATORY SCHOOL FROM 1935-1948

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Committee on thesis:

Charles M. Hardaway
Helen Ederle
Venorah Goshorn, Chairman

Representative of English Department:

Loban C. Smith

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The great influx of youth between fourteen and seventeen years of age into secondary schools since 1900 has necessitated a broadening of curricular concepts to include not only the usual academic offerings but other areas of vocational, social, and cultural concern. In recent years teachers and administrators have recognized the value of the follow-up study in indicating need for curriculum change.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine how well the Laboratory School of Indiana State Teachers College at Terre Haute has met the needs of its graduates. Based upon the opinions of the graduates, the study has attempted to answer these three major questions: (1) what are the occupations and geographical locations of the graduates; (2) what experiences and training received at the Laboratory School have been helpful in the post-high school life of the graduates; and (3) what non-available experiences and training should be offered in the Laboratory School program.

Method and scope of the study. The normative survey method was used in conducting this study. Questionnaires

were sent to the 594 graduates of the Laboratory School between the years 1935 to 1948 inclusive, designed to secure data concerning places of residence, marital status, advanced training and occupations of the graduates. Opinions of the graduates were sought concerning the value of the training received in both the interest and vocational areas, desires for training not available in line with interests and occupations, and the value of the extra-curricular program. Space was provided for additional suggestions or comments which the graduates wished to include. A copy of the questionnaire and the accompanying letter to the graduates may be found in the Appendix.

In order to secure representation from those in various stages of educational and vocational adjustment, the whole group of graduates was chosen for this study. A questionnaire, accompanied by a short, explanatory letter, and a self-addressed, stamped envelope was mailed (first class) to each of the 594 graduates, using addresses available from the school records and alumni file. Of this number, 101 failed to reach the persons to whom they were addressed and were returned to the Laboratory School. Responses were received from 160 of a total of 493 graduates reached by the questionnaire. This figure represented a return of 32.45 per cent of the total contacted.

Importance of the study. How well the needs of students have been met at the Laboratory School has long been of major concern to the staff and administration. To help solve this problem, the opinions of the graduates of the Laboratory High School were sought regarding how helpful and valuable their training had been in post-high school life.

Limitations of the study. Probably the most significant limitation of this study was the fact that a questionnaire was the device used to gather the data. Another limitation was the fact that only one school was included in the follow-up. It was a deliberate one, since the intent of the study was to consider only one school.

A third limitation of the study was the fact that of those graduates contacted, only 32.45 per cent, or slightly less than one-third, returned their questionnaires. Of those questionnaires which were returned, several were not wholly completed, a fact which indicated a fourth limitation.

II. DEFINITIONS OF TERMS

Graduates. This term was applied to those who received high school diplomas from the Laboratory School of Indiana State Teachers College, as determined by the school records, regardless of time in attendance at the school.

Laboratory School. As an integral part of Indiana State Teachers College, this school serves as an experimental school for the college and as a part of its teacher-training program providing facilities and critics for student teaching. The Laboratory School also serves the district of the city of Terre Haute adjacent to it and thereby functions as a city school.

High school. This term was used to denote only that part of the secondary program including grades nine through twelve.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

The second chapter of this study presents a review of previous investigations similar to this one. In the third chapter the data obtained from the questionnaires returned by the graduates are presented with each topic on the questionnaire being dealt with in individual sections. In the fourth and final chapter is found the summary of the study, and conclusions and recommendations growing out of this investigation.

CHAPTER II

REVIEW OF RELATED STUDIES

Current literature was found to contain many reports on follow-up studies made recently. Because of the wealth of material available, and because of the wide application of the follow-up study to many problems, it was decided to review only those studies most closely related to this problem.

In 1929, Silas A. Smith made a study to determine the values of various subjects in the high school curriculum and reported his findings in a thesis contributed to the Graduate School of Indiana State Teachers College.[1]

English literature and composition were reported to be of highest value. Subjects reported as having greatest general value were arithmetic, home economics, and public speaking. For carrying on work in fields of higher learning, outstanding value was attributed to French, trigonometry and chemistry. Avocationally, English literature, composition and public speaking were reported of greatest value.

In another thesis contributed to the Indiana State Teachers College Graduate School in 1933, Lynn Cleopas Fisher

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[1]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).

reported a study made of the graduates of La Porte County, Indiana, high schools relative to educational needs.[2] English, music, art, science and social science were reported as valuable subjects for character building, while domestic science, art and music were reported as most valuable in perfecting the home. Fisher 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 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.

It was recommended by the graduates in this study that additional vocational courses, such as home economics, commerce, manual training, health, agriculture, and machine shop be added.

In 1941, Jere O. Goodman studied the Indiana State Teachers College Laboratory School graduates from the years 1935 to 1940 and reported his findings in another thesis

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

contributed to the Graduate School of Indiana State Teachers College.[3]

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 subjects.

The graduates rated vocational guidance as their most common unfulfilled need. 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 a survey made in March, 1943, of the 1942 graduating class of Woodrow Wilson High School, Washington, D.C., Crawford found that 63 per cent of the reporting graduates were continuing their education; that 160 boys reported forty-four and 192 girls reported forty-three fields of special interest; and that 81 per cent felt that their high school work had been more than fairly helpful. Forty-three per cent of the graduates felt that more mathematics, science and English should be offered. It was found that 69 per cent

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[3]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).

of the graduates participated in fifty-nine extra-curricular activities.[4]

Fay Ward Little, in reporting the results of a survey of a Mecklenburg County, North Carolina, rural school graduates of 1927-1928, found that 83.5 per cent of the graduates were married, and of that group, 46.5 per cent had no children; 26.5 per cent had one child; 18.7 per cent had three children; and 1.5 per cent had four children. In the order listed the most helpful subjects were: (1) English; (2) mathematics; (3) social science; and (4) general science.[5]

The follow-up program of the Spearfish, South Dakota High School in 1945 reported these findings on the basis of the opinions of 250 graduates:[6]

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

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[4]Jane E. Crawford, "A Survey of High School Graduates of 1942," School Review, 53:44-9, January, 1945.

[5]Fay Ward Little, "A Socio-Economic Curriculum Study," School Review, 51:485-91, October, 1943.

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

4. Extra-curricular activities were very helpful in post-school life. Listed most frequently were speech activities, dramatics, journalistic activities, and sports.

CHAPTER III

PRESENTATION OF THE DATA

For the purpose of presenting the data of this study and helping the reader to understand the relationships between this and other studies, the results of the questionnaire were broken down into sections dealing with the various individual questions or related sections.

I. AGES AND DATES OF GRADUATION

The distribution of the returns in terms of age and date of graduation was not concentrated in any one year or age group with the notable exception of the years 1935 and 1946, when no replies were received from graduates of the class of 1935, whereas twenty-five replies were received from the graduates of the year 1946. Table I illustrates the distribution of age groups and per cent of the total responses represented by each group. The ages of the graduates ranged from eighteen to thirty-two years with the median falling at 22.55 years.

In Table II, page 12, is found the distribution of the years of graduation into which the responses fell. It was notable and unexplainable that no responses were received from members of the class of 1935. The heaviest return, twenty-five, from a graduating class was received from the

TABLE I

AGES OF THE GRADUATES

Age	Number of graduates	Per cent of total
18	12	7.500
19	14	8.750
20	21	13.125
21	21	13.125
22	7	4.375
23	9	5.625
24	17	10.625
25	10	6.250
26	11	6.875
27	8	5.000
28	10	6.250
29	9	5.625
30	7	4.375
31	3	1.875
32	1	.625
Total	160	100.000

TABLE II

DATES OF GRADUATION

Year	Number of Graduates	Per Cent
1935	--	--
1936	8	5.000
1937	8	5.000
1938	10	6.250
1939	12	7.500
1940	6	3.750
1941	8	5.000
1942	18	11.250
1943	9	5.625
1944	11	6.875
1945	16	10.000
1946	25	15.625
1947	15	9.375
1948	13	8.125
G.E.D. Test*	1	.625
Total	160	100.000

* Army General Educational Development Test

class of 1946, while the average return from the fourteen graduating classes was 11.43. The median graduation year of the replying graduates was 1944.

II. MARITAL STATUS

As illustrated in Table III, of the 160 graduates who replied, seventy-one (44.375 per cent) reported themselves to be single, eighty-eight (55 per cent) married, and one (.625 per cent) divorced. However, it should be noted that there was no provision made in the questionnaire (see Appendix) for those who had been divorced. The individual who stated his marital status as divorced did so voluntarily. As illustrated in Table IV, page 15, of the eighty-eight married graduates, forty had no children; twenty-nine had one child; seventeen had two; and two had three children, which was the maximum number reported. Total number of children reported was seventy-five, and the average number of children per married person was .83. However, one factor may have been a distorting influence in this figure, since in several cases both marriage partners were graduates of the Laboratory School.

III. LOCATIONS OF THE GRADUATES

Current addresses. It was one of the major purposes of this study to ascertain where the graduates had located after graduation. For this purpose, provision was made in

TABLE III

MARITAL STATUS OF THE GRADUATES

Status	Number	Per Cent
Single	71	44.375
Married	88	55.000
Divorced	1	.625
Total	160	100.000

TABLE IV

NUMBER OF CHILDREN OF MARRIED GRADUATES

Number of Children	Graduates reporting	Per Cent of total
0	40	45.4
1	29	32.9
2	17	19.5
3	2	2.2
Total	88	100.0

the questionnaire for the current and permanent addresses of the graduates. Under current address, Terre Haute was listed by ninety-eight or 61.25 per cent of the graduates; twenty-one additional individuals reported other parts of Indiana as their current addresses. The total number of replies received from graduates living in Indiana was, therefore, 119, a figure which represented 74.375 per cent of all replies received.

Seventeen additional states, Hawaii, and the U. S. Navy were listed by thirty-seven graduates as their current addresses. Four failed to list a current address. In other states listed as current addresses, Ohio had five; Illinois, Michigan, and Missouri had four; and California had three. Twelve other states were listed from one to two times by the remaining graduates. The percentage of graduates living outside the state of Indiana was 23.125, with no reply on 2.5 per cent of the questionnaires. Table V tabulates the current addresses of the graduates by states, and Table VI, page 18, shows a breakdown of the Indiana total into cities.

Permanent addresses. Tables VII, page 19, and VIII, page 20, illustrate similar treatment of the permanent addresses of the graduates. A total of 131 graduates listed permanent addresses in Indiana, of which 113 were in Terre Haute. Four graduates failed to answer this question, and among the remaining twenty-five, eleven states and the

TABLE V

CURRENT ADDRESSES OF THE GRADUATES BY STATES

State	Number of Graduates
Alabama	1
California	3
Florida	1
Illinois	4
Indiana	119
Iowa	1
Kentucky	2
Maryland	1
Michigan	4
Minnesota	1
Missouri	4
New York	1
Ohio	5
Texas	2
Virginia	1
Washington	2
West Virginia	1
Wisconsin	1
Territory of Hawaii	1
U. S. Navy	1
None	4
Total	160

TABLE VI

CITIES IN INDIANA WHICH GRADUATES REPORTED AS CURRENT ADDRESSES

City	Number of Graduates
Terre Haute	98
Indianapolis	8
West Lafayette	3
Bloomington	2
West Terre Haute	2
Kokomo	1
Evansville	1
Rockville	1
East Chicago	1
Madison	1
Lebanon	1
Total	119

TABLE VII

PERMANENT ADDRESSES OF THE GRADUATES BY STATES

State	Number of Graduates
California	3
Florida	1
Indiana	131
Illinois	5
Kentucky	2
Michigan	3
Minnesota	1
Missouri	2
New York	1
Ohio	4
Texas	1
Wisconsin	1
Territory of Hawaii	1
None	4
Total	160

TABLE VIII

CITIES IN INDIANA REPORTED AS PERMANENT ADDRESSES BY THE GRADUATES

City	Number of Graduates
Terre Haute	113
Indianapolis	7
West Terre Haute	2
Brazil	2
Bloomington	1
East Chicago	1
Evansville	1
Jasonville	1
Kokomo	1
Lebanon	1
Madison	1
Total	131

Territory of Hawaii were represented. The three neighboring states of Illinois, Ohio, and Michigan were listed most frequently with five, four, and three, respectively.

IV. OCCUPATIONS OF THE GRADUATES

It was another major purpose of this study to determine the occupations into which graduates had gone since leaving high school. Twenty-six occupations were listed by 157 of the graduates; three reported unemployment. In Table IX the occupations of graduates were assigned classifications according to those given in The Dictionary of Occupational Titles. The occupations of the graduates fell into the following classifications: professional, managerial, clerical and sales, skilled, semi-skilled, and military. The miscellaneous group found in Table IX was set up by the writer since other more definite classifications were not available. It was found that 18.125 per cent of the graduates were engaged in professions, 6.25 per cent were in managerial occupations, and 18.75 per cent of the graduates occupied clerical and sales positions. Skilled occupations were represented twice, semi-skilled once, and in no instance was the occupation reported by any graduate classified as unskilled or domestic service. Three graduates reported that they were in the military service. Under the miscellaneous classification fell the majority of the graduates (55.625

TABLE IX

OCCUPATIONS OF THE GRADUATES

Category	Occupation	Number	Per Cent of Total Occupations
I. PROFESSIONAL			
	Teacher	9	
	Engineer	6	
	Nurse	6	
	Newspaperman	2	
	Actor	1	
	County Home Demonstration Agent	1	
	Doctor	1	
	Draftsman and Machine Designer	1	
	Lawyer	1	
Total		29	18.125
II. MANAGERIAL			
	Manager	5	
	Store Owner	3	
	Contractor	2	
Total		10	6.250
III. CLERICAL AND SALES			
	Secretary-Stenographer	11	
	Clerk	7	
	Bookkeeper	4	
	Officeman	2	
	Telephone Operator	2	
	Receptionist	1	
	Stock Controller	1	
	Typing Supervisor	1	
	Wholesale Druggist	1	
Total		30	18.750
IV. SKILLED			
	Cabinetmaker	1	
	Mechanic	1	
Total		2	1.250

TABLE IX (Cont'd)

OCCUPATIONS OF THE GRADUATES

Category	Occupation	Number	Per Cent of Total Occupations
V. SEMI-SKILLED			
	Coal Miner	1	
Total		1	.625
VI. MISCELLANEOUS			
	Student	44	
	Housewife	37	
	Unemployed	3	
Total		84	55.625

per cent). Comprising the group were forty-four students, thirty-seven housewives, and the three unemployed graduates. Of the graduates reporting, only 1.875 per cent were unemployed.

To determine how well satisfied the graduates were in their occupations, the questionnaire instructed them to encircle one of four answers. The results as illustrated in Table X were that a great majority (118) of the graduates were very well satisfied in their present occupations. Only one person stated that he disliked his occupation, and it so happened that he was unemployed. Six graduates failed to answer this question.

V. FURTHER SCHOOLING

It was found that fifty-three of the graduates who replied to the questionnaire went no farther with their schooling while 107 or 66.875 per cent attended college. As Table XI, page 26, illustrates, forty-seven completed four or more years of college while the remaining sixty-seven completed from one to three years of higher education. Forty of the graduates who attended college completed four years, and seven completed additional college work.

TABLE X

HOW WELL THE GRADUATES LIKED THEIR OCCUPATIONS

Quality	Number	Per Cent
Very much	118	73.750
Fairly well	32	20.000
Little	3	1.875
Dislike it	1	.625
No reply	6	3.750
Total	160	100.000

TABLE XI

EDUCATION OF THE GRADUATES

Years Completed	Number of Graduates	Per Cent
High School only	53	33.125
College: 1	30	18.750
2	16	10.000
3	14	8.750
4	40	25.000
5	4	2.500
6	1	.625
7	2	1.250
Total	160	100.000

VI. HIGH SCHOOL AND COLLEGE MAJORS

Fifteen subject matter areas were mentioned as high school majors by the graduates; twenty stated that their high school major was the college preparatory program. Since the questionnaire did not distinguish between major subjects and majors in terms of curriculum these responses were accepted as valid. In Table XII is illustrated the distribution of the major subjects and the per cent of graduates who majored in each field. This percentage was not computed in terms of the total of all majors listed, since many graduates listed more than one subject as their major. Most frequently mentioned as high school majors were English, ninety-three; social studies, forty-three; mathematics, thirty-three; science, thirty; and commerce, twenty-six.

It was thought to be desirable to determine, if possible, how closely the high school work of the graduates was related to their post school life, particularly in determining how many of the graduates who had prepared for college had actually attended college, how many who had not prepared for college attended college, how many who prepared for college did not attend, and how many who had not prepared for college terminated their formal educations upon graduation from high school. Obviously, no accurate information on this problem could be obtained from the answers given on the

TABLE XII

HIGH SCHOOL MAJORS OF THE GRADUATES

Subject	Number	Per Cent
English	93	58.125
Social Studies	43	26.875
Mathematics	33	20.625
Science	30	18.750
Commerce	26	16.250
College Preparatory	20	12.500
Industrial Arts	15	9.375
Latin	15	9.375
Art	13	8.125
Home Economics	10	6.250
Music	8	5.000
Speech	3	1.875
French	3	1.875
Physical Education	1	.625
Physics	1	.625

questionnaire alone, but the fact that twenty of the graduates volunteered the information that their high school majors had been college preparatory gave rise to the problem. It was simple enough to determine the course of study of the graduates who had not indicated it on the questionnaire, by perusing the school records of those students, which was done. It was noted that of ninety graduates who were on the college preparatory course, seventy-two or 80 per cent attended college, and of that number, thirty-eight or 52.7 per cent finished four years or more of college work. A total of seventy graduates was found to be on courses other than college preparatory, and of that number, thirty-six or 51.4 per cent attended college, but of this number, only nine or 25 per cent completed four or more years.

Much wider interests were illustrated by the graduates in their college work with forty subjects named as college majors. As shown in Table XIII, English, science, commerce, social studies, mathematics and home economics were the subjects most frequently named as college majors. Substantially more specialization was noted in college majors, with parts of larger areas named as major fields.

VII. HELPFUL HIGH SCHOOL TRAINING

An attempt was made to ascertain the feeling of the graduates about the helpfulness of their high school subjects.

TABLE XIII

COLLEGE MAJORS OF THE GRADUATES

Subject	Number
English	20
Science	17
Commerce	16
Social Studies	13
Mathematics	12
Home Economics	12
Elementary Education	9
Art	8
Music	7
Speech	6
Physical Education	6
Chemistry	6
Industrial Arts	5
Medicine	5
Language	4
Mechanical Engineering	4
Electrical Engineering	4
Latin	3
French	3
Nurses Training	3
Dramatics	3
Physics	2
Journalism	2
Economics	2
Biology	2
Radio	2
Civil Engineering	2
Sociology	1
Psychology	1
Architecture	1
Advertising	1
Business Education	1
Bacteriology	1
Naval Science	1
Chemical Engineering	1
Accounting	1
Finance	1
Agricultural Economics	1
Special Education	1
Law	1

The study was concerned with helpfulness of subjects for both general living and occupations. Twenty-nine high school subjects were listed as helpful for general living. Seven graduates felt that all their high school subjects were helpful in this respect, and two stated that none of their high school subjects was particularly helpful for general living. Thirteen failed to answer this part of the question. English was by far the most frequently named subject; seventy-four graduates named it as particularly helpful. Other leading helpful subjects were: home economics with thirty-three choices; mathematics with thirty-two; civics with sixteen; and science with fifteen. Table XIV lists other subjects which the graduates named as beneficial for general living.

A second part of the question on helpful subjects was concerned with those considered by the graduates to be beneficial in their occupations. Again, English was named most frequently among the thirty-one subjects listed. Five graduates stated that all their high school subjects were helpful in their occupations while two stated that none was. Again, failures to respond to this part of the question numbered thirteen. As illustrated in Table XV, page 33, the most frequently mentioned subjects were: English, with fifty-two choices; mathematics, with thirty-eight; typing, with twenty-five; and science, with twelve.

TABLE XIV

SUBJECTS CONSIDERED MOST HELPFUL FOR GENERAL LIVING

Subject	Times Named	Per Cent
English	74	46.250
Home Economics	33	20.625
Mathematics	32	20.000
Civics	16	10.000
Economics	16	10.000
Science	15	9.375
History	14	8.750
Social Studies	13	8.125
Art	12	7.500
Industrial Arts	7	4.375
Speech	6	3.750
General Business	6	3.750
Physical Education	6	3.750
Literature	6	3.750
Health and Safety	5	3.125
Typing	5	3.125
Latin	4	2.500
Music	4	2.500
Physics	4	2.500
Cooking	3	1.875
Physiology	3	1.875
Sewing	3	1.875
Home Nursing	2	1.250
Algebra	2	1.250
French	2	1.250
Family Living	1	.625
Nutrition	1	.625
Biology	1	.625
Bookkeeping	1	.625
All	7	4.375
None	2	1.250
No reply	13	8.125

TABLE XV

SUBJECTS CONSIDERED MOST HELPFUL BY THE GRADUATES IN THEIR OCCUPATIONS

Subject	Times Named	Per Cent
English	52	32.500
Mathematics	38	23.750
Typing	25	15.625
Science	15	9.375
Commerce	13	8.125
Chemistry	10	6.250
Industrial Arts	10	6.250
Physics	9	5.625
Biology	8	5.000
Shorthand	8	5.000
Art	8	5.000
Speech	7	4.375
Latin	6	3.750
General Business	6	3.750
Home Economics	6	3.750
Music	6	3.750
Social Studies	6	3.750
Physiology	5	3.125
Mechanical Drawing	3	1.875
Bookkeeping	3	1.875
Economics	2	1.250
Physical Education	2	1.250
Anatomy	2	1.250
Civics	1	.625
Dramatics	1	.625
Geography	1	.625
Health and Safety	1	.625
Business Law	1	.625
Home Nursing	1	.625
Printing	1	.625
Trigonometry	1	.625
All	5	3.125
None	2	1.250
No Reply	13	8.125

In each phase of this question, English, mathematics and science were among the most frequent choices of the 147 graduates who answered the question. It was noted also that in several cases broad general areas were mentioned, while in other cases graduates named specific subjects which were parts of the broader areas. Such a situation existed in the social studies area, for example. Social studies itself was mentioned and various subjects in the social studies such as history, civics and economics were also chosen. For the purpose of this study, and particularly in this question, responses of this type were accepted as they appeared, and no attempt was made to group them into any broader areas.

VIII. NON-AVAILABLE TRAINING

Of a total of 160 graduates replying to the questionnaire, 112 listed a total of fifty-nine subjects that were not available to them and were in line with their interests. Of the fifty-nine subjects listed many were offered, but, as a number of the graduates commented, it was impossible to arrange programs to include them. Other graduates commented that they could have taken some of them, but did not realize their value until after graduation. In eleven of the subjects in this list additional or advanced training was desired. Ten graduates replied that there was no non-available training in line with their interests, and forty-eight failed

to complete this phase of the question.

The writer set up three categories in Table XVI under which these subjects listed as interests were placed--namely, academic, occupational, and social and home. It should be understood that this was done only to aid in presenting the otherwise unwieldy date in a more simple, usable form. No attempt was made to find out the reasons for interests in the various fields. It was noted that the subjects chosen most fell in the social and home group where eighteen subjects were named a total of fifty-nine times. In the academic classification the total choices among twenty-five subjects was forty-six. In the occupational group twenty-four choices were distributed among fourteen subjects. The highest number of choices of individual subjects was received by psychology with ten; next came family relations and etiquette with seven; fourth was driver training with six; and vocational guidance and home nursing each received five.

The second phase of the question concerning non-available training dealt with that training which was in line with the occupations of the respondents. In Table XVII, page 38, the same treatment and grouping of data were used with the thirty-four subjects named. Thirteen of the graduates answered "none" to this part of the question and fifty-six failed to answer it.

In the academic classification, thirty-five responses

TABLE XVI

NON-AVAILABLE TRAINING IN LINE WITH THE INTERESTS OF THE GRADUATES

Academic	Number Desiring	Occupational	Number Desiring	Social & Home	Number Desiring
Advanced Science	4	Vocational Guidance	5	Psychology	10
Advanced Speech	4	Advanced Industrial Arts	4	Etiquette	7
Spanish	4	Auto Mechanics	2	Family Relations	7
Botany	3	Aviation	2	Driver Training	6
Creative Writing	3	Salesmanship	2	Home Nursing	5
Advanced Art	2	Agriculture	1	Personality Training	3
Advanced Commerce	2	Business Machines	1	Swimming	3
Advanced Drama	2	Coaching	1	Child Care	2
Advanced Literature	2	Diesel Hydraulics	1	Dress Designing	2
Advanced Mathematics	2	Mechanical Drawing	1	First Aid	2
Advanced Physics	2	Personnel Management	1	Hobby Class	2
German	2	Printing	1	Home Management	2
Advanced Economics	1	Radio	1	Household Repair	2
Advanced English	1	Typing	1	Welfare Work	2
Advanced Music	1			Advanced Home Economics	1
Advanced Spelling	1			Current Events	1
Anatomy	1			Everyday Law	1
Astronomy	1			Visual Aids	1
Debating	1				
English Constitutional History	1				
Geology	1				
Journalism	1				

TABLE XVI (Cont'd)

NON-AVAILABLE TRAINING IN LINE WITH THE INTERESTS OF THE GRADUATES

Academic	Number Desiring	Occupational	Number Desiring	Social & Home	Number Desiring
Latin American History	1				
Philosophy	1				
Statistics	1				
Total	46		24		59
None	10				
Failed to Answer	48				

TABLE XVII

NON-AVAILABLE TRAINING IN LINE WITH THE OCCUPATIONS OF THE GRADUATES

Academic	Number Desiring	Occupational	Number Desiring	Social & Home	Number Desiring
Advanced Science	6	Business Machine Operation	7	Child Care	8
Advanced Speech	4	Salesmanship	6	Budgeting (time and money)	5
Advanced Commerce	3	Advanced Industrial Arts	4	Marriage Relations	5
Advanced English	3	Vocational Guidance	3	Psychology	5
Sociology	3	Vocational Training	2	First Aid	3
Spelling	3	Advanced Shorthand	1		
Advanced Drama	2	Advertising	1		
Advanced Mathematics	2	Athletics	1		
Advanced Music	2	Personnel Management	1		
Advanced Physics	2	Printing	1		
Accounting	1	Professional Responsibilities and Adjustments	1		
Advanced Art	1	Scenic Design	1		
Advanced Literature	1	Secretarial Training	1		
Anatomy	1	Typing	1		
German	1				
Totals	35		33		26
None	13				
Failed to Answer	56				

were found among fifteen subjects; in the occupational classification thirty-three responses were found among fourteen subjects, and in the social and home group twenty-six responses were found among five subjects. Individual subjects named most were: child care, eight; business machine operation, seven; salesmanship and advanced science, six; and budgeting time and money, marriage relations and psychology, five.

Closely related to the questions concerning helpful training received and non-available training, was the question which asked the graduates to estimate in terms of "very much," "some," "little," and "none," how much specific training they had received in high school for their present occupations. The replies were tabulated and presented in Table XVIII, which shows that seventy per cent of the replies were positive, with the greatest number of graduates choosing the "some" category as their answer.

IX. APPRAISAL OF EXTRA-CURRICULAR ACTIVITIES

In the more recent professional literature, the term "extra-curricular activities" has become outmoded since recent thought has placed all school activities within the scope of the curriculum. However, for the purpose of this study, it was felt that the old term, outmoded as it was, more likely would be understood by the group dealt with in the study who hardly could be expected to be familiar with

TABLE XVIII

ESTIMATES BY THE GRADUATES OF HOW MUCH SPECIFIC TRAINING THEY RECEIVED IN HIGH SCHOOL FOR PRESENT OCCUPATIONS

Training Received	Number	Per Cent
Very Much	37	23.125
Some	75	46.875
Little	30	18.750
None	12	7.500
No Answer	6	3.750
Total	160	100.000

recent changes in the terminology of professional literature. The section of the questionnaire devoted to extra-curricular activities was divided into two phases which sought to determine what experiences of this type were most valuable to the graduates and, secondly, what non-available extra-curricular experiences should be included in the Laboratory School program.

A total of twenty-nine extra-curricular activities was cited by the graduates as beneficial to them. Leading the list with thirty-five choices was Girl Reserve (synonomous with Blue Tri and Y-Teens); next came athletics with twenty-six choices; school plans and music had seventeen; and Hi-Y had thirteen.

Of the 160 graduates who returned questionnaires, nineteen stated that no extra-curricular activities were beneficial to them, five stated that <u>all</u> were; and twenty-five people failed to respond to this phase of the question. In Table XIX the distribution of the remainder of the choices of the graduates is shown. It was noted in several occasions that large areas were mentioned and more specific parts of those areas were also named. Such was the case with music, which was chosen by seventeen graduates. In addition, glee club and chorus, and orchestra were chosen eleven and two times respectively. In such cases, the responses were accepted and tabulated as they were received with no attempt

TABLE XIX

BENEFICIAL EXTRA-CURRICULAR ACTIVITIES

Activity	Number
Girl Reserve (Blue Tri; Y-Teens)	35
Athletics	26
School plays	17
Music (general)	17
Hi-Y	13
Glee Club and Chorus	11
School publications	10
Girls Athletic Association	8
Speech activities	7
Latin Club	5
Science Club	4
Student Council	3
Class activities	3
Speech Club	3
Photo Club	3
Girl Scouts	3
Home Economics activities	3
Book Club	2
Bowling Club	2
Orchestra	2
Class officer	2
French Club	2
Red Cross	2
Art Club	2
Social clubs and activities	2
Cheer Leader	1
Shop	1
Forum	1
Visual Aids Club	1
None	19
All	5
No answer	25

made to group any responses into larger areas.

There seemed to exist some confusion in the minds of a few of the graduates regarding the nature of activities considered as extra-curricular. This was particularly in evidence in the responses to the second phase of the question on extra-curricular activities. However, again, the replies were accepted and tabulated as they appeared, and the results were placed in Table XX. Such activities as shop, practical civics, home nursing, auto mechanics, public speaking, and vocational guidance were listed by the graduates in the extra-curricular field; however, it was doubtful that such subjects authoritatively would be classified as extra-curricular. It was also noted that some of the graduates listed some activities as non-available which were listed as available and beneficial by others. However, since the whole questionnaire was a matter of personal reactions, it was felt that, in all probability, the activities were non-available strictly on a personal basis. Most frequently mentioned as desirable but non-available among twenty-one activities were departmental clubs, chosen eight times; intramural athletics received six choices; and student convocations and debating each received five.

Of a total of 160 graduates who replied, ninety-five failed to answer this phase of the question, and thirteen stated that no extra-curricular activities added to the

TABLE XX

EXTRA-CURRICULAR ACTIVITIES DESIRED BUT NOT AVAILABLE

Activity	Number
Departmental clubs	8
Intramural activities	6
Debating	5
Student convocations	5
Public Speaking	4
Fraternal clubs	4
Social functions	4
Vocational Guidance	3
Advanced Orchestra	3
Rifle and Pistol Club	3
Drama Club	2
Radio broadcasting	2
Reading Club	2
Vocabulary Club	2
Discussion groups	2
Practical Civics	1
Home Nursing	1
Field trips	1
Employment Bureau for part-time work	1
Chorus	1
Auto Mechanics	1
None	13
No answer	95

program would have been beneficial to them.

X. ADDITIONAL COMMENTS BY THE GRADUATES

On the questionnaire opportunity was given the graduates to make any additional comments they wished to offer about their experiences at the Laboratory School. In order to utilize fully the value of these comments, excerpts from some of them have been included here.

Of concern to several of the graduates who offered additional comment was the problem of human relationships, moral values and sex education. One graduate stated:

> ...I suppose this is a case of the long awaited chance to 'talk back to the teacher.' At any rate I feel there is an opportunity in the school to do far more for the child in helping him meet life by giving some purpose in living. By this I mean some sort of teaching in ethics and moral values is an outstanding need. Miss Clark and her discussion periods came closest to a beginning in this of any class I can recall. She made you justify any position you took in her class and made us do some independent thinking on why some things are right or wrong. A child should be introduced to the idea of the ethics of human behavior and encouraged to think about why certain actions are acceptable in human society. Along with this naturally could come some study on the moral aspects of sex and boy and girl problems. I remember with some amusement and a great deal of regret those inadequate sessions in Health and Biology in which sex was either quickly glossed over or else handled so scientifically and impersonally, only to be followed by a great deal of note comparing in the halls and passing on some of the worst misconceptions. Even in a class as small as ours there was one hasty secret marriage and at least three affairs in progress during the junior and senior years, which ought to prove the need for such a program.
>
> Since the majority of the students will eventually marry, the study of making a home shouldn't be relegated

> to an elective Home Ec. course but should be part of a required course combining the above suggestion and study of basic human relationships. High school pupils are not too young to study why we act as we do and what the ideal relationship of husband, wife, and children should be. If the next generation of parents could achieve a better relationship with their children, many of your problems as teachers would be solved.

From another graduate was received this comment:

> I think that courses in Personal Hygiene and problems concerning sex, etc. would be of a benefit especially in the Junior and Senior years of High School. Such courses are offered in college, but so many students are unable to attend college that they receive very little of this knowledge. I believe it would be a big step towards curbing juvenile delinquency. Parents seem to be too busy or not interested enough in the younger generation to teach the true facts of life. I really think the High School of today could offer such a class and that today's children would grow to be better citizens.

Another graduate felt that available courses in health and safety were insufficient to give the student adequate, usable information about the functions and care of the human body, and suggested that additional physical education and anatomy should be offered. He further pointed out "social success and happiness may depend largely upon the health and physical condition of the individual."

Several graduates expressed desire for better training in specific subject areas. One of these most frequently mentioned was English, about which some of the comments quoted here were:

> Now I realize the importance of English grammar! I wish I had had more before college.

> I think students would be better off if more stress were placed on grammar in English classes.

> Two years of good solid English would be more efficient than four as taught now. ...you can read books and make scrapbooks in your spare time.
>
> One complaint that I have felt through the years has probably been eliminated by now. (My class was used as a guinea pig for English Grammar. We 'learned' our grammar by working through workbooks on our own. As a result, the entire class knew very little--and when we went on to college--many students were placed in Zero English because of this lack. Although I majored in English in college it wasn't because I knew one part of speech from another that I was able to pass, but because I instinctively knew where to use it. My courses in Grammar while in college consequently gave me a very bad time.) I do think more thorough drilling on English grammar should be emphasized.
>
> One further suggestion (from only my own experience, of course): more English composition work. There is no greater handicap than unfamiliarity with one's own written language. (Perhaps I am made more acutely conscious of such deficiency because of my present location in a state where students enter the universities without the slightest idea of how to express themselves--Iowa high schools are pretty bad.)

Included in the desire for more and better English was this expression of desire for more adequate speech training:

> One thing that I do think is important to high school curriculum that is not generally offered is specific training in Speech. Two years ago, State High had very little to offer in this field. I'm sure that you of the administration are coming to realize more daily the importance of training students to express themselves clearly and freely before others. College is too late to start. The real need must be cared for in your school.

Other graduates expressed concern about such subjects as home economics, social science, and science. One girl criticized her experience in cooking class with the following comment:

> I took some Home Ec. in high school. I believe it was a minor subject. But I think that more stress could

> have been placed on the cooking of common foods, and also placing stress on being sure that the students understood the principles of cooking good food and keeping at the cooking of that food until it was mastered. As I remember, we cooked a food only once, and consequently never remembered anything about it. All I have learned, I owe to my mother, and cook books and practical experience.

Two graduates felt that more practical, extensive work in social studies should be offered. One graduate suggested:

> ...emphasis of current events and history (especially political and social) of our country and other countries in the 'world spotlight' today. Teamwork was always well brought out, but we really need to build good citizens.

Another felt that clearer relationships among state, local, and national administration should be more fully emphasized.

> My own opinion is that since we at Lab School were so close to being a state institution we should have had more opportunity to see how government works--its relationship to national administration. I think that Civics and Economics should be a more extensive course.

Two graduates felt that science was essential. One stated, "A course in Physical Science should be required."

A second graduate felt that more science needed to be present in the curriculum since, "scientific information is needed for intelligent citizenship today."

In another comment one graduate felt that conceptual rather than factual learning should be emphasized:

> All high school students that intend to attend college should be impressed with the importance of proper organization in learning. All too many students complete a course of study and find that they have gained nothing from it. I feel the main cause for this is the learning

of details, mainly by memorization, without first having learned the important framework upon which to build the details. After all the details are unimportant and if each student could carry away from each class a few important concepts he will have accomplished more than so many of us who promptly forgot it all.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

It was a stated purpose of this study to attempt to answer three major questions concerning the Laboratory School graduates: (1) What are their occupations and geographical locations; (2) What experiences and training received at the Laboratory School have been helpful in their post-high school life; and (3) What non-available experiences and training should be offered in the Laboratory School program.

1. The occupations of the graduates who completed the questionnaire were many and varied, but the majority of them, students and housewives, fell in the "miscellaneous" category (55.625 per cent) with all but three of the remainder falling in the professional, managerial, and clerical and sales categories. There were no graduates reporting whose occupations fell into the unskilled or service categories. These categories were determined by consulting the Dictionary of Occupational Titles. Only four of the graduates expressed dislike for their present occupations, while almost three-fourths stated that they liked their occupations very much.

2. Although almost three-fourths of the graduates (74.375 per cent) stated that Indiana was their present address, seventeen other states, the Territory of Hawaii, and

the U. S. Navy were named as current addresses by the graduates.

Even more (131) of the graduates listed various cities in Indiana as their permanent addresses, with 113 of these naming Terre Haute.

3. Laboratory School subjects considered most helpful by the graduates in terms of both general living and occupations were the following in the order of appearance: English, Mathematics, Home Economics, Science, and Typing. In estimating the amount of specific training received in high school for present occupations, 70 per cent of the graduates stated on the questionnaire that they had received "very much" or "some," while 26.25 per cent stated that they had received "little" or "none."

4. In appraising the benefit of extra-curricular activities the 135 graduates who answered the question named Girl Reserve, athletics, school plays, music and Hi-Y most beneficial.

5. Of a total of 160 graduates returning the questionnaire, 112 listed fifty-nine subjects that were not available to them in line with their interests. In several cases the graduates desired additional training in areas offered, while others stated that they failed to recognize the value of some of the subjects while in high school. One hundred and four graduates named thirty-four non-available subjects that would

have been beneficial to them in line with their occupations.

II. CONCLUSIONS

1. Although the majority of the graduates returning questionnaires listed Terre Haute as their permanent or current address, it would not be entirely valid to assume that most of the graduates remain in the community, since forty-four of those who replied were students and have not yet established themselves permanently.

2. The findings of this study relative to helpfulness of high school subjects were consistent with those of other studies in that English, Science and Mathematics were considered by the graduates to be of the most benefit to them. However, in this study the graduates expressed some dissatisfaction concerning the adequacy of instruction, particularly in English.

3. Taken as a whole, the training received at the Laboratory School was considered adequate in terms of occupations by the graduates (see Table XVIII).

4. Probably one of the most significant facts established by this study was the wide range of interests and needs of the graduates not at present met by the program of the Laboratory School, despite the fact that general satisfaction with available training was expressed.

5. Fifty-five non-available areas were mentioned by the graduates as training they would like to have taken because of interests. Several indicated that certain training, although offered, was unavailable to them because of program complications and required subjects. The interests of the graduates included several subjects, such as coaching, that could not well be included in the Laboratory School program; but many others, such as psychology, sex education, and driver training, would be practical and valuable in the program.

6. The need for better occupational training was established by the fact that thirty-four subjects that would have helped them in their occupations were listed as non-available by the graduates. Reasons for the non-availability of some of these were much the same as those for non-available subjects which the graduates desired because of their interests.

7. Since ninety-five of the 160 graduates failed to enumerate any desirable but non-available extra-curricular activities, and thirteen specifically said "none" in answer to the question the extra-curricular program was considered adequate.

III. RECOMMENDATIONS

1. Training given by the Laboratory School should be such that will aid graduates in meeting problems of living

in other communities as well as the local one.

2. Training should be more functional and practical, particularly in the areas of English and social studies.

3. Better educational and vocational guidance should be offered so that students' vocational needs and general interests can be met more satisfactorily.

4. Greater flexibility in curriculum requirements should be effected so that the students may arrange their programs in such a manner that desirable subjects and experiences may be more easily included.

5. The subject offerings should be expanded to include more subjects particularly concerned with occupations and social living, as determined by the desires and needs of students.

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APPENDIX

LETTER ACCOMPANYING QUESTIONNAIRE TO GRADUATES

Hello Sycamore--

Like a business concern, any good school always strives to improve its services to people. As you also know, any evaluation of our past services must be made with the cooperation of people who have shared our experiences. If you will complete the enclosed questionnaire and return it as soon as possible, you will aid us in improving our services to our students in the future.

Wenonah Goshorn, Assistant Principal
William D. Fox, Graduate Assistant

QUESTIONNAIRE TO GRADUATES

Age___ Date of graduation____ Single__ Married__ No. of children ___

Permanent Address _____ _____

Current Address _____ _____

Present Occupation _____

Encircle last year completed in school:

High School 1 2 3 4

College 1 2 3 4 5 6 7

High school majors _____

College majors _____

Which high school subjects helped you most?

(1) for general living _____

_____

(2) in your occupation _____

_____

What training would you have liked to take that was not available?

(1) in line with your interests _____

_____

(2) in line with your occupation _____

_____

How much specific training did you receive in high school for your present occupation? (Encircle one)

Very much Some Little None

What extra-curricular activities in high school were of general benefit to you? _____

_____

What experiences of this type not offered would have helped you? _____

How well do you like your present occupation? (Encircle one)

Very much Fairly well Little Dislike it

Please make any additional comments or suggestions on the reverse side of this sheet.