A FOLLOW-UP SURVEY OF GRADUATES AND NON-GRADUATES FROM THE SARANAC, MICHIGAN HIGH SCHOOL DURING THE PERIOD 1935 to 1949

Thesis for the Degree of M. A.

MICHIGAN STATE COLLEGE

George Makel

1952

THESIS

This is to certify that the

thesis entitled

"A Follow-up Survey of Graduates and Non-Graduates from the Saranac, Michigan High School During the Period 1935 to 1949."

presented by

George Makel

has been accepted towards fulfillment
of the requirements for

M. A. degree in Education

H. M. Byram
Major professor

Date 3-6-52

O-169

OVERDUE FINES:
25¢ per day per item

RETURNING LIBRARY MATERIALS:
Place in book return to remove charge from circulation records

AUG 07 1981 2 12

JUN 13 1994

A FOLLOW-UP SURVEY OF GRADUATES AND NON-GRADUATES FROM THE SARANAC, MICHIGAN HIGH SCHOOL DURING THE PERIOD 1935 to 1949

By

George Makel

A THESIS

Submitted to the School of Graduate Studies of Michigan State College of Agriculture and Applied Science in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

Division of Education

1952

THESIS

ACKNOWLEDGMENTS

This study was conducted under the direction of the following committee:

H. M. Byram, Chairman

H. P. Sweany

H. W. Sundwall

The author wishes to express his appreciation and indebtedness to the members of the committee for their useful suggestions and constructive criticisms in completing this study; to Doctor H. M. Byram for his kindly counseling; to the graduates and non-graduates of the Saranac High School who provided the data used in this study; and to his wife Marion for her encouragement and untiring assistance while preparing this manuscript.

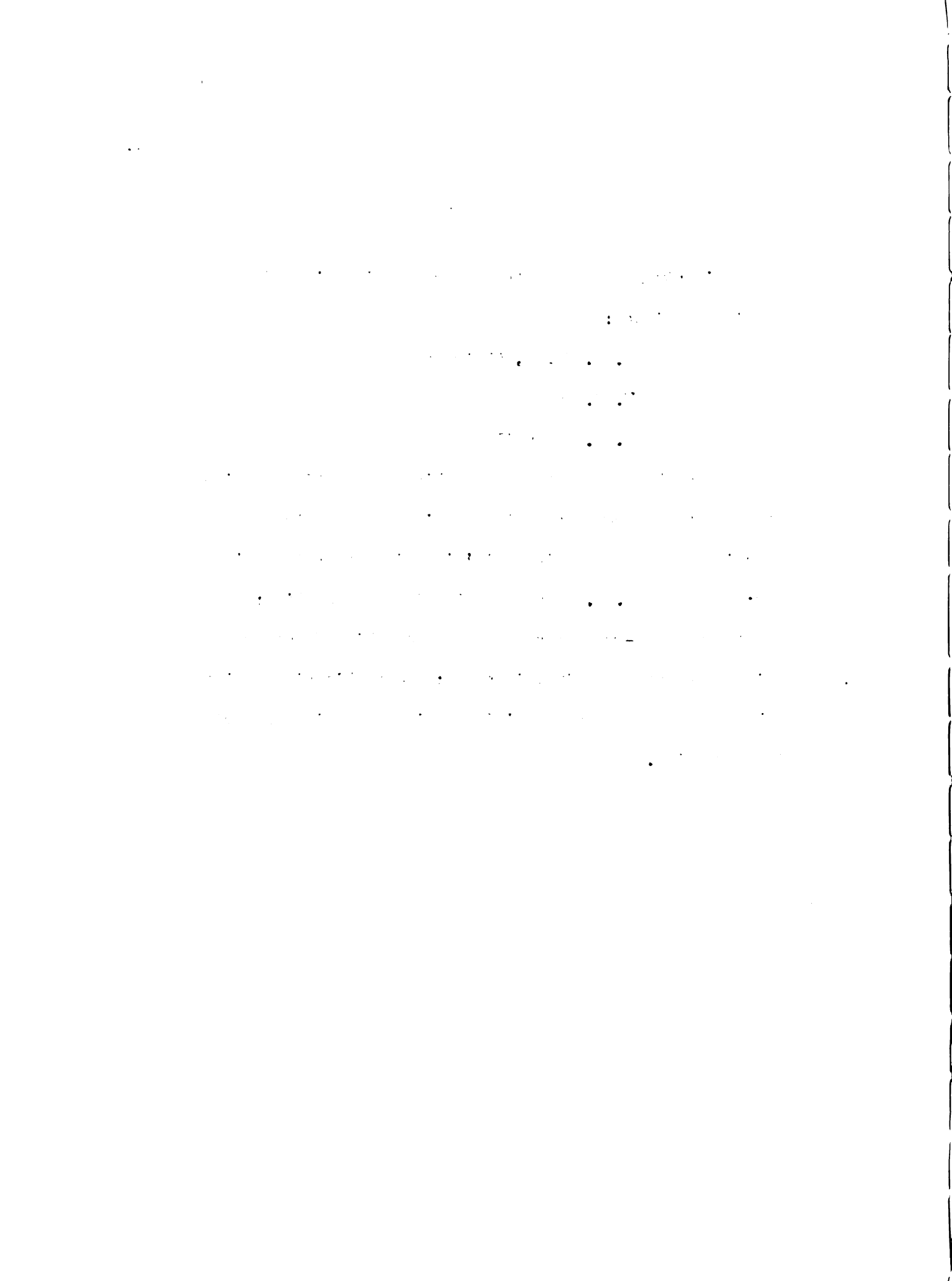
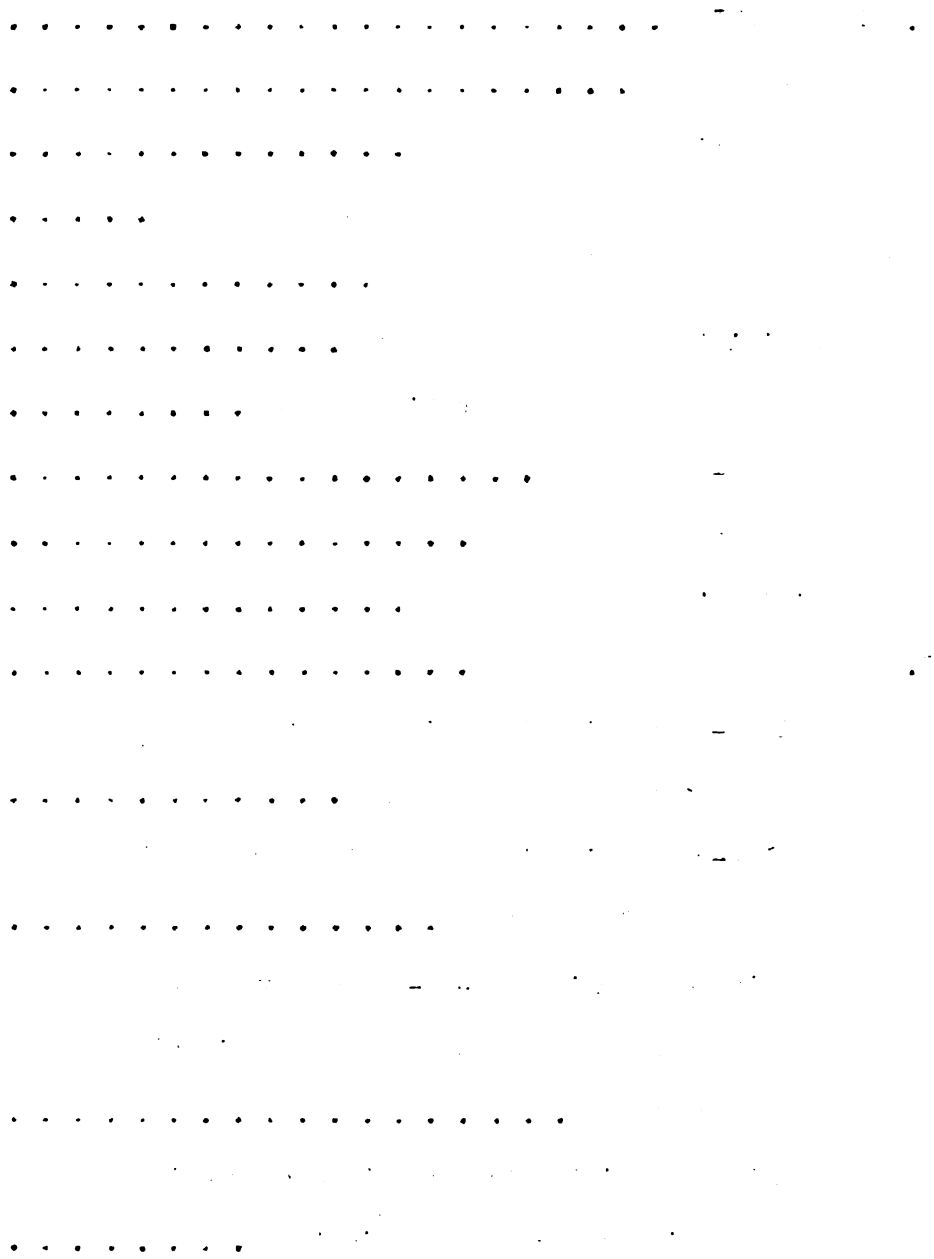


TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	The problem	2
	Setting of the problem	2
	Statement of the purposes of the study	4
	Importance of the study	7
	Definitions of the terms used	8
	Graduates of Saranac High School	8
	Non-graduates	9
	Methods of procedure	9
	Limitations of the study	10
II.	REVIEW OF THE LITERATURE	11
	Follow-up studies involving students of more than one school per study	12
	Follow-up studies involving students of only one school per study	17
	Studies concerning out-of-school young men on farms and former students of Vocational Agriculture	20
	Studies pertaining to the guidance practices found in the schools of Michigan	26



CHAPTER PAGE

II. REVIEW OF THE LITERATURE (Continued)

Relationship of the studies reviewed to this thesis 27

III. PRESENTATION OF DATA 29

General information 29

Vocational status 38

Further education 56

Evaluation of schooling of former students 69

The Department of Vocational Agriculture 77

Comments expressed by the graduates and non-graduates 92

IV. SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDY 102

Summary 102

General information 102

Vocational status 104

Further education 107

Evaluation of schooling of former students . . . 109

Department of Vocational Agriculture 110

Comments expressed by the graduates and non-graduates 113

Conclusions and recommendations 114

Suggestions for further study 120

CHAPTER PAGE

BIBLIOGRAPHY 122

APPENDIX 126

A. Courses of study offered by the Saranac Board of Education 127

B. Personal data blanks 129

C. Letter sent with personal data blank 134

D. Post card follow-up used 135

LIST OF TABLES

TABLE		PAGE
I.	Distribution of Graduates Receiving and Returning Personal Data Blanks According to the Year in Which They Graduated	30
II.	Distribution of Non-Graduates Receiving and Returning Personal Data Blanks According to the Year in Which They Left School	32
III.	A Comparison of Distances From Saranac Where the Two Hundred Ten Graduates Reported That They Were Living	33
IV.	A Comparison of Distances From Saranac Where the Forty-Seven Non-Graduates Reported That They Were Living	34
V.	Relationship of Marriage of the Graduates to the Pre-war, War, and Post-war Periods	36
VI.	Relationship of Marriage of the Non-Graduates to the Pre-war, War, and Post-war Periods	37
VII.	Prevalence of Planning Done in High School Regarding Life Work as Reported by 210 Graduates	38
VIII.	How Well the High School Plans Regarding Life Work Were Fulfilled as Reported by 114 Graduates	39

TABLE PAGE

IX. Prevalence of Planning Done in High School Regarding Life Work as Reported by Forty-Seven Non-Graduates 39

X. Satisfaction With Present Occupation as Reported by 189 Graduates During the Pre-War, War, and Post-War Period 40

XI. Satisfaction With Present Occupation as Reported by Forty Non-Graduates During the Pre-War, War, and Post-War Period 41

XII. Occupations Followed as Reported by 210 Graduates 43

XIII. Occupations Followed as Reported by Forty-Seven Non-Graduates 46

XIV. Occupations of 210 Graduates and Arranged in Descending Order of Frequency 47

XV. Occupations of Forty-Seven Non-Graduates and Arranged in Descending Order of Frequency 48

XVI. Number of Graduates Reported in Each Occupation and at Specified Distances From Saranac . . 49

XVII. Number of Non-Graduates Reported in Each Occupation and at Specified Distances From Saranac 50

TABLE PAGE

XVIII. Factors Which Were Reported as Influencing 210 Graduates in the Selection of Their Work 51

XIX. Factors Which Were Reported by Forty-Seven Non-Graduates as Influencing Them in the Selection of Their Work 52

XX. Reasons for Leaving School as Reported by Forty-Seven Non-Graduates 53

XXI. Total Non-Graduates and the Grades They Were Attending When Leaving School 55

XXII. Participation in Education Beyond High School as Reported by 210 Graduates 57

XXIII. Participation in Education Beyond High School Among Three Five-Year Groups 59

XXIV. Kind of Education Received Beyond High School as Reported by Forty-Five Men and Fifty-One Women Graduates 60

XXV. Adult Classes Which Were Reported as Desired by 90 Men and 103 Women Graduates 61

XXVI. Adult Classes Which Were Reported as Desired by Twenty-two Men and Twenty-one Women Non-Graduates 62

TABLE		PAGE
XXVII.	Number of Magazines and Newspapers Which Were Reported to be in the Homes of the Graduates	63
XXVIII.	Number of Magazines and Newspapers Which Were Reported to be in the Homes of the Non-Graduates	64
XXIX.	Enjoyment Derived From Reading Books in the Home as Reported by 97 Men and 113 Women Graduates	65
XXX.	Enjoyment Derived From Reading Books in the Home as Reported by Twenty-Five Men and Twenty-Two Women Non-Graduates	65
XXXI.	Participation in Community Organizations as Reported by Sixty-Six Men and Seventy Women Graduates	67
XXXII.	Number of Offices Held in Community Organizations as Reported by Twenty Men and Forty Women Graduates	68
XXXIII.	Teacher Counseling Which Was Reported as Having Been Received by 203 Graduates	70
XXXIV.	Teacher Counseling Which Was Reported as Having Been Received by Forty-One Non-Graduates	71

TABLE		PAGE
XXXV.	High-School Activities Which Were Reported by 113 Graduates as Being of Value to Them Since Graduation	72
XXXVI.	High-School Subjects Which Were Reported by 133 Graduates as Being of Least Value to Their Present Occupation	74
XXXVII.	High-School Subjects Which Were Reported by Sixteen Non-Graduates as Being of Least Value to Their Present Occupation	75
XXXVIII.	High-School Subjects Which Were Reported by 193 Graduates as Being of Most Value to Their Present Occupation	76
XXXIX.	High-School Subjects Which Were Reported by Thirty-Four Non-Graduates as Being of Most Value to Their Present Occupation	77
XL.	Distribution of Graduates Who Studied Agriculture	78
XLI.	Distribution of Non-Graduates Who Studied Agriculture	80
XLII.	The Present Occupations Of Thirty-Eight Men Who Had Farm Backgrounds, and Studied One or More Years of Vocational Agriculture	81

TABLE		PAGE
XLIII.	The Present Occupations of Twenty-One Men Who Were Not Farm-Reared, But, Who Studied One or More Years of Vocational Agriculture . .	83
XLIV.	Farming Status of Twenty Graduates Who Studied High-school Agriculture and Who Were Farming	84
XLV.	Relationship of High-School Agriculture to Thirty-Nine Graduates Who Are Non-Farmers . . .	87
XLVI.	The Strengths and Weaknesses of the Program of Vocational Agriculture as Reported by Fifty-Five Graduates Who Studied High-School Agriculture	88
XLVII.	The Strengths and Weaknesses of the Program of Vocational Agriculture as Reported by Fourteen Non-Graduates Who Studied High-School Agriculture	89
XLVIII.	Courses in Agriculture Which Were Reported as Desired by Thirty-Three Graduates Who Had Studied High-School Agriculture	90
XLIX.	Courses in Agriculture Which Were Reported as Desired by Twelve Non-Graduates Who Had Studied High-School Agriculture	91

TABLE PAGE

L. Agricultural Activities Which Were Reported as Desired by Twenty-Four Graduates Who Studied High-School Agriculture 92

LI. Agricultural Activities Which Were Reported as Desired by Seven Non-Graduates Who Studied High-School Agriculture 93

LIST OF FIGURES

FIGURE PAGE

1. Saranac and Parts of the Townships Which Are in the School Service Area 3

CHAPTER I

INTRODUCTION

Educators are becoming more concerned with what happens to graduates and non-graduates after they leave high school, either by graduating from the twelfth grade or by choosing to leave school prior to graduation. Workers in the field of education are coming more and more to the point of view that the school's responsibility to youth does not end when the formal academic relationship is terminated, and that there is need for discovering the post-school occupational training needs of those youth. It is imperative that the youth of the nation be provided with every facility which will further their progress towards an adequate occupational goal.

There is a great need for determining the reasons why students often fail to continue in their particular high-school major field of study after graduation from the twelfth grade. Of equal concern are the causes for the non-graduates who never finish school.

No previous survey has ever been made concerning the graduates and non-graduates from the Saranac, Michigan High School. The author has selected the period of years from 1935 to 1949. These years have been grouped into three five-year periods, and they have been designated as pre-war, war, and post-war years.

THE PROBLEM

Setting of the problem. The little village of Saranac is located in the west central part of Ionia County along the banks of the Grand River. According to the 1950 Census, the population was 918, and the nationality of the people in this vicinity can best be described as being of American stock.

For transportation facilities, the Grand Trunk Railroad serves Saranac and the surrounding area, while highways M 21 and U. S. 16, which border this village, help the farmers to transport their produce to distant as well as nearby markets.

As far as industries are concerned, the Saranac Creamery is the leading one. Others are the grain elevator, the egg station, Universal Sprayer Factory, Wood Products Company, and the Metal Finishers Company.

Nearby towns where farmers and townspeople have markets and employment are: Lowell--7 miles west of Saranac, Grand Rapids--25 miles west, Belding--12 miles north, Ionia--8 miles east, and Lake Odessa--15 miles south.

The school is a graded district including portions of Berlin and Boston townships. High-school students who pay tuition from the outlying districts such as Keene, Easton, and Campbell townships, are transported by four busses. See Figure I for the Saranac School Service Area.

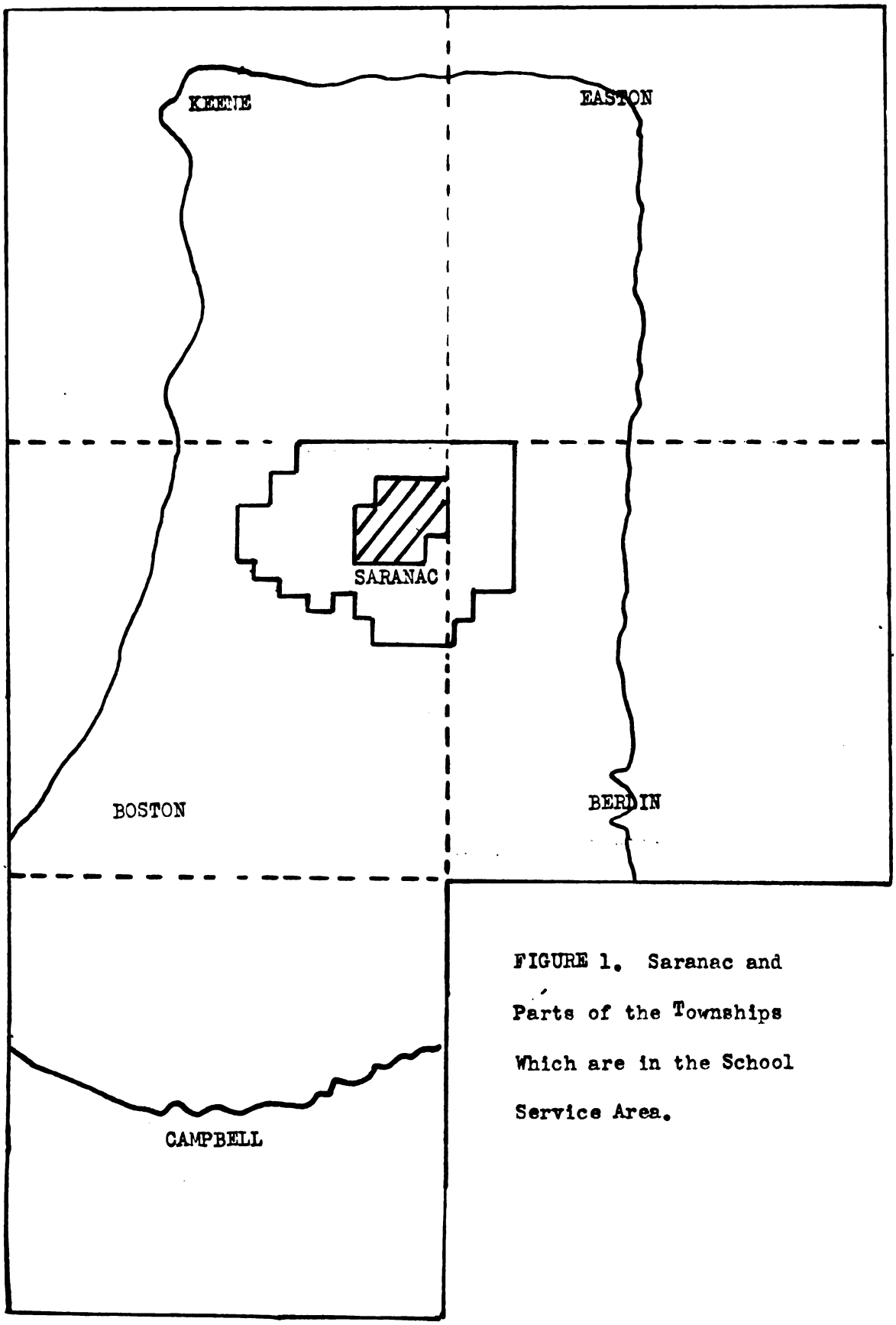


FIGURE 1. Saranac and Parts of the Townships Which are in the School Service Area.

In 1930 the main school building was constructed. A grade building and farm-shop building were completed in 1950 and 1951 respectively.

Statement of the purposes of the study. The purposes of this study have been divided into two categories, namely general and specific. The general purposes are:

1. To determine the occupational status of the graduates and non-graduates of the Saranac High School during the period of years from 1935 to 1949.
2. To compare the occupational status of these former students in the three economic periods--pre-war, war, and post-war.
3. To discover the effectiveness of vocational guidance in curriculum choices while the student is in high school.
4. To provide suggestions for aiding future students in their curriculum choices.

The specific purposes are:

1. To show the distribution of the graduates and non-graduates who received and returned the personal data blanks.
2. To determine the relationship of marriage to the pre-war, war, and post-war periods.

3. To find what per cent of the former students who are now engaged in farming and non-farming vocations live and work within the vicinity of Saranac.
4. To determine what per cent of the students made plans for their future work while in high school, and then carried out their plans.
5. To learn whether the students are satisfied with their present work.
6. To learn what vocations are being pursued by the former students.
7. To ascertain some of the leading factors which former students felt helped or influenced them in the selection of their work.
8. To discover which grade in high school has the greatest number of drop-outs.
9. To learn the leading causes for the students to drop out of school.
10. To determine which five-year period (pre-war, war, and post-war) contained the most drop-outs.
11. To find what per cent of the veterans of World War II took advantage of the G. I. Bill of Rights to further their education.
12. To ascertain what per cent of the graduates went on for higher education, and how far the higher education was pursued.

13. To find what types of institutions of learning were attended by the former students when they were endeavoring to further their education after being out of high school.
14. To determine what classes former students felt could be taught to adults which would best meet the needs of the former students.
15. To compare the interests in reading materials between the graduates and non-graduates.
16. To learn if the students who took an active part in extra-curricular activities in high school are the ones who join and take an active part in community organizations.
17. To determine the amount of help which the students believe they received from their teachers in helping to solve their educational, personal, and life-work problems.
18. To learn if the in-school, extra-curricular activities have given to the students any valuable experiences which will prove of value when they are out of school.
19. To discover the subjects which the students consider to be the most helpful or the least helpful to them.
20. To receive suggestions and opinions from the former students concerning improvements for the Saranac High School in regard to subjects, classes, instruction, buildings and other matters.

21. To compare the occupations of the former students with the occupations of their fathers.

22. To ascertain the present occupational status of former students enrolled in agriculture.

23. To show the relation of the high-school training in vocational agriculture to the present work of all former students of agriculture.

24. To determine the present farming status of the former students of agriculture who are farming.

25. To compare the strengths and weaknesses of the program of the department of vocational agriculture in the opinion of former students.

26. To find suggestions on what courses and activities should be offered by the department of vocational agriculture to those who are engaged in farming and related agriculture.

Importance of the study. The importance of this study to the community is made evident by the interest shown locally. The Saranac Board of Education has requested a copy of the survey for the school, the editor of the town newspaper has requested permission to publish the survey, and the individuals are anxiously awaiting the results.

Besides the social significance of the problem in promoting public relations, other values are these:

1. It will perhaps serve as a guide to students in making more careful course selections in their curriculum to be followed while the students are in high school.
2. The superintendent and faculty will be aided in setting up a course of study which will be more suited to the needs of the students and the community.
3. If corrections are needed in the present curriculum, the need will be more obvious and the correcting will be facilitated.
4. Aid will be given to the board of education and faculty for organizing and conducting young-farmer classes and adult classes.
5. The survey should aid in evaluating the results of the present teaching methods.
6. Information will be brought up-to-date for the school files concerning the graduates and non-graduates.

DEFINITIONS OF TERMS USED

Graduates of Saranac High School. The graduates of Saranac High School include the students living in Berlin, Boston, Campbell, Easton, and Keene Townships in Ionia County, who have completed

the courses of study required by the Saranac Board of Education[1] and have been awarded the diploma of graduation from the twelfth grade of high school.

Non-Graduates. Non-graduates are the students who have discontinued school for various reasons and during any grade from the eighth to the twelfth.

METHODS OF PROCEDURE

A list of 298 graduates and 155 non-graduates was obtained from the files of the Saranac High School. All of the graduates and non-graduates during this fifteen-year period of 1935-1949, whose addresses were obtainable, were included in this survey. No sampling technique was used to reduce the size of the group.

Members of the community supplied the addresses of those who were in the survey, but who had moved away. To each of these young men and young women, a personal data blank[2] and form letter[3] along with a stamped, self-addressed envelop were sent. A postal card[4] was sent three weeks later to those who had failed to answer

---

[1]See Appendix A for the courses of study offered by the Saranac Board of Education.

[2]See Appendix B for copy of the personal data blank which was sent to the former students.

[3]See Appendix C for copy of first letter.

[4]See Appendix D for copy of the postal card.

the previous letter. Those graduates and non-graduates living in the community were contacted personally by the author, either through home visits or while they were attending social functions where the author had access. Telephone calls were also made. In this way, returns were received from 210, or 74.2 per cent of the graduates contacted, and returns were received from forty-seven of the non-graduates, or 35.0 per cent.

A compilation and interpretation of the data collected was then made and the findings of related studies were compared with the findings of this survey.

LIMITATIONS OF THE SURVEY

Limitations of this follow-up survey of the graduates and non-graduates of the Saranac High School are as follows:

1. The personal data blanks used by the students depend for their value and results upon the individual's care and accuracy in answering the questions of the personal data blanks.
2. The results of this survey are applicable to and limited only to the Saranac School service area.
3. The findings of this survey are based upon the actual per cent of personal data blanks returned, as well as the exact percentage responding to each question.

CHAPTER II

REVIEW OF THE LITERATURE

Since this is a study which pertains to the function of the curriculum in general, a review of a number of related studies has been made along this particular phase of education. However, because the author is also interested in students of vocational agriculture, it is only natural that much of the information and research will be related to studies that have been made regarding this line of interest.

The literature which was reviewed for this study, has been divided into four classifications, namely:

1. Follow-up studies involving students of more than one school per study.
2. Follow-up studies involving students of only one school per study.
3. Studies concerning out-of-school young men on farms and former students of Vocational Agriculture.
4. Studies pertaining to the guidance practices found in the schools of Michigan.

It did not seem feasible to review all of the studies which have been made pertaining to these classifications. Instead, as a means of reducing the scope of the review, the author attempted to select representative studies for each of these classifications.

This is not to imply that many other significant studies have not been made.

Follow-up studies involving students of more than one school per study. One of the more outstanding studies is the survey which was made by A. B. Mueller.[5] This is a study of the occupational careers of 1799 graduates and non-graduates of twenty-six representative, small high schools of the New England States. Some of the findings disclosed in this survey are:

1. Excepting home-making, the professions lead the list of occupations for graduates by attracting 24.7 per cent of them.

2. The "white collar" occupations attract 52.2 per cent of high-school graduates. Fourteen and six-tenths per cent of them enter the trades and industries, agriculture, and common labor.

3. Thirty-six and seven-tenths per cent of non-graduates enter "white collar" occupations, chiefly professional, commercial, and clerical pursuits.

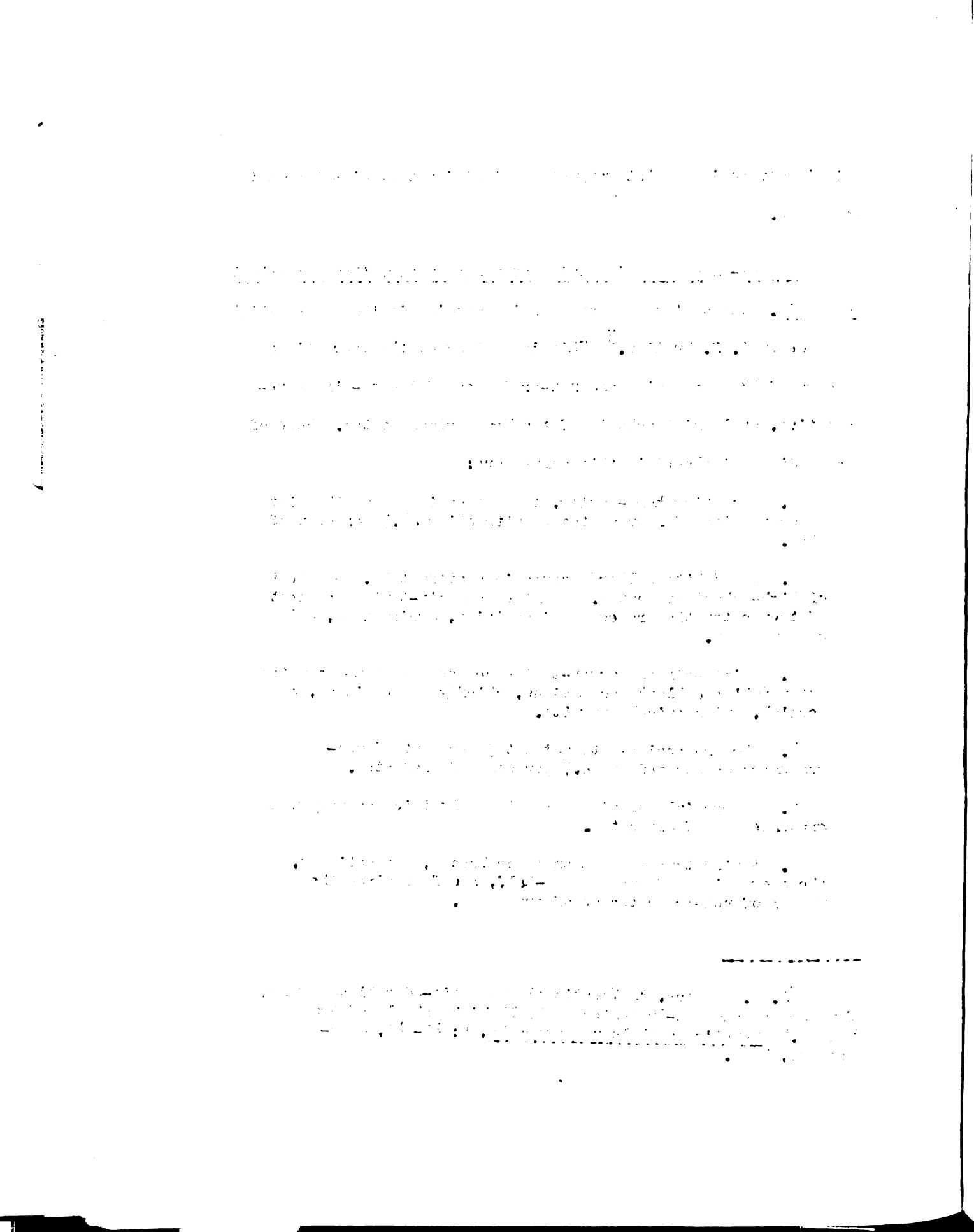
4. The professions attract but 9 per cent of non-graduates as opposed to 24.7 per cent of graduates.

5. Commercial pursuits attract nearly twice as many non-graduates as of graduates.

6. Agriculture and common labor become, respectively, the occupations of one and one-half, and four times the number of non-graduates as of graduates.

---

[5] A. B. Mueller, "A Vocational and Socio-Educational Survey of Graduates and Non-Graduates of Small High Schools of New England." Genetic Psychology Monographs, 6:347-348, July-December, 1929.



7. Of the high-school graduates whose fathers are farmers, 53 per cent are in "white collar" occupations.

8. Of the graduates, 43.2 per cent are now living in the community and 56.8 per cent are not.

9. Of the non-graduates, 38 per cent are now living in the community and 62 per cent are not.

10. Agriculture receives 4.2 per cent of those attending higher institutions of learning. It contributes 35 per cent of them, represents 37.9 per cent of all the occupations represented in the high school population.

In Kansas 47 high schools were reviewed by F. B. Aldrich.[6] Of the 735 graduates, 212 or 29 per cent entered the teaching profession. Colleges had 19 per cent, home 11 per cent, and clerical 8 per cent of the graduates. The balance of the 735 were divided into percentages entering engineering, farming, business, and others. Aldrich found there were four principal aims of the high schools in Kansas. They were:

1. To fit the student for teaching.

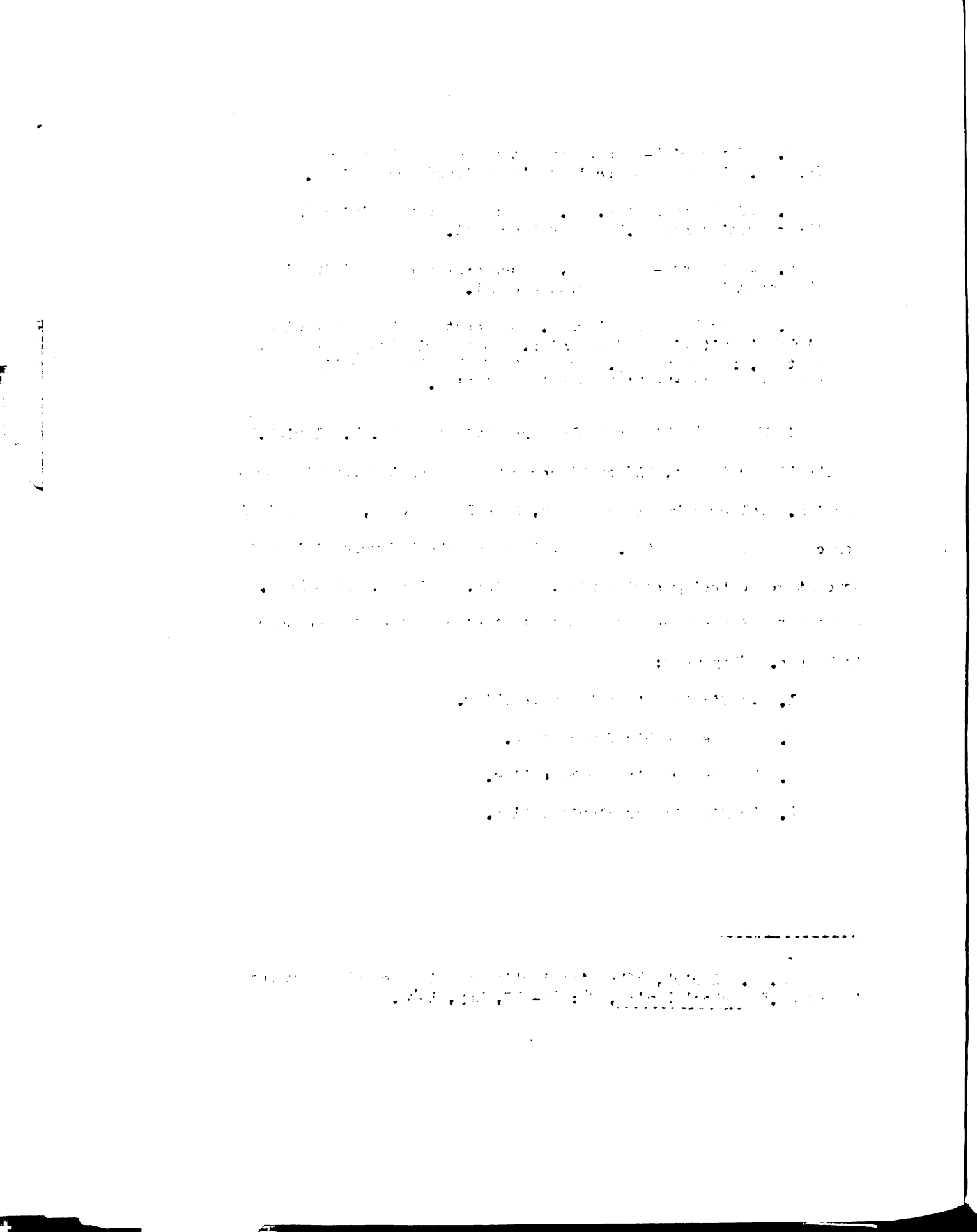
2. To prepare him for college.

3. To prepare him for home life.

4. To fit him for clerical life.

---

[6] F. B. Aldrich, "The Distribution of High School Graduates in Kansas." School Review, 24:368-373, May, 1940.



Hinderman[7] made a follow-up study of the children of the Denver Schools. He came to these conclusions:

> There seemed to be little correlation between their progress in school and their occupational success in later life. Eighth-grade graduates were as likely to succeed as high-school graduates. In the Denver schools about half of the youths completed high school. Two-thirds of the young people felt that they should be able to obtain jobs if the jobs were available for them.

Hinderman was of the opinion that schools should include occupational guidance and training in semi-skilled occupations. This training should include preparations for clerical, production, distribution, and domestic pursuits.

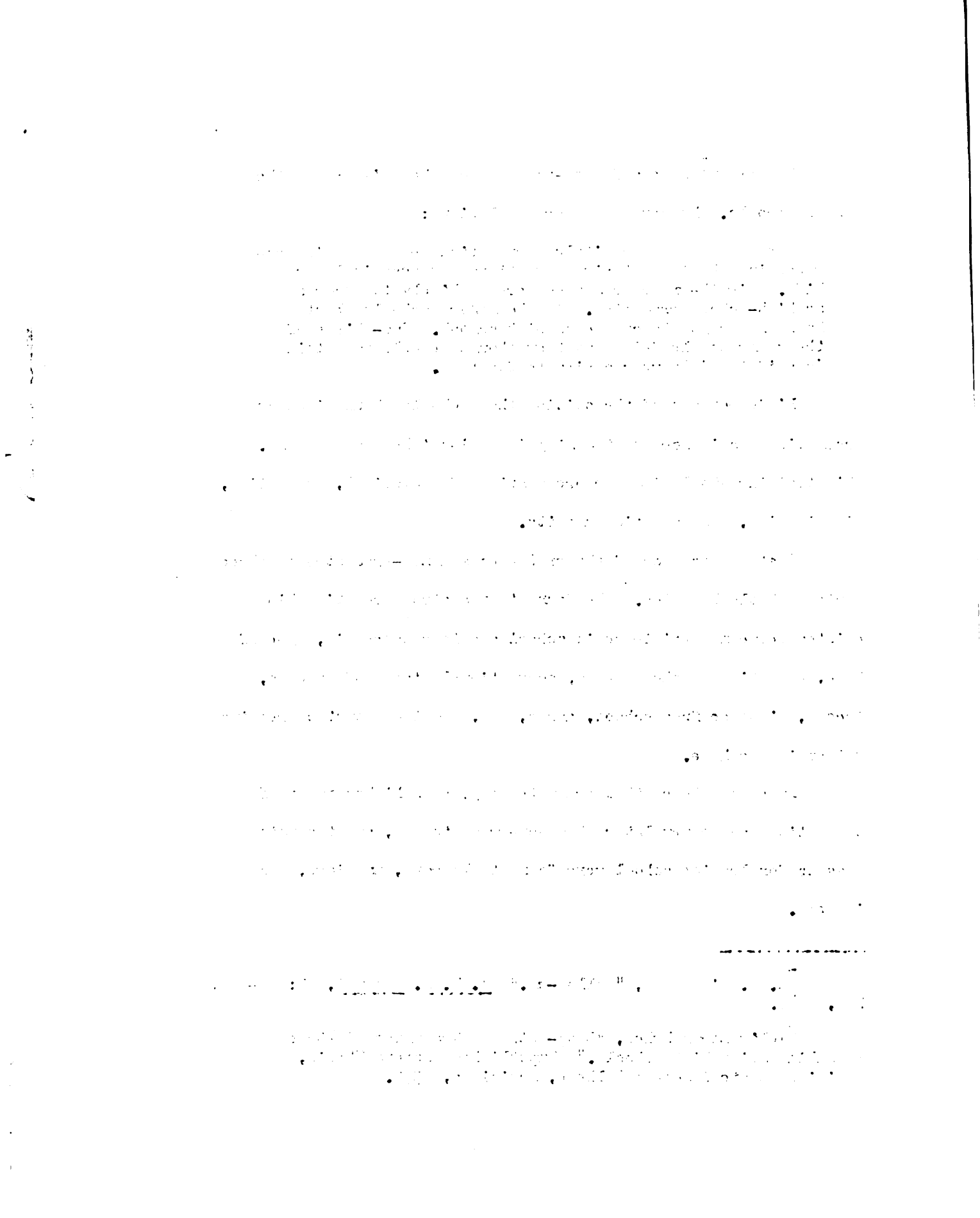
A study was made of the graduates and non-graduates of three parish schools by Lyles.[8] He found that a strong relationship existed between persistence in school and home ownership, type of home, education of the parents, occupational status of parents, income, distance from school, marks, age, and the amount of reading matter in the home.

Lyles concluded that graduates engage in higher types of occupations and marry later than non-graduates do, and the main reasons for leaving school were found to be work, marriage, and illness.

---

[7] R. A. Hinderman, "Follow-up." A. V. A. Journal, 15:111-113, May, 1940.

[8] Felix Elwyn Lyles, "Drop-outs and Graduates of Three Franklin Parish High Schools." Unpublished Masters Thesis, Louisiana State Teachers College, Louisiana, 1938.



Another study was made by Harold J. Dillon[9] for the National Child Labor Committee, and concerned the reasons for early school leavers. This survey of students consisted of 1,360 individuals who resided in the following communities: small towns in Jackson County, Michigan; Lansing, Michigan; Cleveland and Cincinnati, Ohio; and Indianapolis, Indiana.

Some of the composite findings and recommendations for early school leavers in these communities were as follows:

1. From the information on family background in this survey it was apparent that the average school leaver did not come from a broken home. A majority of the school leavers, approximately 70 per cent, came from homes where they lived with both parents.

2. There was no evidence of any relationship between size of family and percentage of school-leavers. However, families with children under 16 accounted for a majority (64 per cent) of the leavers, which may indicate that younger children in the family to support is an economic factor in school leaving.

3. Parents of the school leavers seemed to be typical of the average wage earners. Factory work, clerking, selling, and restaurant work were the most frequent occupations of the parents.

4. Over four-fifths of the school leavers whose place of birth appeared on the school records, were native to the state in which they obtained their schooling. Ninety-one per cent attended the elementary school in the system

---

[9]Harold J. Dillon, Early School Leavers, (National Child Labor Committee, Publication No. 401, New York, New York, New York Lithographing Corporation, 1949), p. 19-78.

from which they later withdrew and 79 per cent entered the school system in the first grade. This shows that teachers had the opportunity to know these youth early in their school life and to become acquainted with their needs and interests.

5. The effect of the school attendance laws is reflected in the fact that most of these young people remained in school until they were 16 years of age. It was found that 54 per cent of the school leavers terminated their education at this age and an additional 26 per cent at 17 years. The great majority terminated their schooling prior to completing the 10th grade. Boys constituted 54 per cent and girls 46 per cent of the early school leavers. Girls tend to complete more grades than boys.

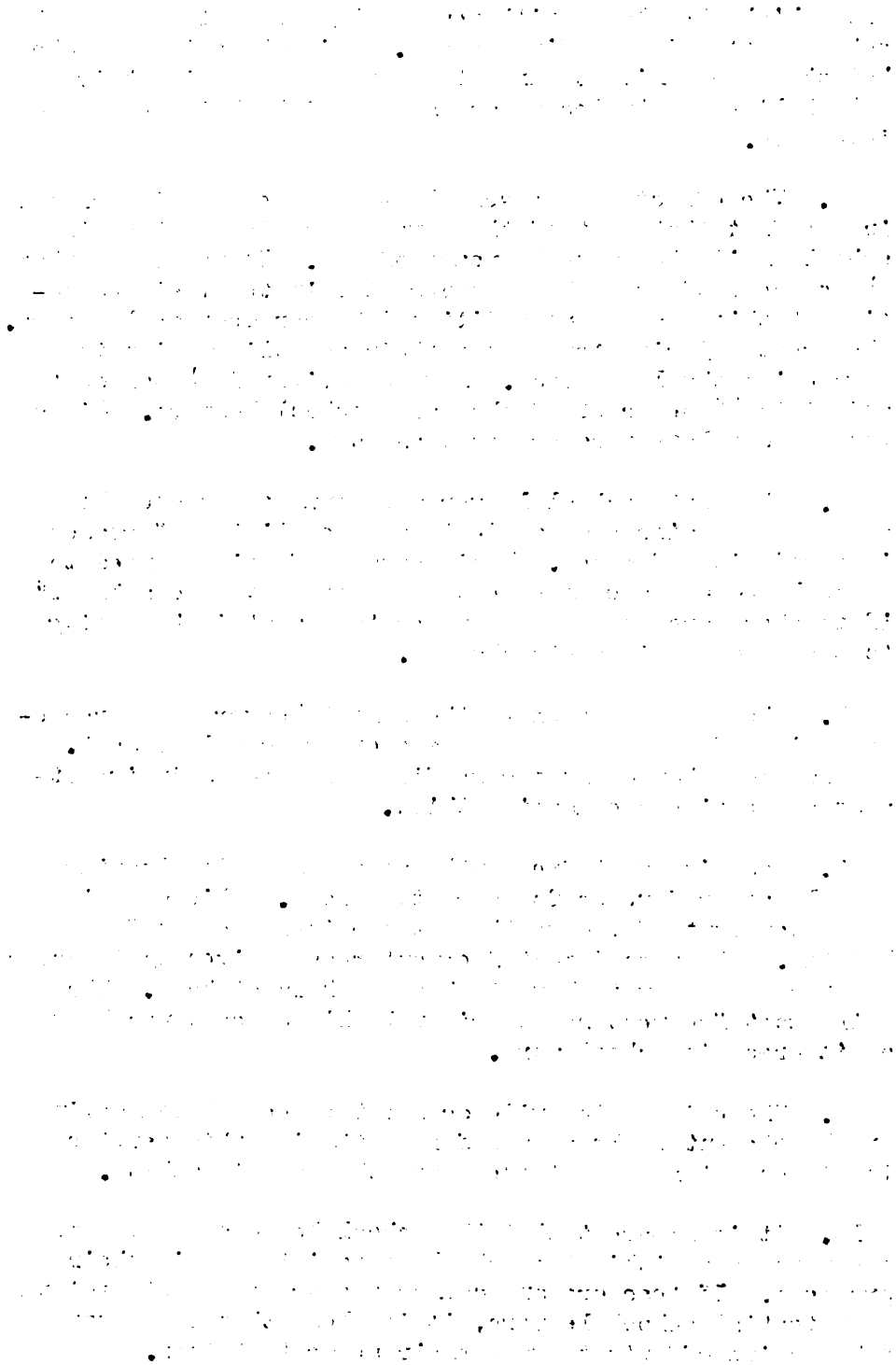
6. The early school leaver was found to be one who experienced failure of subjects and repetition of grades in a majority of cases. Basic causes of failure need to be explored and adequate records on students are a "must" if teachers are to know and understand what is happening to the students in their classes.

7. The courses taken by the school leavers were representative of those taken by the average school student. General and Shop courses were first and second in importance and business education third.

8. Occuring most frequently as a reason for leaving school was preference for work to school. This was given by 36 per cent of the youth as the primary reason for leaving. The second most frequent reason given by 15 per cent was need of money to buy clothes and help at home. The third most frequent reason given by 11 per cent was lack of interest in school work.

9. There is ample evidence for the need of counseling on the elementary level and for continuing this service to students through out the years they are in school.

10. It is apparent that the school leavers do not use the resources within the school to assist them in their problems. If teachers and counselors are to be of assistance to potential school leavers, it is clear that they must make active efforts to know their students better.



11. Approximately 80 per cent stated that the school did not prepare them for their jobs. This, no doubt, is related to the fact that nearly all the school leavers found their own jobs. Nearly 40 per cent indicated that none of the subjects taken in school were helpful to them in their jobs. Those who did find subjects helpful mentioned in decreasing order, Mathematics, English, Business Education, Shop Courses, Home Economics, Science, Social Studies, and Physical Education.

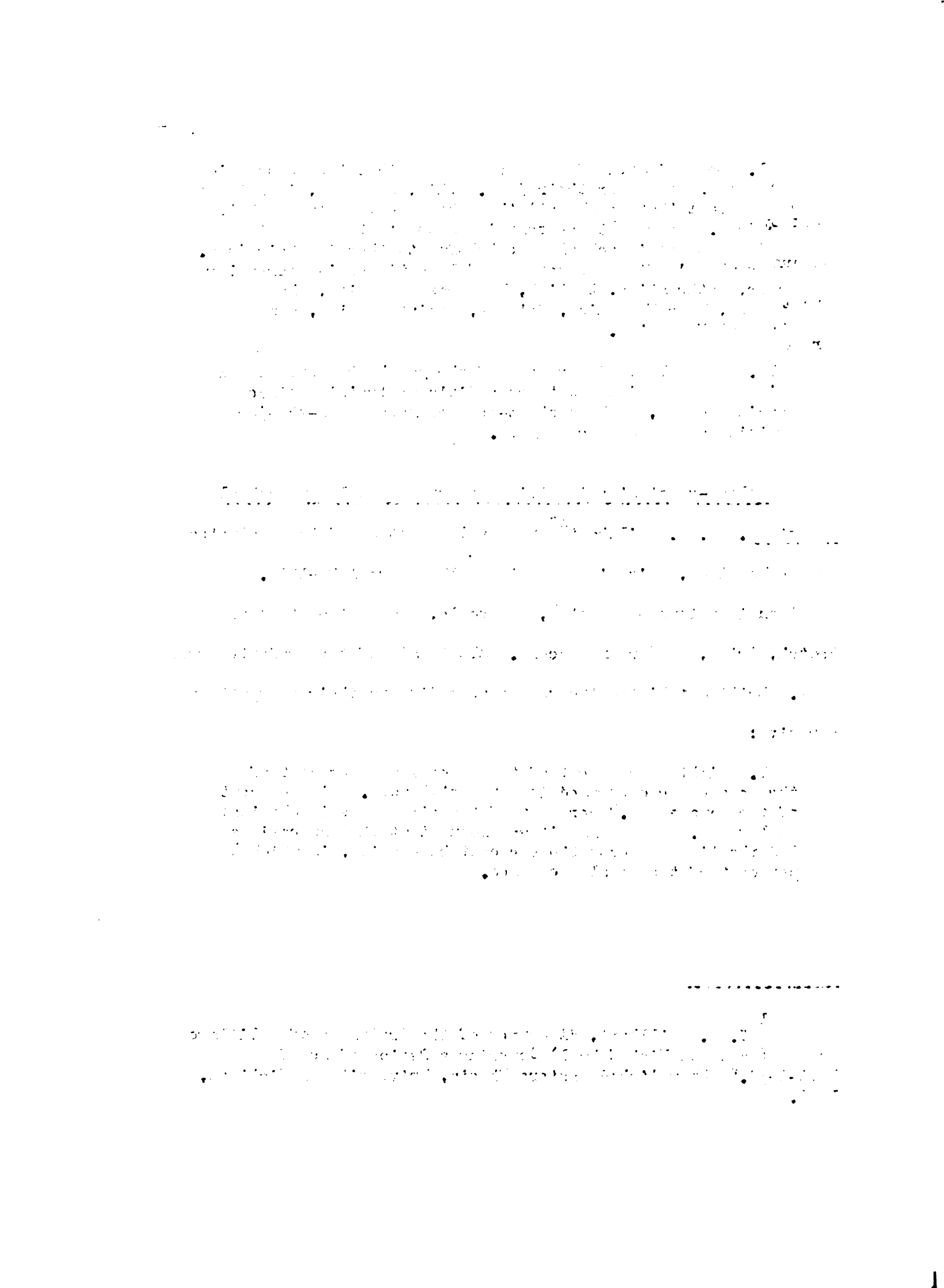
12. Only about 20 per cent of the youth who left school prior to graduation had taken additional training since leaving school, such as short-term courses or on-the-job training afforded by employers.

Follow-up studies involving students of only one school per study. C. B. Brillhart[10] made a local study of the graduates of the Napoleon, Ohio High School for the years 1922-1930. Napoleon is a town of about 4,500 people, and most of them are of Scotch, Irish, or German descent. About half of the graduates were boys. Brillhart listed the groups according to their occupational pursuits:

1. Eighteen per cent of the males and 3 per cent of the females were engaged in commercial work. Six per cent of the boys and 0.4 per cent of the girls were in clerical employment. In general it was found that the professions led the list of occupations except homemaking, in which 49 per cent of the females engaged.

---

[10] C. B. Brillhart, "A Survey of the Graduates of a Village School (Napoleon High School) Covering a Period of Ten Years 1921-1930." Unpublished Masters Thesis, University of Michigan, 1932.



A follow-up study of the graduates of Dexter, Michigan was made by Van Aken.[11] He discovered that the largest number of graduates entered three fields of endeavor: manufacturing, mechanical, and trades. While searching for a suitable job or occupation, the graduates would shift from one line of work to another.

In Glen Wertenberger's[12] study of the graduates of the Bangor, Michigan High School, he discovered that 19 per cent of the graduates felt that the subjects were too difficult. He made the recommendation that the revision of the curriculum should be a growing and changing one.

Olmstead[13] made a vocational survey of the graduates of Ann Arbor, Michigan. She found that 18 per cent of the youth were unemployed, and one-fourth of these came from broken homes. Miss Olmstead's recommendations are:

1. High-school courses should include various crafts and skilled trades.

---

[11]A. D. Van Aken, "A Follow-up Study of High-School Graduates of Dexter, Michigan for the Ten-Year Period 1930-1939 Inclusive." Unpublished Masters Thesis, University of Michigan, 1940.

[12]Glen Wertenberger, "A Follow-up Survey of the Graduates and Drop-outs of Bangor High School, Bangor, Michigan, for the Ten Years of 1929-1939 Inclusive," Unpublished Masters Thesis, University of Michigan, 1940.

[13]Sara L. Olmstead, "Vocational Survey of Youth Between the Ages of 16 and 25 in Ann Arbor, Michigan." Unpublished Masters Thesis, University of Michigan, 1940.

2. An attempt should be made to ascertain the likes and dislikes of high-school students.

3. Testing should be done and guidance attempted.

4. A staff of vocational guidance experts would be an economical and useful part of the school.

At Harbor Beach High School a survey was made by George Miller.[14] This study involved 287 graduates and extended over a ten year period. Some of his findings and recommendations are:

1. Forty-one per cent of the graduates remained in Harbor Beach.

2. Twenty-eight per cent continued their academic work after graduation.

3. Only 6 per cent became farmers, while 19 per cent of the graduates had fathers who were farmers.

4. Probably the outstanding need in Harbor Beach is the introduction of Agriculture into the curriculum.

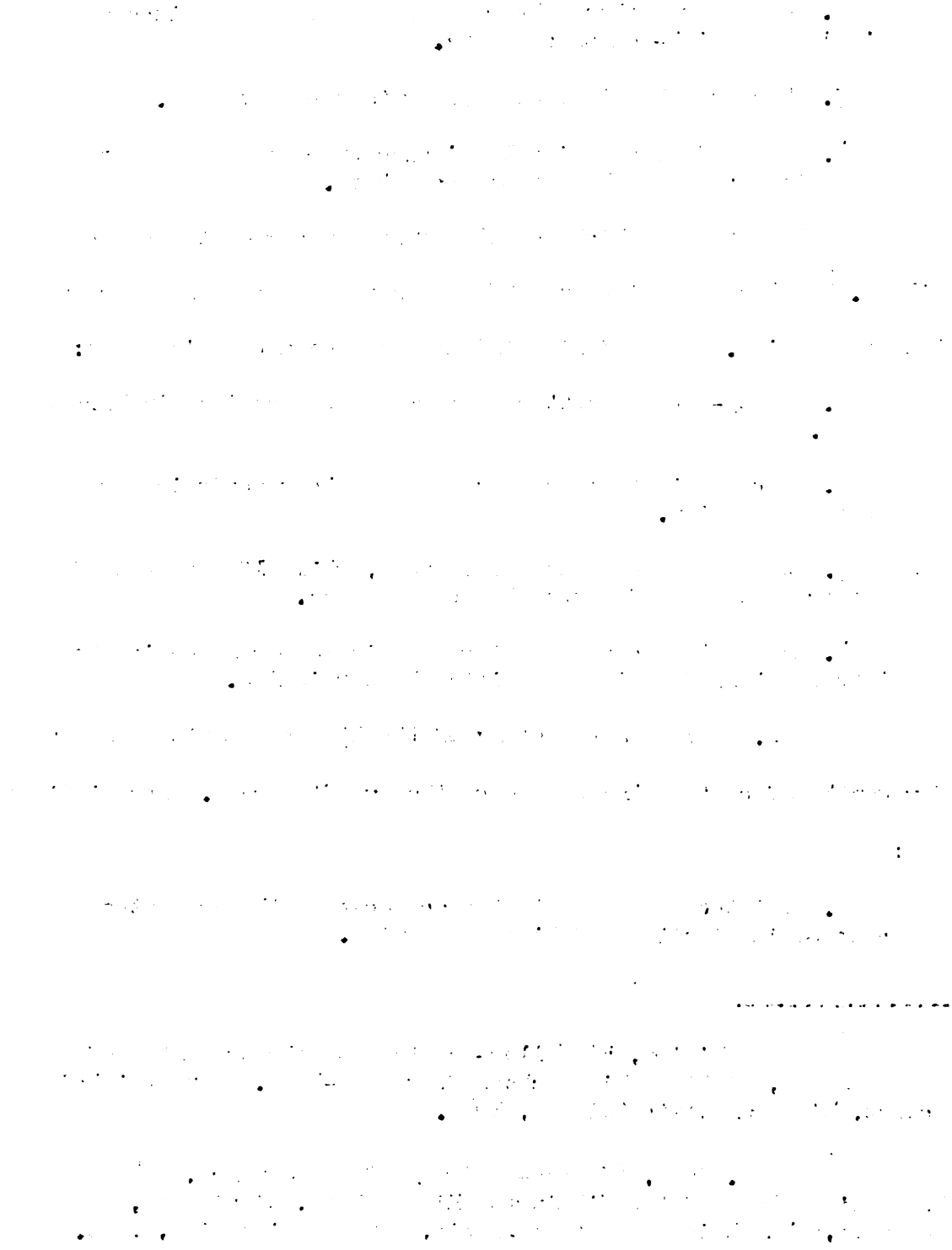
Anna G. Kane[15] made a study of the 1938 graduating class a few months after they had completed the twelfth grade. Her findings are:

1. Thirteen and four tenths per cent of the graduates entered institutions of higher learning.

---

[14] George Miller, "A Follow-up Study of the Graduates of Harbor Beach, Michigan High School from 1927-1936." Unpublished Report, Michigan State College, 1941.

[15] Anna G. Kane, "Follow-up Study of the January, 1948 Graduating Class of the Wilmington High School, Wilmington, Delaware," Unpublished Masters Thesis, Temple University, 1938.



2. Sixty-nine and six tenths per cent were gainfully employed.

3. Three and three tenths per cent were married.

4. Eighty-three per cent made satisfactory adjustments and secured employment utilizing their training.

The Hamburg High School graduates were studied by Victor H. Transue.[16] He chose the graduates of the years 1926-1928, and after studying their out-of-school records, made the decision that agriculture, guidance, trade courses, art, and music are the most needed courses in school at the present time.

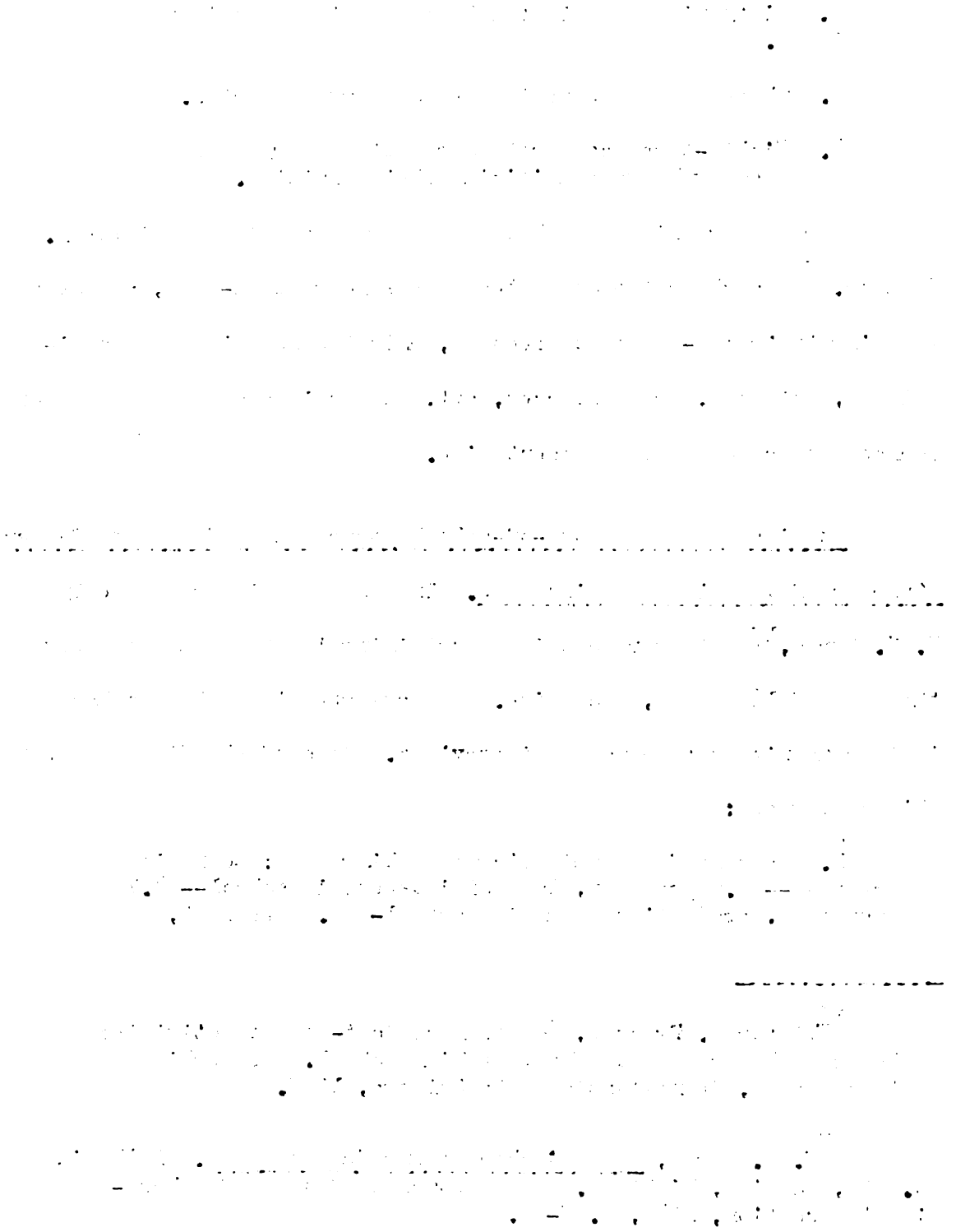
Studies concerning out-of-school young men on farms and former students of Vocational Agriculture. In a study which was made by H. M. Byram,[17] data were obtained pertaining to 490 young men between the ages of 16 and 26, inclusive. Surveys were taken by teachers in 11 communities by personal interviews. Some of the findings from this survey are:

1. Reasons for terminating schooling were: Economic reasons—18.9 per cent, lack of interest in school—24.7 per cent, graduation from high school--50.5 per cent,

---

[16] Victor H. Transue, "A Study of Post-School Activities of Selected Members of the Hamburg High School." Unpublished Masters Thesis, Pennsylvania State College, 1938.

[17] H. M. Byram, Out-of-School Young Men on Farms. Bulletin No. 274, Lansing, Michigan. State Board of Control for Vocational Education, 1941, p. 8-35.



poor health--2.2 per cent, other reasons--3.7 per cent.

2. Progress toward establishment in farming had been made by only 43.3 per cent of the young men studied. Of this group only 8.4 were operators in their own right and only 14.2 were in partnership.

3. Less than one per cent of the young men studied owned land in their own right, and only 10.8 per cent owned land in partnership.

4. Approximately 2 out of 3 (67 per cent) of the young men expressed themselves as interested in joining a young-farmer class to study farming problems.

5. The school leavers are as interested in part-time classes as the high-school graduates (out of school).

Another study, made by H. J. Bartley,[18] concerned a follow-up study of the pupils who had been enrolled in the vocational agricultural department of the high school at Mason, Michigan. There were 208 students in this study who had enrolled for one or more years on vocational agriculture over a twenty-year period--1920 to 1940.

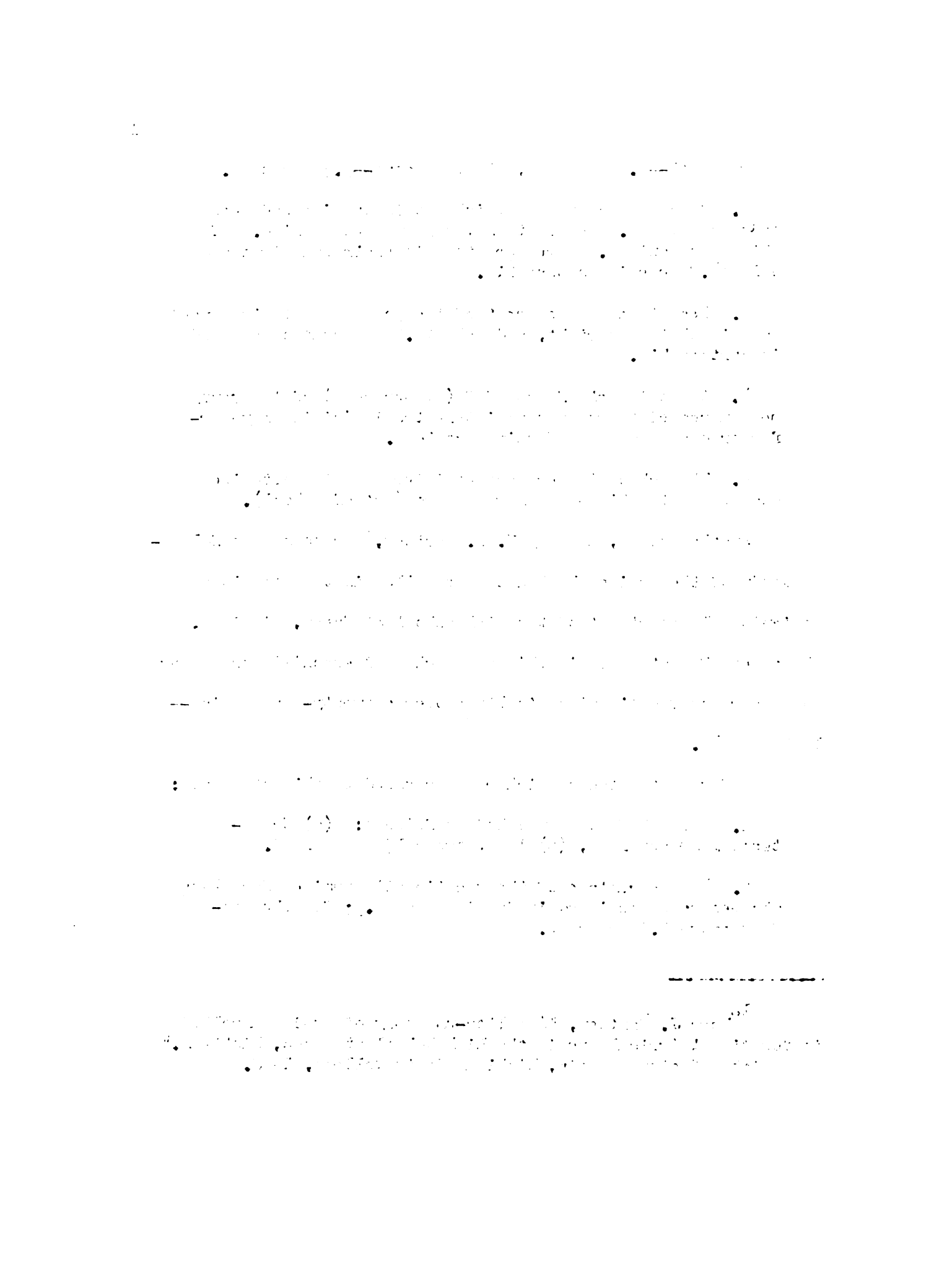
A few of the facts which were revealed by this study are:

1. These 208 boys enrolled as follows: (a) 83 between 1920 and 1929, (b) 125 between 1930 and 1939.

2. The percentage of the vocationally trained farm boys who became established in farming was 41.3; for the non-farm group 5.5 per cent.

---

[18] Hugh J. Bartley, "A Follow-up Study of Pupils Enrolled in Vocational Agriculture in the High School at Mason, Michigan." Unpublished Masters Thesis, Michigan State College, 1942.



3. Of the farm group 53.4 per cent went into farming, or related work, and an additional 14.5 per cent indicated that they intended to do so when financially able.

4. The young men who take up farming have tended to stay in their own home community; only 5.6 per cent moved more than 25 miles. Those going into other occupations went farther afield; 24.8 per cent migrated more than 25 miles.

5. It was found that young men from classes in vocational agriculture become established in farming in a variety of ways. The mode seemed to be as follows. To start with, a large percentage lived at home, receiving an allowance, wages, or income from one or more enterprises. About one third of them have augumented their cash incomes by working away from home on neighboring farms, or when old enough, in industry. As time went on, those remaining at home had been taken into partnership, and finally became owners and operators of the home farm, or nearby farms which had been rented or purchased with assistance from home.

6. On the whole, the owner-operator status has seemed a little slow in coming, with the group covered by this survey.

G. P. Deyoe[19] conducted a study of farm-reared young men who had attended high schools which maintained vocational agricultural departments. He found:

1. Sixty and five tenths per cent of farm reared young men who took one year or more of vocational agricultural courses were in farming, six and six tenths per cent in occupations related to farming, and thirty-two and nine tenths were in non-agricultural occupations.

2. Of the group of farm reared young men with one year or more of vocational agriculture who were farming at the

---

[19] G. P. Deyoe, Young Men From Michigan Farms, Bulletin No. 256, Lansing, Michigan. State Board of Control for Vocational Education, 1939, p. 9-13.

time the data was collected, the percentages engaged as laborers, partners, operators, rentors, managers, and owners are 28.0, 44.6, 7.6, 4.7, 4.7, and 10.4, respectively.

3. Of those graduated from high school and now farming, about one out of six attended college for at least a short time. For those not farming, nearly one out of two attended some college.

Francis Godbold[20] made a follow-up study of the former students of agriculture at Reed City High School in Michigan, and his survey revealed this information:

1. Of the 122 boys living on farms when taking vocational agriculture between 1929-1949, 76, or 61.5 per cent are now established in farming.

2. Fifteen of the boys are in the allied occupations where there are possibilities of using their agricultural training. They represent 12.3 per cent.

3. There are 32 in non-related occupations. This is 26.2 per cent of the farm boys.

An analysis of 106 separate investigations of former students of vocational agriculture was made by C. E. Wright.[21] The purpose of this analysis was to compare and evaluate these

---

[20] Francis Godbold, "A Follow-up Study of the Former Agricultural Students of the Reed City High School," An Effort To Do Things Better. Bulletin 2129M. (Lansing, Michigan: Office of Vocational Education, Department of Public Instruction, 1950), p. 5.

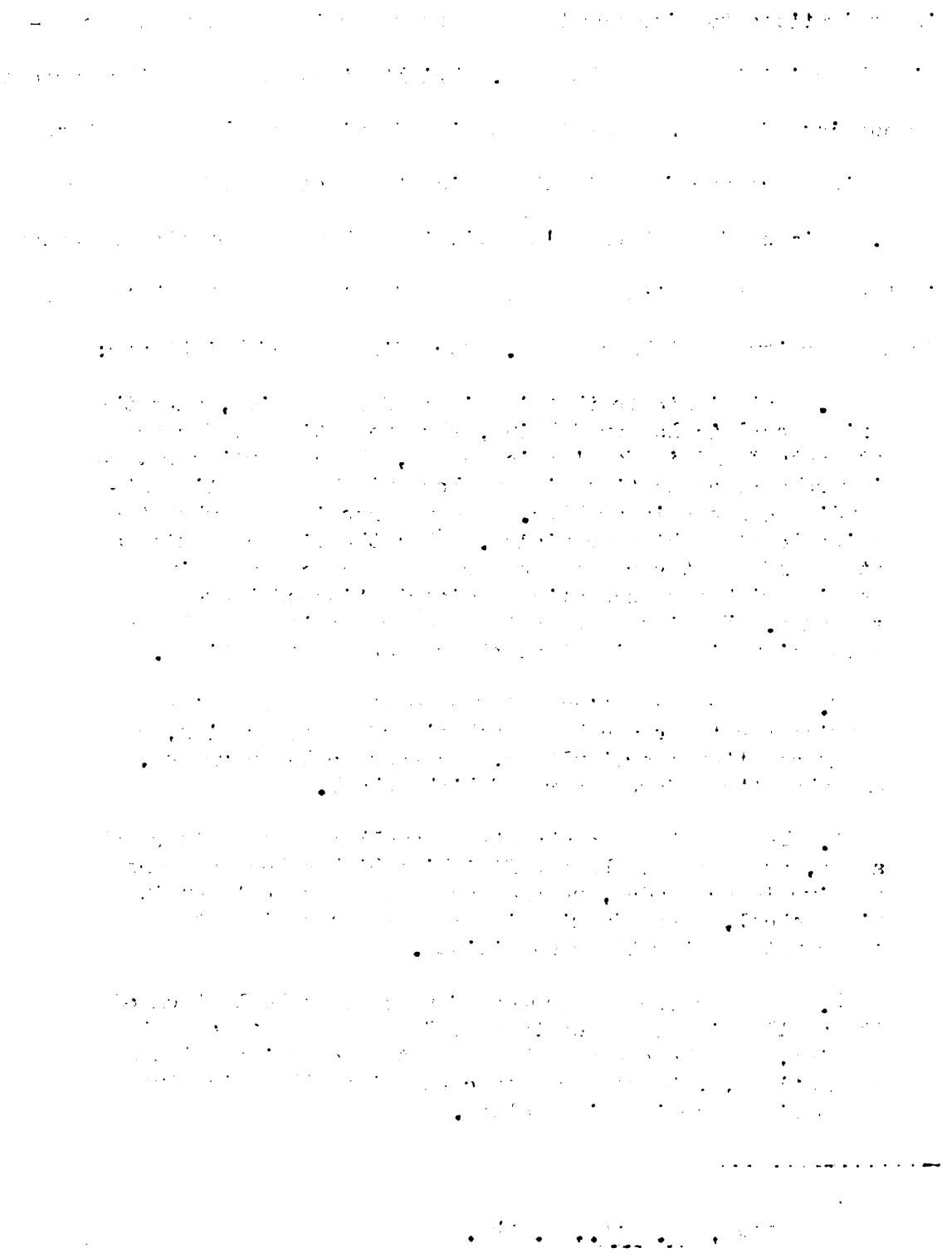
[21] C. E. Wright, "Occupational Distribution, Entrance Into Farming, and Opportunities for Farming of Former Students of Vocational Agriculture," The Agricultural Education Magazine, 16:14. July, 1943.

investigations to discover the factors affecting subsequent occupational activities and employment. Wright discovered that the largest proportion of former students entering farming and all other phases of agriculture are found in the agricultural states of the Central West. This confirms Mueller's[22] findings that many of the graduates in the New England States do not enter farming even though they are from an agricultural background. More findings of Wright are:

> 1. Data indicate that in times of depression, when the price level is low or falling, the proportion of former students found in farming is larger, the proportion entering related occupations is smaller and the proportion attending college is smaller. The reverse is true when the price level is high or rising. Thus the time of making a study affects the results expressed as percentages in dealing with the occupational distribution of former students. Studies made during the depression show larger proportions in farming than those made at other times.
>
> 2. Larger proportions of former students entering farming are those who leave school before graduation, who study vocational agriculture, who receive lower grades, and who attend fewer years of high school.
>
> 3. Former students who attend smaller schools in rural areas, who drop out before finishing high school and who receive lower grades, regardless of the course taken in high school, enter farming in greater proportions than those not meeting these conditions.
>
> 4. The greater the number of years of school attended the smaller is the percentage of former students entering farming, and the greater the percentage entering related occupations, but the percentage entering all agricultural occupations combined is smaller.

---

[22] Mueller, op. cit., p. 348.



In a survey by E. B. Knight,[23] there was found to be no definite relationship between the occupations chosen by the youth as a group and those followed by their fathers. These conclusions were formed after Mr. Knight contacted 811 out-of-school youth and 839 in-school youth. More conclusions were that conceivably few youth are aware of the expanding possibilities in the commercial areas, and there is a definite need for both vocational guidance and occupational training in the rural secondary schools.

C. S. Anderson[24] analyzed the records of the in-school and out-of-school students from one school and became convinced that one third of those who dropped out of school became farmers, which was a larger number than those going into any other kind of occupation.

The interests of 683 boys were checked twice yearly over a four year period by C. L. Young[25] to determine their vocational

---

[23] E. B. Knight, "Rural Youths' Occupational Choices Versus the Census," The Agricultural Education Magazine, 15:54, September, 1942.

[24] C. S. Anderson, "Out-of-School Rural Youth Enter Farming," Agricultural Education Magazine, 13:16, July, 1940.

[25] C. L. Young, "Young Men 10 Years After Leaving Rural High Schools in Pennsylvania," Agricultural Education Magazine, 19:146, February, 1946.

interests. He claimed that the professions attracted very few, and that the number engaged in trade and business is more than twice the number that ever expressed interest in commercial subjects when members of this group were seniors in high school.

The results of an investigation which was carried on by the Iowa State College at Ames, Iowa, were reported by J. A. Starrak.[26] These results disclosed that the ages at time of quitting school averaged 16.09 years for the farm youth and 17.35 years for the town youth. Thirty-eight per cent of the farm youth and 8.4 per cent of the town youth quit school at 15 or younger. The average grade of formal schooling attained by the youth was 10.54 grades.

Studies pertaining to the guidance practices found in the Schools of Michigan. Most of the literature which has just been reviewed stressed the great need for improved guidance practices in our schools. Arno Henry Luker[27] made a survey of approximately one-fourth of the schools in Michigan to determine the extent of guidance practices employed by these schools. His general conclusions and summaries are:

---

[26] J. A. Starrak, "A Survey of Out-of-School Youth", Agricultural Education Magazine, 7:170, May, 1935.

[27] Arno Henry Luker, "A Survey of the Guidance Practices of the High Schools of Michigan," Unpublished Masters Thesis, Michigan State College, 1942, p. 68-69.

1. Almost all of the schools made some provision for guidance in at least one or more pupil activities, while the median number of activities used was 9.6.

2. Although the study and selection of an occupational interest was checked by a larger number of schools than any other pupil activity, and although it was apparently used by seventy-eight per cent of the schools, other portions of the questionnaire consistently showed that most of the fundamental, specific items necessary to good vocational guidance and to wise selection of a vocation were not present in at least 50.0 per cent of the schools.

3. A fairly large proportion of the schools were making little or no provision of try-outs and exploratory activities or follow-up studies, while sixty-two of the 167 schools made no provision for selective courses for all four high-school grades.

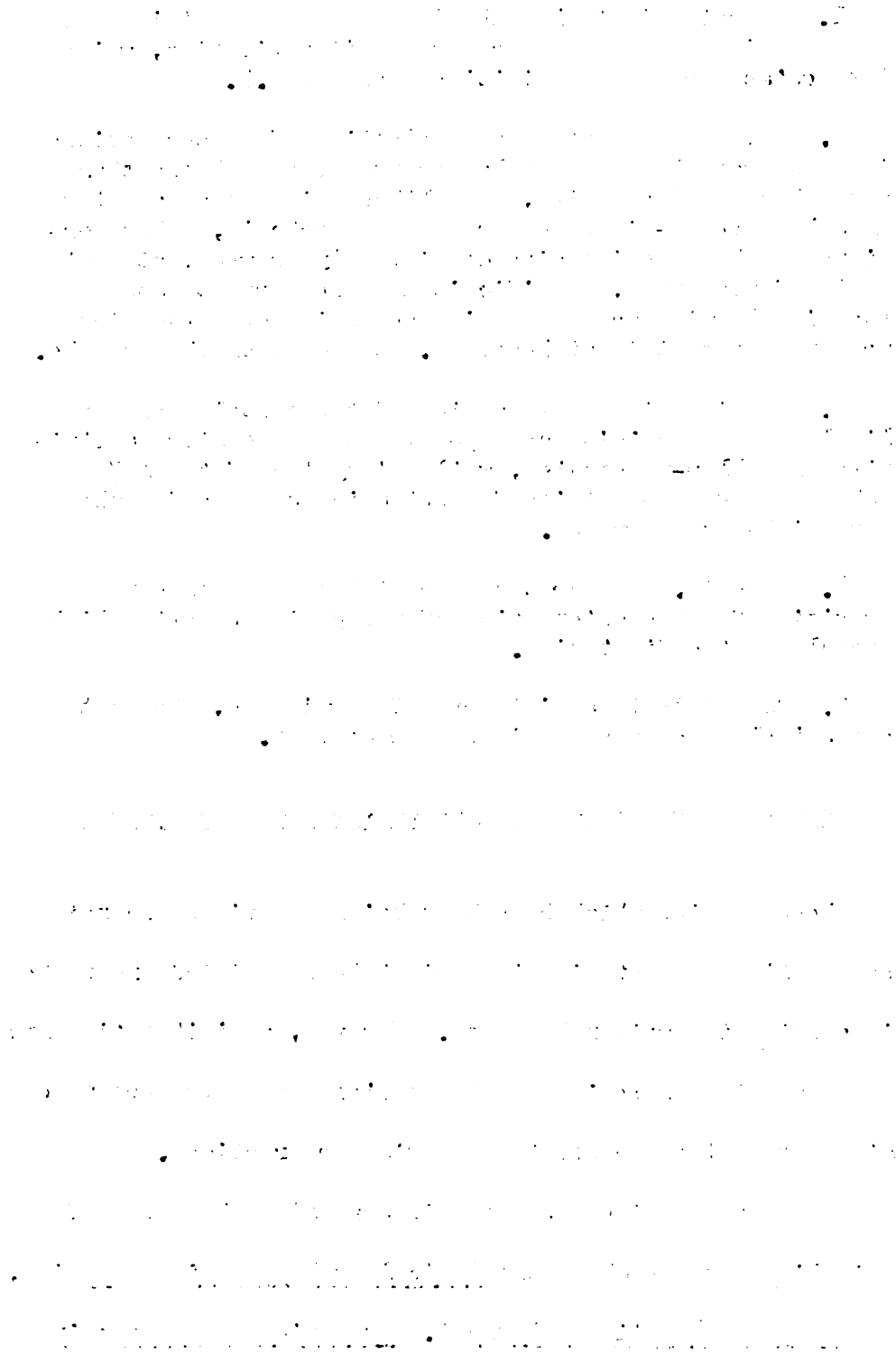
4. Some 12.4 per cent of the high schools made no provision for the orientation of the pupils entering high school for the first time.

5. Of the tests administered for guidance, the most extensively used was the intelligence test.

RELATIONSHIP OF THE STUDIES REVIEWED TO THIS THESIS

These studies which have been briefly reviewed do not represent all of the studies that might be classified under the headings which the writer has used. However, a limited time and space do not allow a review of all studies that have been made pertaining to follow-up studies or guidance practices.

Considerable time was spent in searching the files of periodic literature such as the Agricultural Education Magazine, and the American Vocational Journal. Summaries of Studies in



Agricultural Education proved to be a great help, also, Abstracts of Theses, bulletins, and unpublished materials.

Those studies which have been reviewed were selected because they showed the results of studies made in various parts of the United States, results of studies involving more than one school per study, studies limited to one school per study, and the results of studies limited to the department of vocational agriculture. Each of these studies will provide the reader with an overview of the research and point up applications in a particular phase. It was the writer's desire to compare and interpret the results of the studies reviewed with the results of the study which the writer has made.

Since the desire for guidance has been expressed so frequently in various research literature, some data from an author who made a study of guidance practices have been included in this chapter. The work was selected because it appeared to have treated the problem of guidance very comprehensively.

CHAPTER III

PRESENTATION OF DATA

This is a follow-up study of 298 graduates and 155 non-graduates of the Saranac High School during the fifteen year period of 1935 to 1949.

All of the data have been divided into five classifications in order to facilitate the presentation of the findings. The classifications are: 1. General Information, 2. Vocational Status, 3. Further Education, 4. Evaluation of Schooling of Former Students, and 5. The Department of Vocational Agriculture.

In presenting some of the data in each section, the tables have been divided into three 5-year periods for the purposes of comparison. These three periods are: pre-war during 1935-1939, war during 1940-1944, and post-war during 1945-1949. An attempt has been made to see whether the war-period had any influence upon the activities of the students' life in and out of school.

I. GENERAL INFORMATION

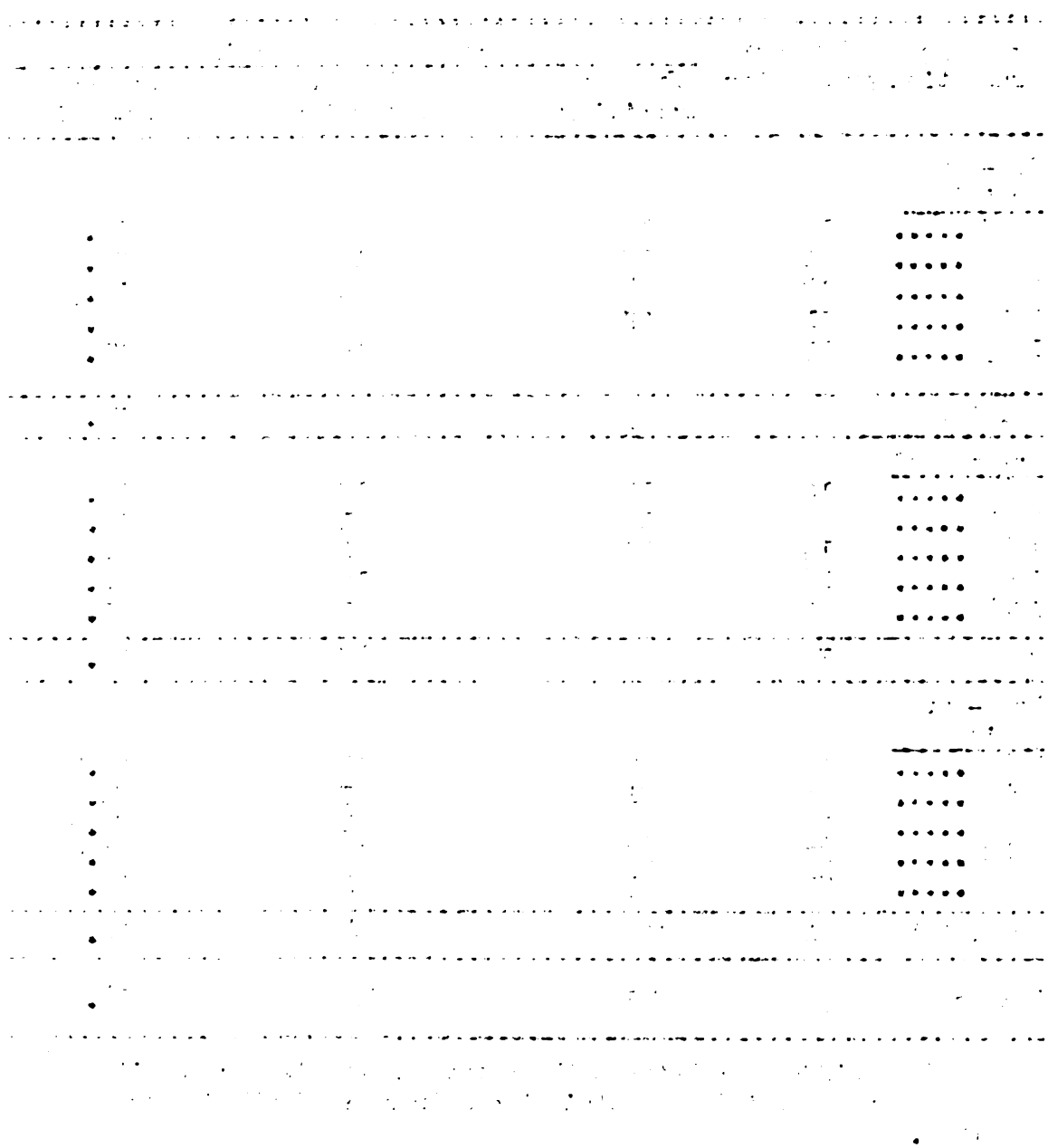
Addresses were obtained for 283 of the graduates, and personal data blanks were mailed to them. There were 210 who returned the personal data blanks, or seventy-four and two tenths per cent. Table I shows the results of the returns from the graduates divided into the three 5-year periods.

TABLE I

DISTRIBUTION OF GRADUATES RECEIVING AND RETURNING PERSONAL DATA BLANKS ACCORDING TO THE YEAR IN WHICH THEY GRADUATED

Year of graduation	Number* graduating	Personal data blanks		
		Number* receiving	Number returning	Per cent returning
Pre-war period				
1935	19	19	10	52.0
1936	21	18	10	55.5
1937	14	14	11	78.5
1938	31	28	23	82.0
1939	17	16	14	87.5
Sub totals	102	95	68	71.5
War period				
1940	18	17	12	70.6
1941	17	15	11	73.0
1942	15	13	8	61.5
1943	16	15	10	66.6
1944	9	8	7	87.5
Sub totals	75	68	48	70.6
Post-war period				
1945	16	15	13	86.6
1946	21	21	17	81.0
1947	30	30	21	70.0
1948	27	27	22	81.0
1949	27	27	21	78.0
Sub totals	121	120	94	78.3
Totals	298	283	210	74.2

*The difference between these two numbers is because it was not always possible to obtain the addresses of all former students.



It is interesting to note that the pre-war period contains one year with one of the highest percentages of returns and two years with the lowest percentages of returns in the fifteen-year period.

There were 134 non-graduates whose addresses were obtained and personal data blanks mailed to them. Forty-seven returns were received from them, or 35.0 per cent.

Table II shows the distribution of non-graduates who received and returned the personal data blanks according to the year when they left school. It appears that the post-war period had a greater proportion of non-graduates than either of the other two periods. However, during the post-war period the Saranac High School increased the enrollment by extending the school service area. Therefore, it cannot be stated that the post-war period had a greater proportion of non-graduates in comparison to the number of students enrolled in high school. This table also indicates that the smallest number of non-graduates was during the war-period.

A comparison is made in Table III of the distances from Saranac where the 210 graduates reported that they were living. Nineteen, or 19.6 per cent of the men ventured seventy-five miles or more away to make a living, while only 11.5 per cent of the women established themselves at a comparable distance. It is also evident that more than one-half, or 53.6 per cent of the men live

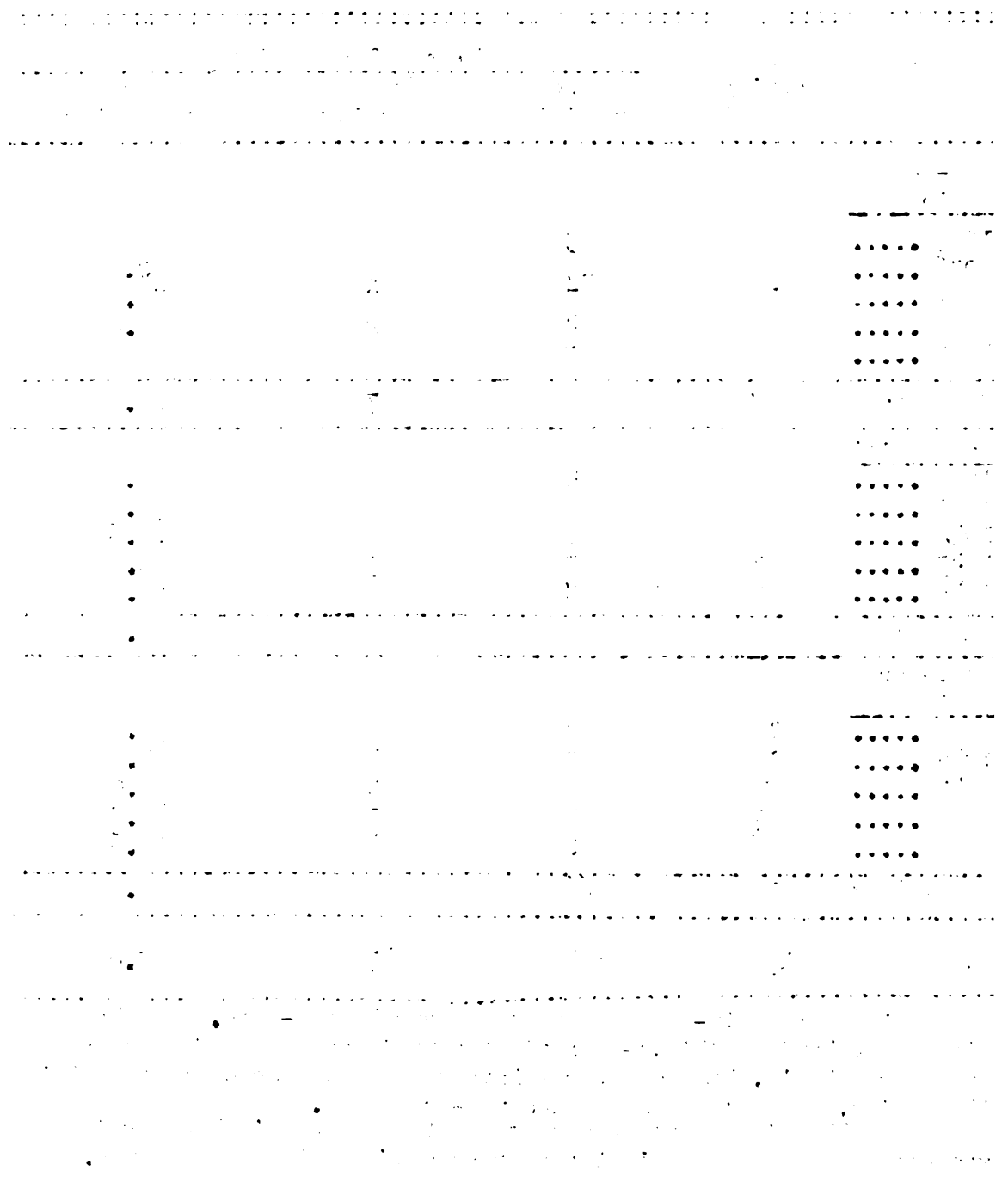
TABLE II

DISTRIBUTION OF NON-GRADUATES RECEIVING AND RETURNING PERSONAL DATA BLANKS ACCORDING TO THE YEAR IN WHICH THEY LEFT SCHOOL

Year leaving school	Number** leaving school	Personal data blanks		
		Number** receiving	Number returning	Per cent returning
Pre-war period				
1935	9	5		
1936	16	15	3	20.0
1937	10	7	2	28.5
1938	7	4	2	50.0
1939	6	3		
Sub totals	48	34	7	20.6
War period				
1940	6	5	2	40.0
1941	9	8	4	50.0
1942	7	6	1	16.6
1943	7	7	3	42.8
1944	8	8	5	62.5
Sub totals	37	34	15	41.2
Post-war period				
1945	13	10	5	50.0
1946	13	13	1	7.7
1947	21	20	8	40.0
1948	17	17	7	41.2
1949	6	6	4	66.6
Sub totals	70	66	25	38.0
Totals	155	134*	47*	35.0

*Figure forty-seven represents actual drop-outs, but the figure one hundred thirty-four might contain some transfer students to other schools, but no records have ever been made of this fact in the office, hence they are called non-graduates.

** The difference between these two numbers is because it was not possible to obtain the addresses of all former students.



and work five miles or less from Saranac, compared to 37.2 per cent for the women.

TABLE III

A COMPARISON OF DISTANCES FROM SARANAC WHERE THE TWO HUNDRED TEN GRADUATES REPORTED THAT THEY WERE LIVING

Distances from Saranac	Graduates reporting			
	Men		Women	
	No.	Per cent	No.	Per cent
75 miles or more	19	19.6	13	11.5
51 to 75 miles	2	2.1	3	2.6
31 to 50 miles	4	4.1	14	12.4
16 to 30 miles	6	6.1	15	13.3
6 to 15 miles	14	14.5	26	23.0
5 miles or less	52	53.6	42	37.2
Totals	97	100.0	113	100.0

The distance from Saranac where the non-graduates reported that they were living is shown in Table IV. It is interesting to note that 20.0 per cent of the men non-graduates are located seventy-five miles or more away, and this is practically the same per cent which was found for the graduates. However, 36.4 per cent of the women non-graduates moved seventy-five miles or more distant as compared to 11.5 per cent of the women graduates. There does not seem to be a great difference between the per cent of men and

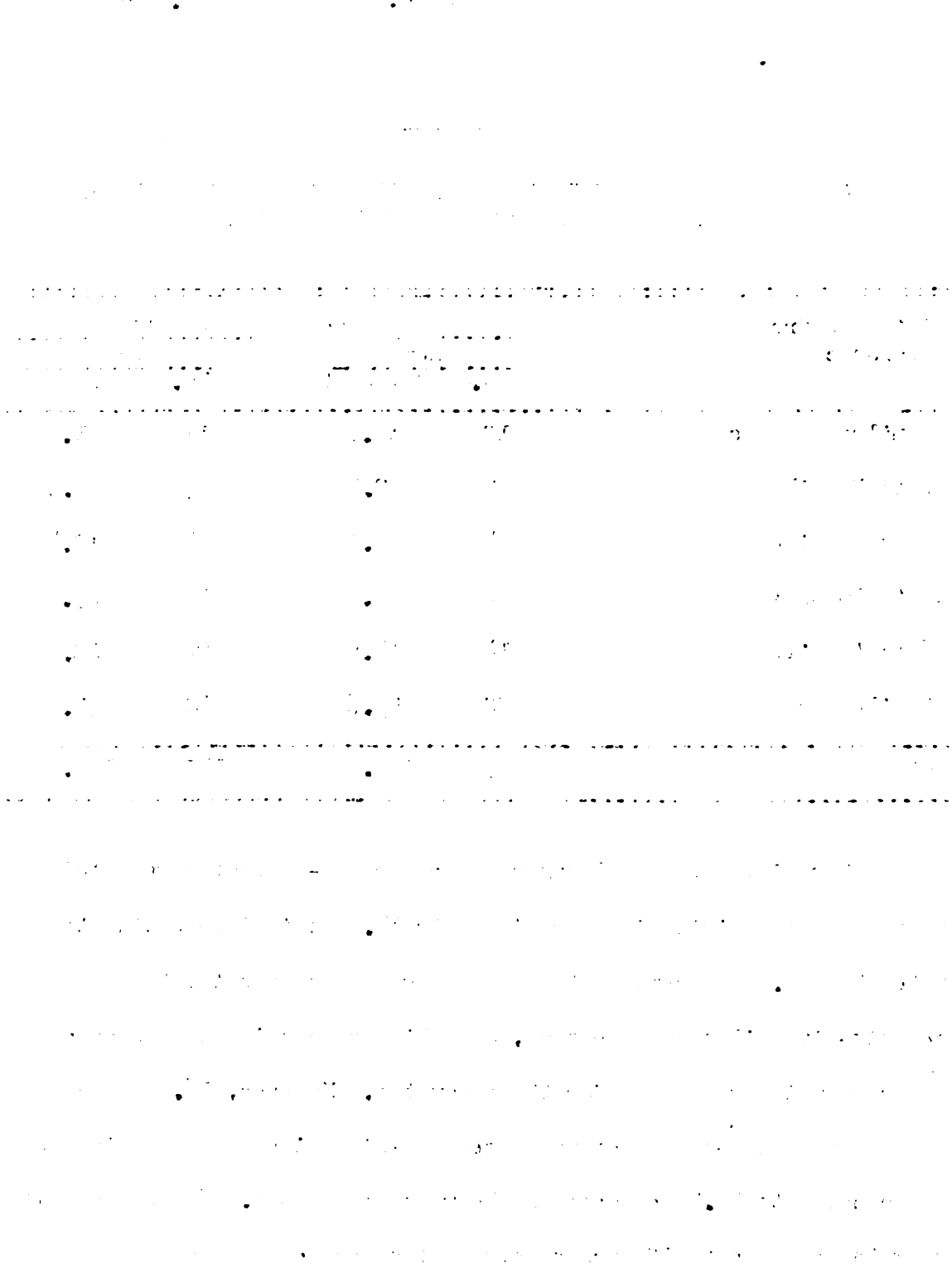


TABLE IV

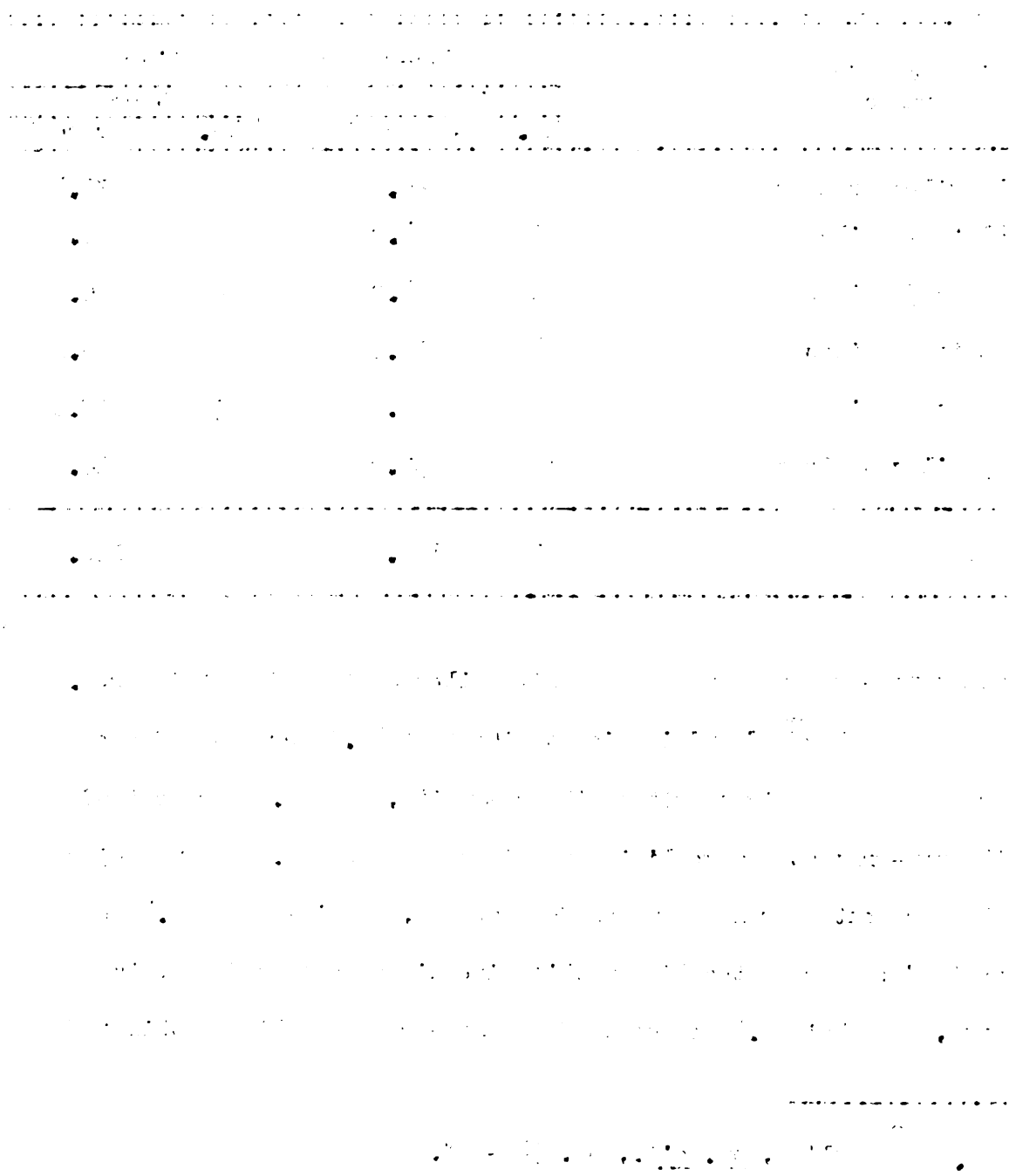
A COMPARISON OF DISTANCES FROM SARANAC WHERE THE FORTY-SEVEN NON-GRADUATES REPORTED THAT THEY WERE LIVING

Distances from Saranac	Non-graduates reporting			
	Men		Women	
	No.	Per cent	No.	Per cent
76 miles or more	5	20.0	8	36.4
51 to 75 miles	1	4.0	0	0.0
31 to 50 miles	1	4.0	0	0.0
16 to 30 miles	4	16.0	2	9.1
6 to 15 miles	0	0.0	3	13.6
5 miles or less	14	56.0	9	40.9
Totals	25	100.0	22	100.0

women non-graduates who stayed five miles or less from this area.

Mueller[28] found in his study that 43.2 per cent of the graduates were living within the community, and 38.0 per cent of the non-graduates were living within the community. By averaging the per cent of men and women for Saranac, we find that 45.4 per cent of the graduates live within five miles or less from this area, and that 48.4 per cent of the non-graduates live within the

[28] Mueller, op. cit., pp. 347-348.



same area. Of course, these figures cannot accurately be compared with Mueller's[29] findings because he did not state how many miles were covered by the term 'community'.

In a study by George Miller,[30] it was revealed that 41.0 per cent of the graduates remained in Harbor Beech. The findings by these other men are very similar to the findings for the survey of Saranac, although, Saranac has a slight lead in percentage.

Table V indicates that among the graduates, the women marry sooner than the men. However, this fact is more marked among the non-graduates. Only one, or 4.5 per cent of the twenty-two women who were non-graduates, was not married at the time of the survey. Table VI shows the relationship of marriage of the non-graduates to the pre-war, war, and post-war periods, also.

---

[29] Mueller, loc. cit.

[30] Miller, op. cit.

TABLE V

RELATIONSHIP OF MARRIAGE OF THE GRADUATES TO THE PRE-WAR, WAR, AND POST-WAR PERIODS

Years	Number students reporting	Matrimonial status			
		Married		Not married	
		No.	Per cent	No.	Per cent
1935-1939 Pre-war period					
Men	31	29	93.5	2	6.5
Women	37	34	91.9	3	8.1
1940-1944 War period					
Men	23	17	73.9	6	26.1
Women	25	20	80.0	5	20.0
1945-1949 Post-war period					
Men	43	22	51.0	21	49.0
Women	51	38	74.5	13	25.5
Totals	210	160	----	50	----

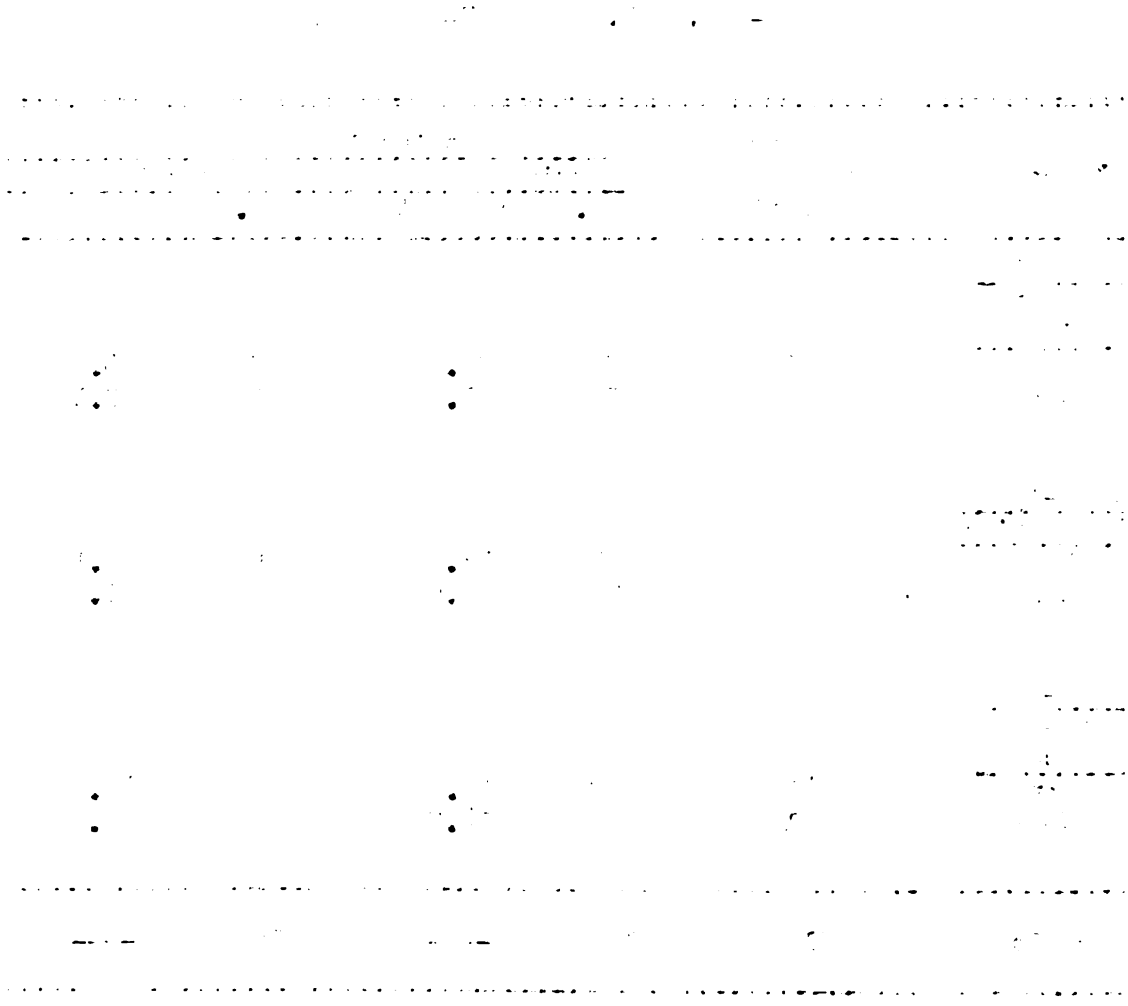
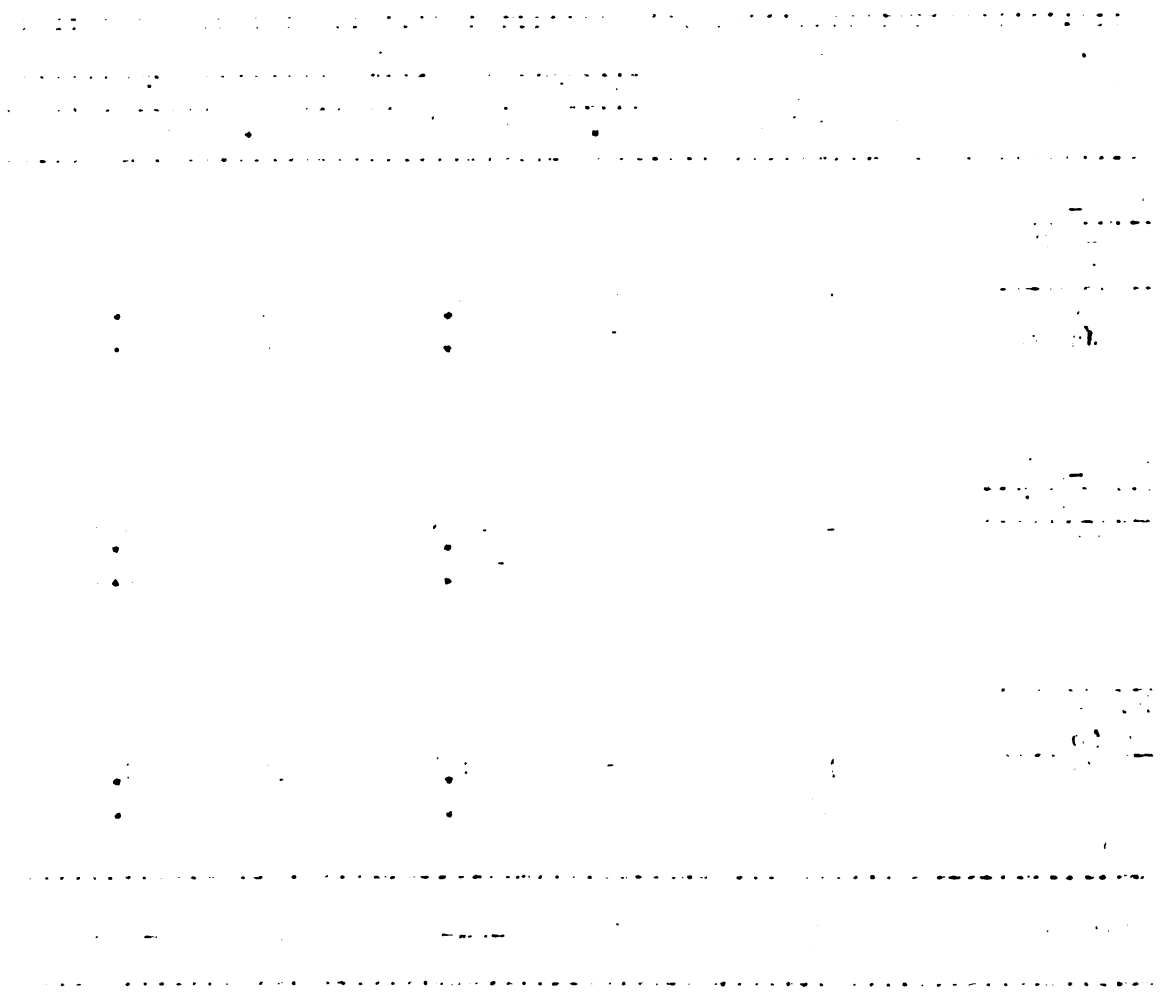


TABLE VI

RELATIONSHIP OF MARRIAGE OF THE NON-GRADUATES TO THE PRE-WAR, WAR, AND POST-WAR PERIODS

Years	Number students reporting	Matrimonial status			
		Married		Not married	
		No.	Per cent	No.	Per cent
1935-1939 Pre-war period					
Men	4	4	100.0	0	0.0
Women	3	3	100.0	0	0.0
1940-1944 War period					
Men	7	5	71.4	2	28.6
Women	8	8	100.0	0	0.0
1945-1949 Post-war period					
Men	14	3	21.4	11	78.6
Women	11	10	90.9	1	9.1
Totals	47	33	----	14	----



II. VOCATIONAL STATUS

It may be seen in Table VII that 62.8 per cent of the women made plans in high school relative to their life work ahead. Only 44.3 per cent of the men made plans for their life work while in high school.

TABLE VII

PREVALENCE OF PLANNING DONE IN HIGH SCHOOL REGARDING LIFE WORK AS REPORTED BY 210 GRADUATES

Number students reporting	Planned life work in high school			
	Yes		No	
	No.	Per cent	No.	Per cent
Men 97	43	44.3	54	55.7
Women 113	71	62.8	42	37.2

Table VIII shows that of these women who made life plans, 73.2 per cent fulfilled their ambitions in planning, while only 60.5 per cent of the men saw their ambitions fulfilled.

There was a difference found between the graduates and non-graduates regarding the planning of life work. Thirty-six and four tenths per cent of the women made plans for their life's work while in high school and 100 per cent of them realized their

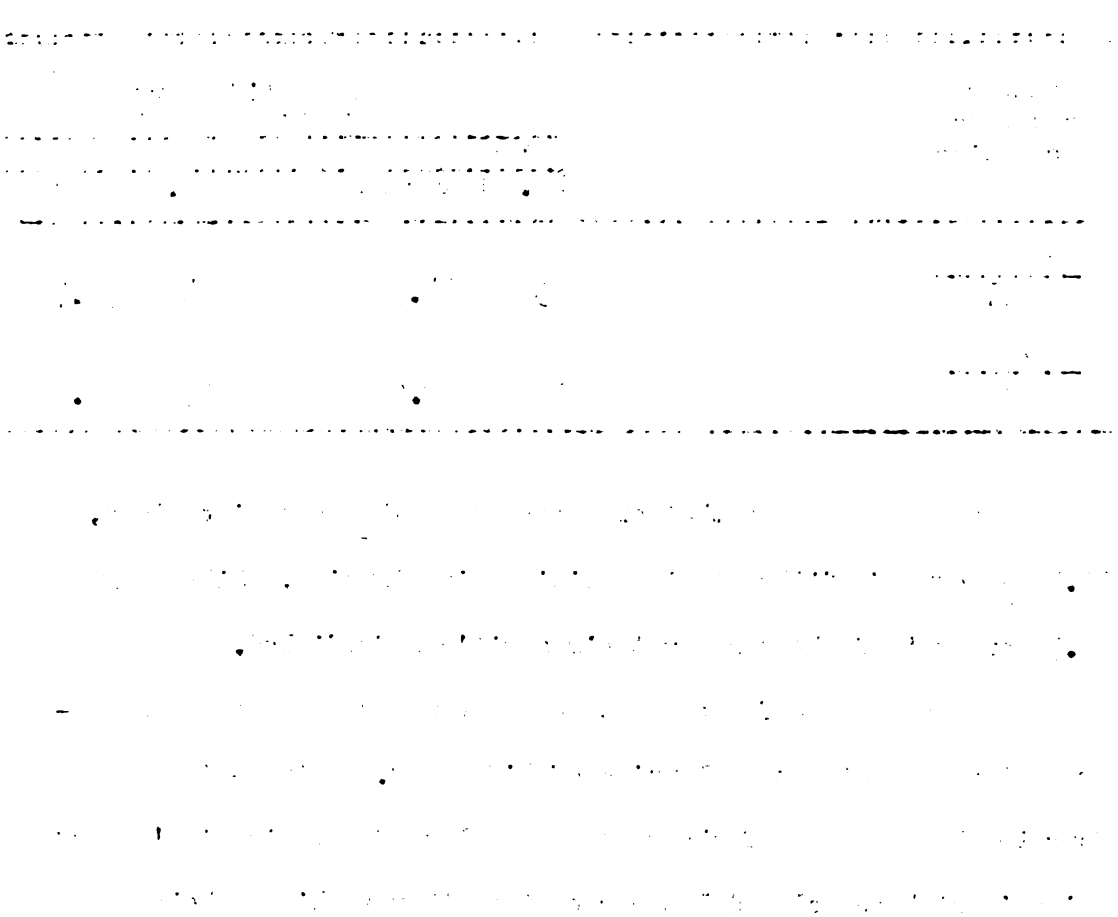


TABLE VIII

HOW WELL THE HIGH-SCHOOL PLANS REGARDING LIFE WORK WERE FULFILLED AS REPORTED BY 114 GRADUATES

Number students reporting	Followed plans			
	Yes		No	
	No.	Per cent	No.	Per cent
Men 43	26	60.5	17	39.5
Women 71	52	73.2	19	26.8

planning. Only 24.0 per cent of the men made any plans in high school. However, 83.3 per cent of those who did make plans, followed them. Table IX pertains to this topic.

TABLE IX

PREVALENCE OF PLANNING DONE IN HIGH SCHOOL REGARDING LIFE WORK AS REPORTED BY FORTY-SEVEN NON-GRADUATES

Number students reporting	Planned life work in high school			
	Yes		No	
	No.	Per cent	No.	Per cent
Men 25	6	24.0	19	76.0
Women 22	8	36.4	14	63.6

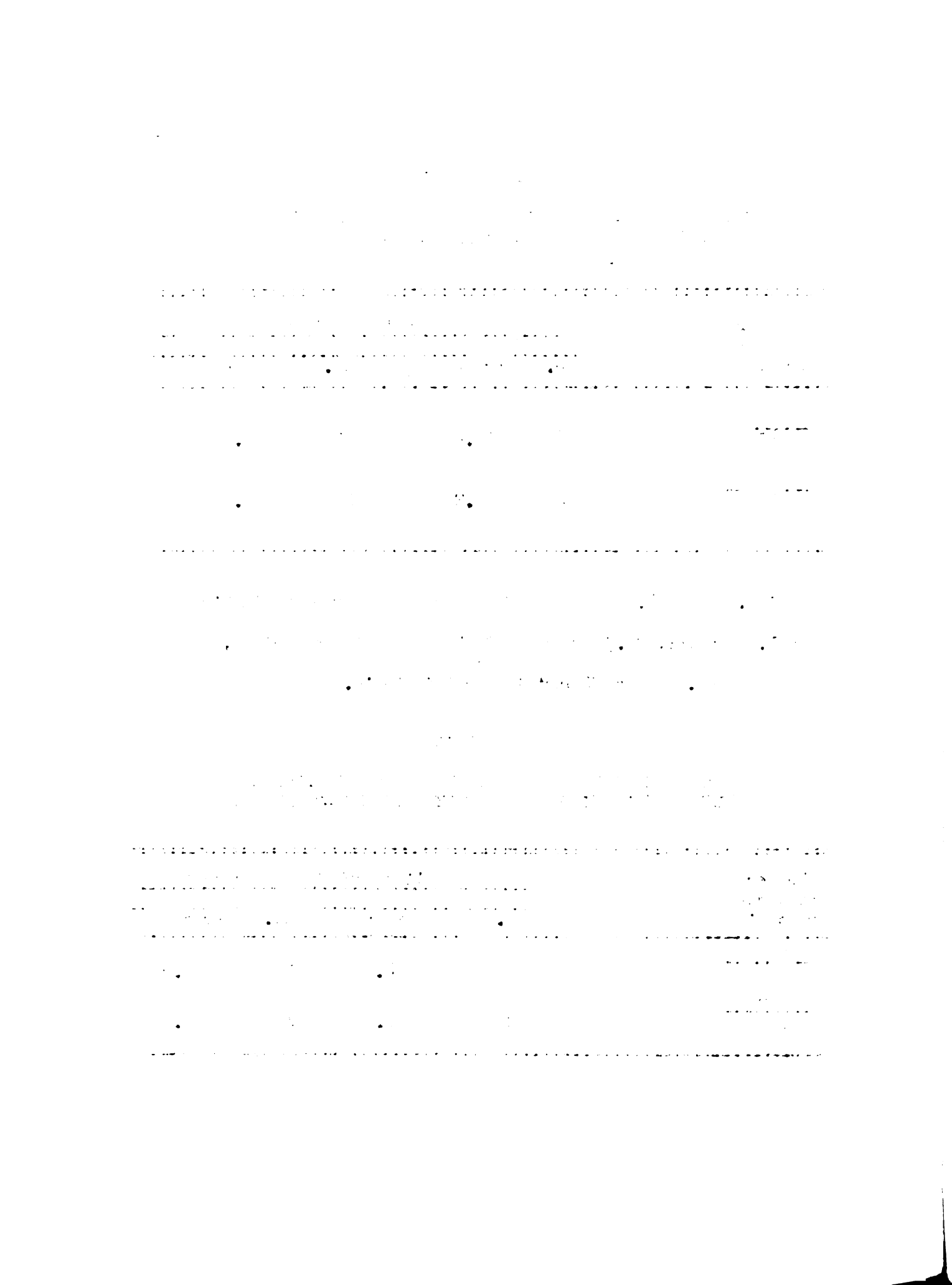


TABLE X

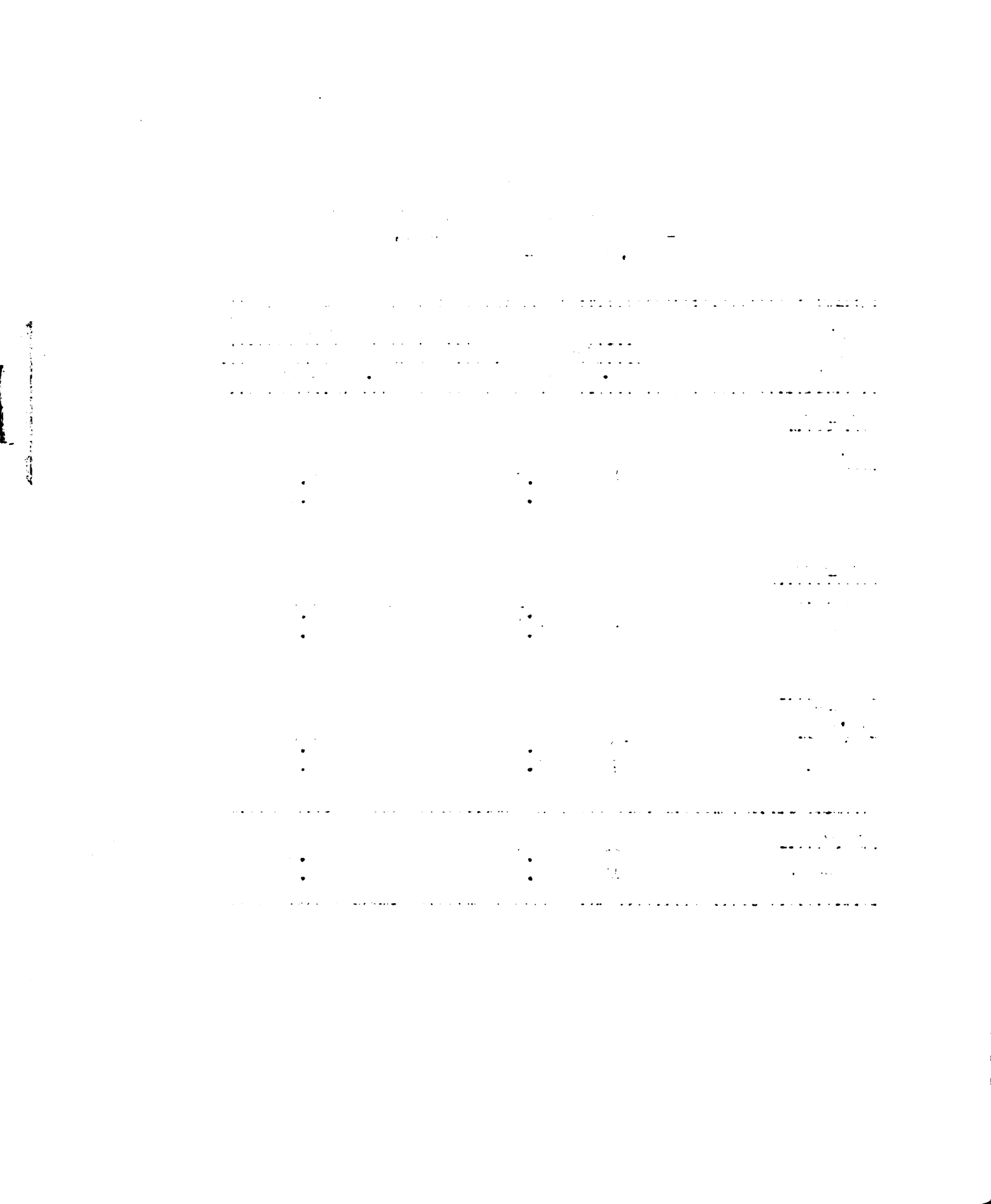
SATISFACTION WITH PRESENT OCCUPATION AS REPORTED BY 189 GRADUATES DURING THE PRE-WAR, WAR, AND POST-WAR PERIOD

Period of years	Graduates reporting			
	Yes		No	
	No.	Per cent	No.	Per cent
1935-1939 Pre-war period				
Men	26	29.2	2	2.3
Women	30	30.0	1	1.0
1940-1944 War period				
Men	18	20.2	3	3.4
Women	22	22.0	0	0.0
1945-1949 Post-war period				
Men	26	29.2	14	15.7
Women	44	44.0	3	3.0
Totals				
Men	70	78.6	19	21.4
Women	96	96.0	4	4.0

TABLE XI

SATISFACTION WITH PRESENT OCCUPATION AS REPORTED BY FORTY NON-GRADUATES DURING THE PRE-WAR, WAR, AND POST-WAR PERIOD

Period of years	Non-graduates reporting			
	Yes		No	
	No.	Per cent	No.	Per cent
1935-1939 Pre-war period				
Men	4	17.3	0	0.0
Women	3	17.6	0	0.0
1940-1944 War years				
Men	5	21.7	1	4.4
Women	7	41.2	0	0.0
1945-1949 Post-war period				
Men	12	52.2	1	4.4
Women	7	41.2	0	0.0
Totals				
Men	21	91.2	2	8.8
Women	17	100.0	0	0.0



Apparently most of the graduates and non-graduates were satisfied with their present occupations, as Table X and Table XI seem to indicate. Ninety-six per cent of the women graduates and 100 per cent of the women non-graduates indicated satisfaction with their present occupation. Only 78.6 per cent of the men graduates were satisfied in comparison to the 91.2 per cent of the men non-graduates. The greater percentage who were dissatisfied were the younger group within the post-war period. It appears that satisfaction with occupations is more apt to be found among the older age groups.

Table XII lists the occupations of the graduates. The professions, which includes chemists, doctors, nurses, teachers, and journalists, account for twenty-one of the graduates, or 10.0 per cent, over a fifteen-year period. By adding the eleven graduates who were attending college to the professional list, it raises the per cent to 15.2. This is far below the findings of Mueller,[31] who stated that 24.7 per cent entered the professions. Another 34.3 per cent of the graduates are accounted for among clerking, factory, farming, common laborer, merchants, and milk distributors.

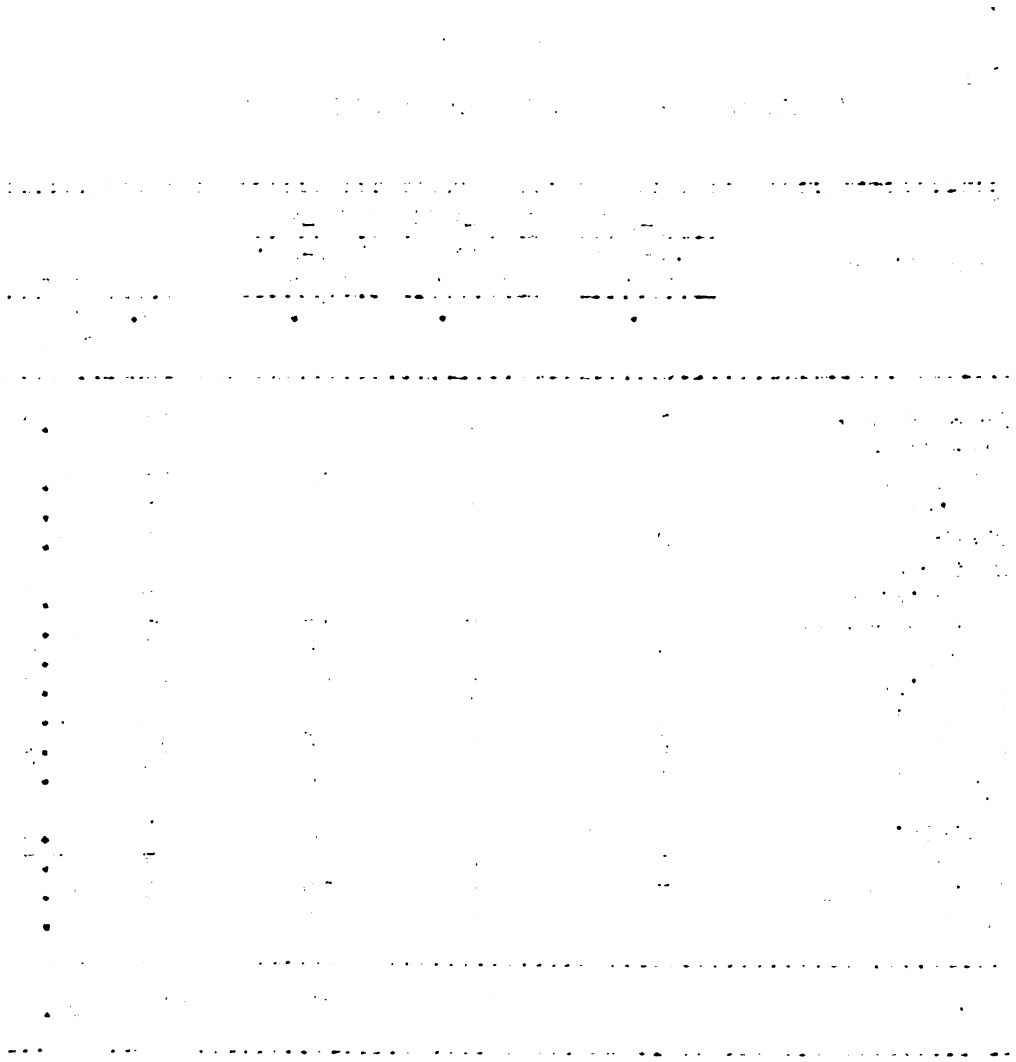
---

[31] Mueller, loc. cit.

TABLE XII

OCCUPATIONS FOLLOWED AS REPORTED BY 210 GRADUATES

Occupations	1935-1939 Pre-war years No.	1940-1944 War years No.	1945-1949 Post-war years No.	Totals No.	Totals Per cent
Armed forces	1	1	9	11	5.2
Attending College		1	10	11	5.2
Chemist		1		1	.5
Clerk	2		1	3	1.4
Doctor of medicine	2			2	1.0
Factory worker	5	7	15	27	12.9
Farmer	8	7	5	20	9.5
Housewife	25	17	22	64	30.5
Journalist	1	1		2	1.0
Laborer	6	3	6	15	7.1
Merchant	1		2	3	1.4
Milk distributor	2		2	4	1.9
Nurse	3	4		7	3.3
Office worker	7	5	19	31	14.8
Teacher	5	1	3	9	4.3
Totals	68	48	94	210	100.0



Mueller[32] found only 14.6 per cent entering similar occupations. Perhaps these great differences in percentage between these two studies can be accounted for, because Saranac is located in a fertile farming area, and it is surrounded by towns and cities where many factories are located. The per cent engaged in farming in this area is very near to the findings of the author mentioned above. However, the findings of Miller[33] indicated that only 6.0 per cent of the graduates became farmers in comparison to the 9.5 per cent who became farmers from this area.

The occupation of home-making leads the list by accounting for 30.5 per cent of the total graduates. Actually, 56.6 per cent of the 113 women who reported are engaged as homemakers. This exceeds Brillharts[34] findings because he states that 49.0 per cent of the women were engaged in homemaking.

Office work involved 14.8 per cent of the graduates. This is less than Brillharts[35] findings, because he found a total of 21.0 per cent pursuing like occupations.

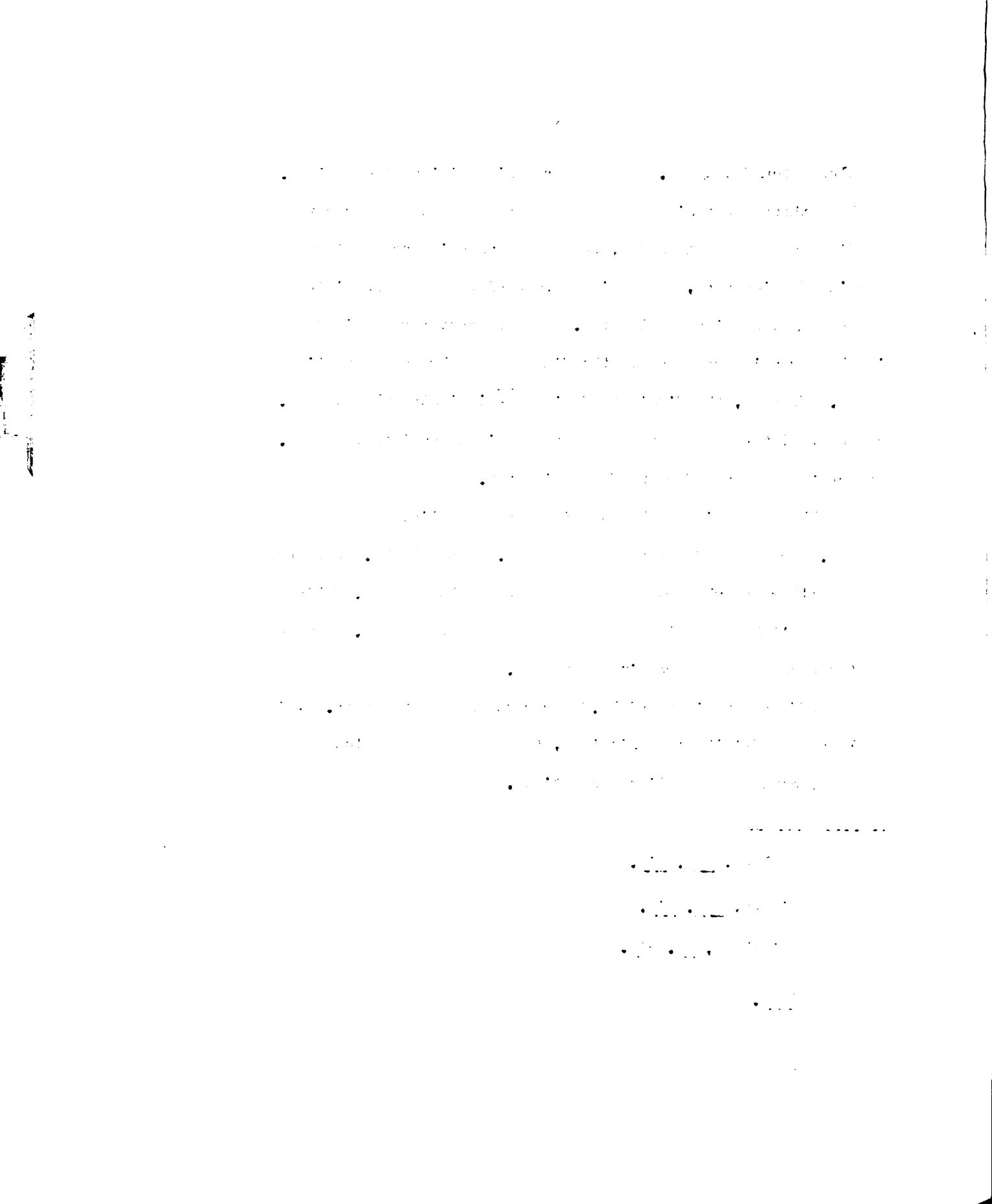
---

[32] Mueller, loc. cit.

[33] Miller, loc. cit.

[34] Brillhart, op. cit.

[35] Ibid.



A general summary of the occupations of the graduates is that 31.4 per cent entered "white collar" occupations. This again is far below Mueller's[36] findings which were 52.2 per cent who entered "white collar" occupations.

The occupations of the non-graduates are listed in Table XIII. Again homemaking leads the occupations with 36.2 per cent of the totals. Actually, 77.2 per cent of the twenty-two women who reported are homemakers.

By using the term professional occupations to include the same types of work as has been previously listed among the graduates, we find only one non-graduate, or 2.1 per cent, qualifying for this classification. Forty-eight and nine tenths per cent of the non-graduates were occupied as laborers, farmers, factory workers, civil service, and related agriculture.

Twelve and eight tenths per cent of the non-graduates have entered "white collar" occupations as compared to Mueller's[37] findings which were 36.7 per cent. As far as farming is concerned, 15.0 per cent of the non-graduates are employed in

---

[36] Mueller, op. cit.

[37] Ibid.

TABLE XIII

OCCUPATIONS FOLLOWED AS REPORTED BY FORTY-SEVEN NON-GRADUATES

Occupations	1935-1939 Pre-war years No.	1940-1944 War years No.	1945-1949 Post-war years No.	Totals No.	Totals Per cent
Agricultural inspector		1	3	1	2.1
Armed forces			3	3	6.4
Cheesemaker			1	1	2.1
Civil Service		1		1	2.1
Factory worker		3		3	6.4
Farmer		2	5	7	15.0
Housewife	2	5	10	17	36.2
Laborer	4	1	5	10	21.2
Office worker	1	1	1	3	6.4
Practical nurse		1		1	2.1
Totals	7	15	25	47	100.0

this type of work in comparison to 9.5 per cent of the graduates. This is one and one-half times as many non-graduates as graduates. Mueller[38] found the same number of non-graduates entering farming. Wright[39] also stated that more non-graduates enter farming than

[38] Mueller, loc. cit.

[39] Wright, op. cit.

graduates, but did not state the number. Anderson[40] stated that one-third of those who dropped out of school became farmers, which is about twice as many as were shown in the data for this area.

Tables XIV and XV list the occupations of graduates and non-graduates in descending order according to the number and per cent of individuals reported in each line of work.

TABLE XIV

OCCUPATIONS OF 210 GRADUATES AND ARRANGED IN DESCENDING ORDER OF FREQUENCY

Occupations	Graduates reporting	
	No.	Per cent
Housewife	64	30.5
Office worker	31	14.8
Factory worker	27	12.9
Farmer	20	9.5
Laborer	15	7.1
Armed forces	11	5.2
Attending college	11	5.2
Teacher	9	4.3
Nurse	7	3.3
Milk distributor	4	1.9
Merchant	3	1.4
Clerk	3	1.4
Journalist	2	1.0
Doctor of medicine	2	1.0
Chemist	1	0.5
Totals	210	100.0

[40] Anderson, Op. Cit.

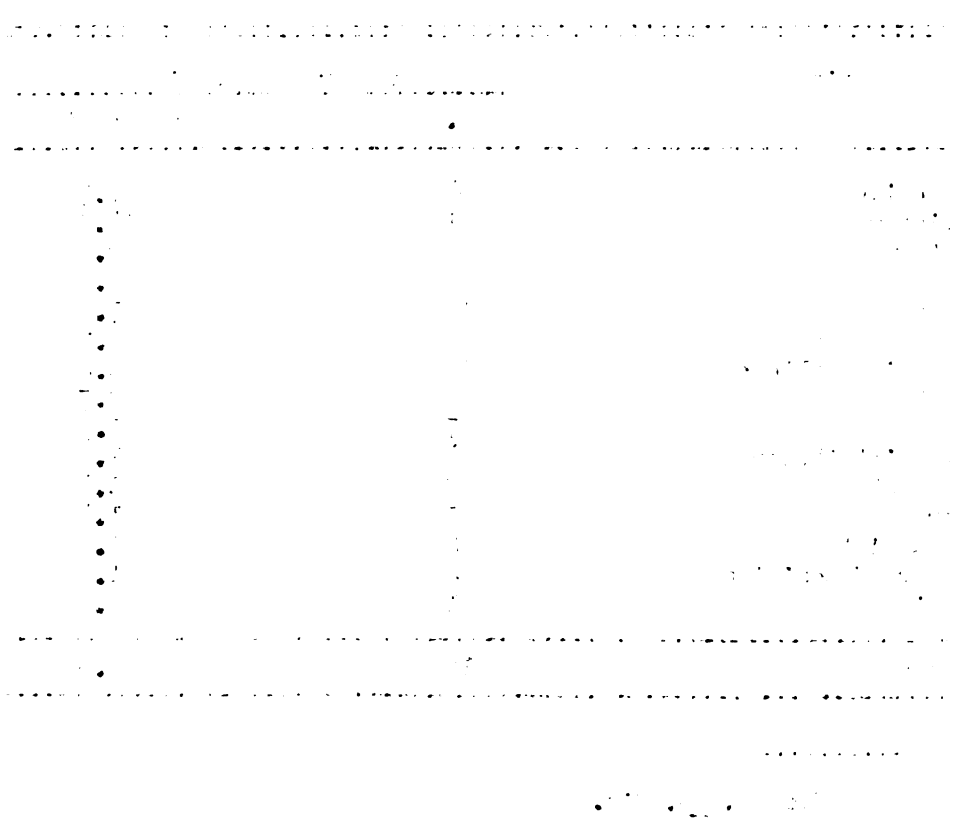


TABLE XV

OCCUPATIONS OF FORTY-SEVEN NON-GRADUATES AND ARRANGED IN DESCENDING ORDER OF FREQUENCY

Occupations	Non-graduates reporting	
	No.	Per cent
Housewife	17	36.2
Laborer	10	21.2
Farmer	7	15.0
Armed forces	3	6.4
Factory worker	3	6.4
Office worker	3	6.4
Agricultural inspector	1	2.1
Cheese maker	1	2.1
Civil service	1	2.1
Practical nurse	1	2.1
Totals	47	100.0

It was found that the types of vocations which the graduates follow is not associated with the distance from Saranac where they reside. This is shown in Table XVI. Of the 210 graduates who reported on this question, forty-four per cent lived within five miles or less of Saranac. One reason why so many of the graduates are able to live within five miles or less of Saranac and yet follow a variety of occupations may be due to the nearness of surrounding manufacturing towns and cities.

Of the graduates who were engaged in farming, 80 per cent lived within five miles or less of Saranac, and the remaining 20

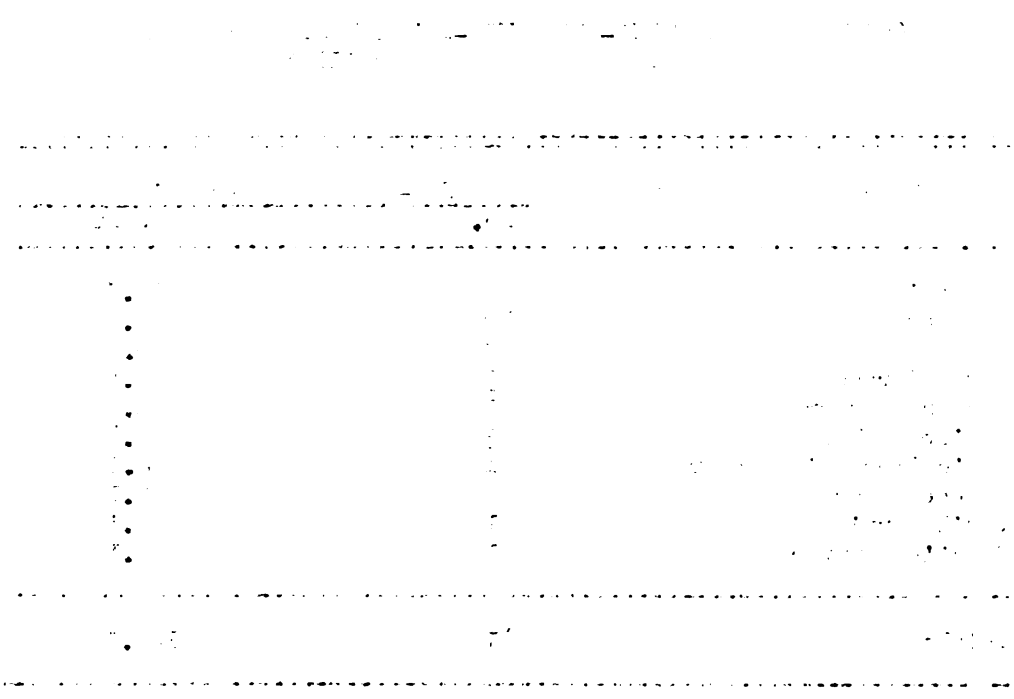


TABLE XVI

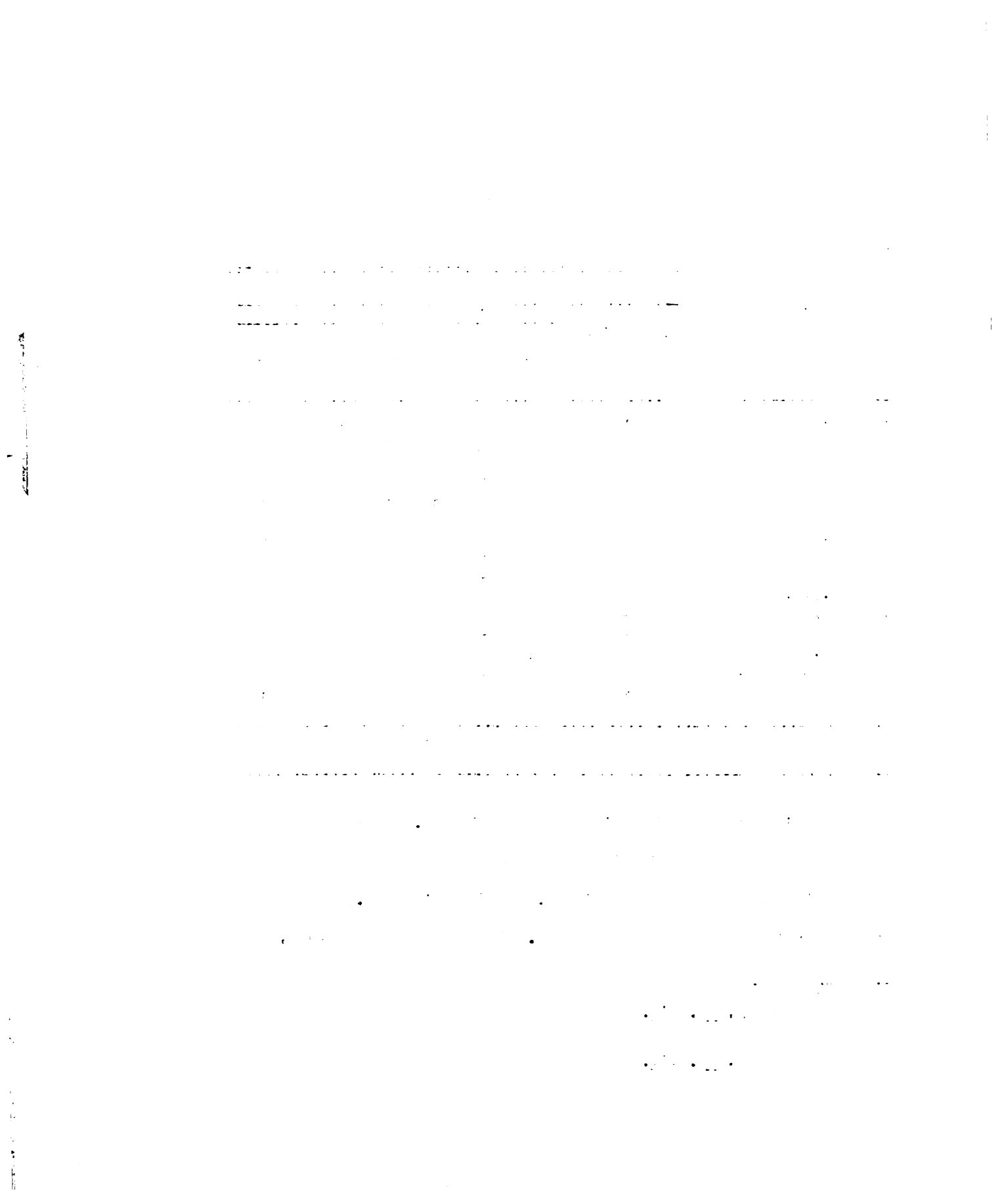
NUMBER OF GRADUATES REPORTED IN EACH OCCUPATION AND AT SPECIFIED DISTANCES FROM SARANAC

Occupations	Total reporting	Graduates Miles from Saranac					
		5 or less	6 to 15	16 to 30	31 to 50	51 to 75	76 or more
Housewife	64	25	15	6	6	2	10
Office worker	31	13	6	2	4	2	4
Factory worker	27	17	6	3			1
Farmer	20	16	4				
Laborer	15	10	2	1	1		1
Armed forces	11						11
Attending college	11			4	6		1
Teacher	9	4	4	0		1	
Nurse	7		1	3	1		2
Milk distributor	4	4					
Merchant	3	3					
Clerk	3	1	1	1			
Journalist	2	1		1			
Doctor of medicine	2		1				1
Chemist	1						1
Totals	210	94	40	21	18	5	32

per cent lived no more than fifteen miles distant. Bartley[41] found that young men who were farming stayed nearer home than those who chose other occupations for a living. He found that 81.7 per cent remained within the Mason postal area. In the study by Godbold,[42]

[41] Bartley, Op. Cit.

[42] Godbold, Op. Cit.



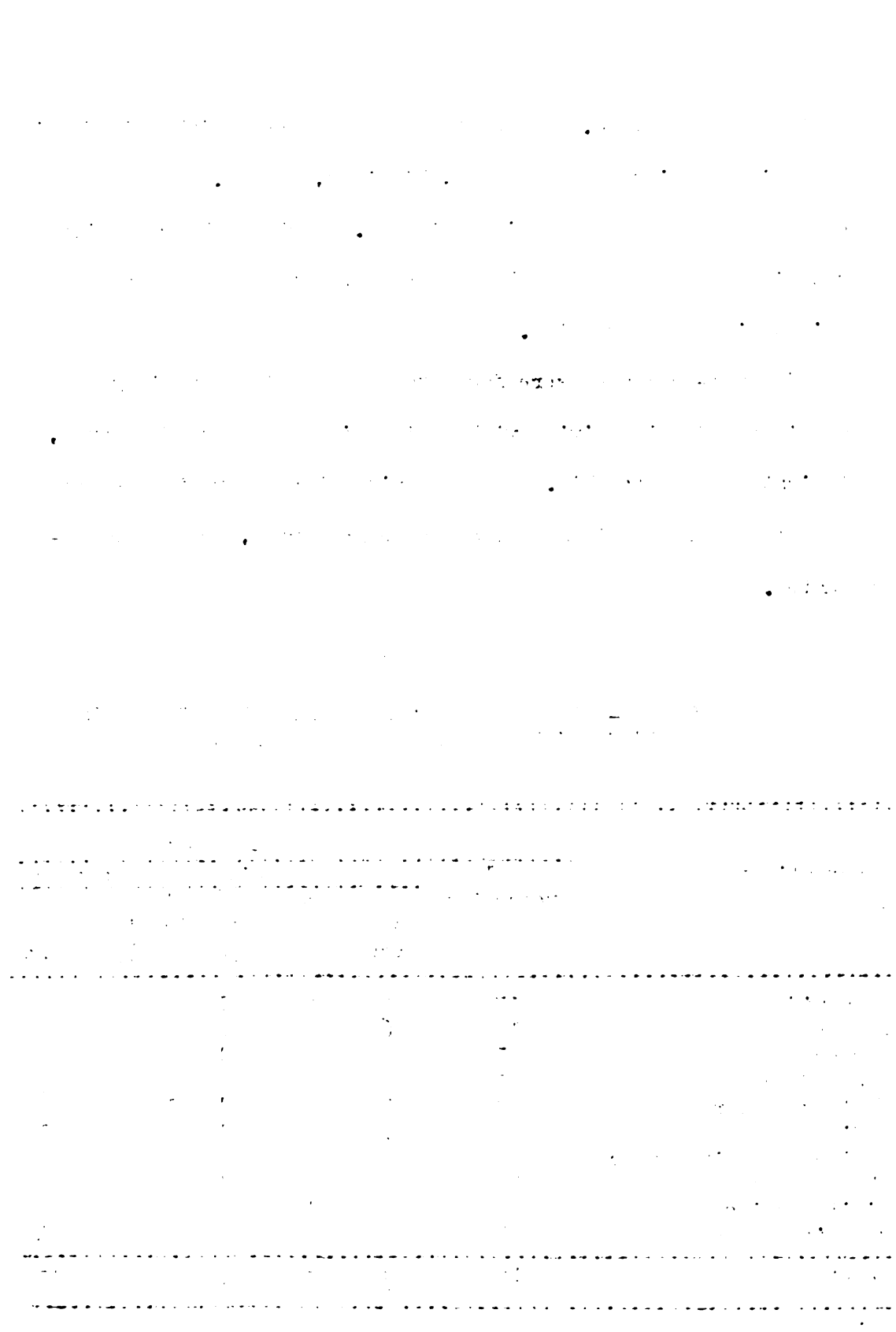
the data showed that 60.0 per cent of the boys established in farming were within ten miles of Reed City, Michigan, and 29.3 per cent were between ten and twenty miles distant. Each of these studies seem to indicate that those who engage in farming have tended to stay in their home community.

The non-graduates were found to be following a variety of occupations and still living within five miles or less of Saranac, as indicated by Table XVII. The housewives have a greater tendency to locate away from this area than any other group, among the non-graduates.

TABLE XVII

NUMBER OF NON-GRADUATES REPORTED IN EACH OCCUPATION AND AT SPECIFIED DISTANCES FROM SARANAC

Occupations	Non-graduates						
	Total reporting	Miles from Saranac					
		5 or less	6 to 15	16 to 30	31 to 50	51 to 75	76 or more
Housewife	17	9	2	1			5
Laborer	10	6		1		1	2
Farmer	7	6		1			
Armed forces	3						3
Factory worker	3	1		1	1		
Office worker	3	1		1			1
Agricultural inspector	1						1
Cheese maker	1			1			
Civil service	1		1				
Practical nurse	1						1
Totals	47	23	3	6	1	1	13



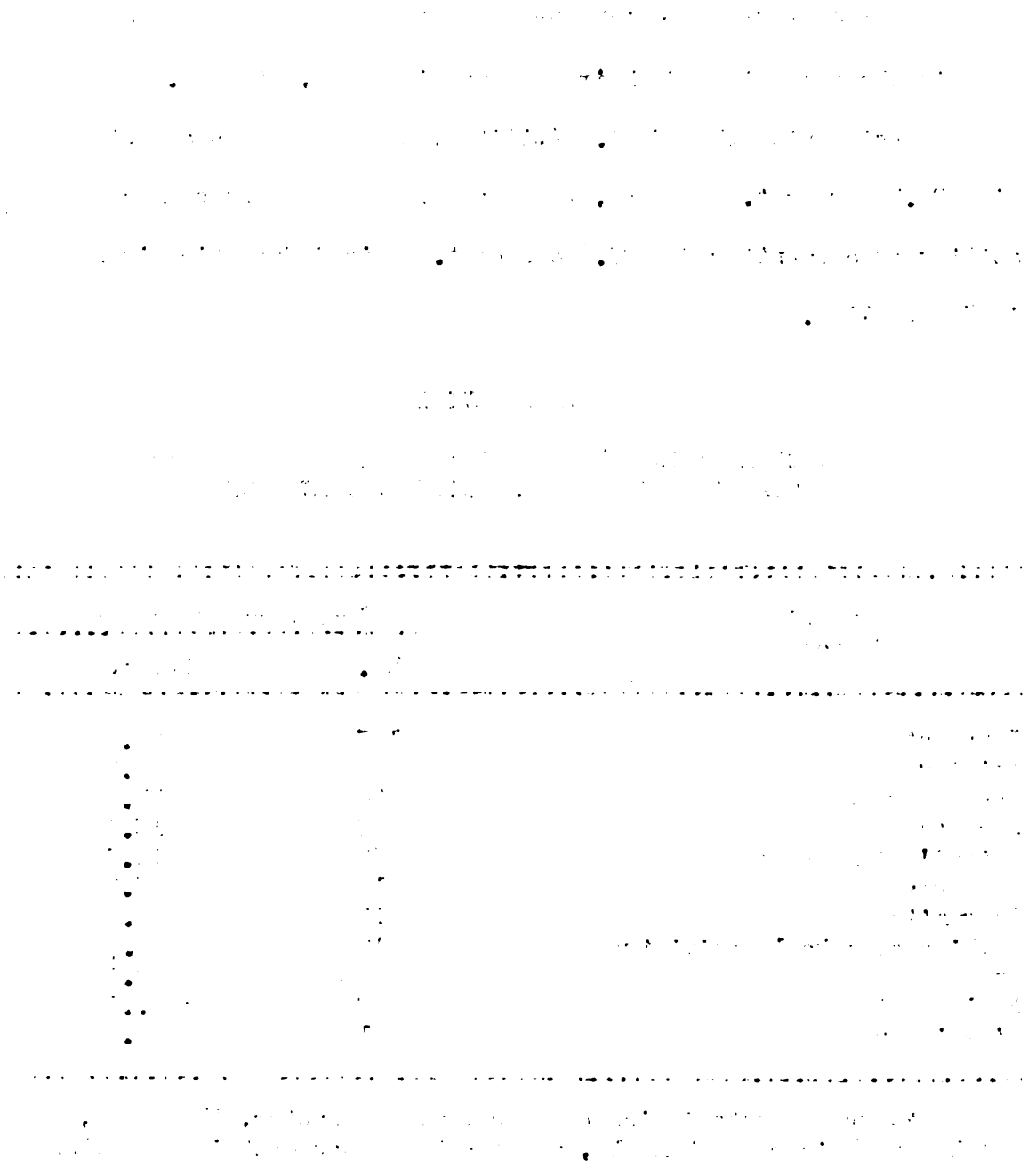
A leading factor which the graduates reported influenced them in the selection of their work was interest, with 58.5 per cent agreeing with this fact. Ability ranked second as a factor with 28.5 per cent. However, the need of money nearly equals ability by accounting for 27.6 per cent. This information is found in Table XVIII.

TABLE XVIII

FACTORS WHICH WERE REPORTED AS INFLUENCING 210 GRADUATES IN THE SELECTION OF THEIR WORK

Influencing factors	Graduates reporting*	
	No.	Per cent
Interest	123	58.5
Ability	60	28.5
Need of money	58	27.6
Parents	38	18.0
Friend's influence	25	11.9
Teachers	18	8.5
Community	17	8.0
Hobbies or school activities	12	5.7
Army	5	2.3
Employment	2	..9
Disability	1	.4

*Some students indicated more than one factor, therefore, the total number is more than 210, and the total per cent is more than 100.



The non-graduates show that interest is the leading factor in the selection of their work, which is indicated by 42.5 per cent. This agrees with the leading factor stated by the graduates. The similarity between the graduates and non-graduates ceases after agreeing upon the first influencing factor. Need of money and parents are indicated as second and third factors respectively by the non-graduates. Table XIX supports the above data.

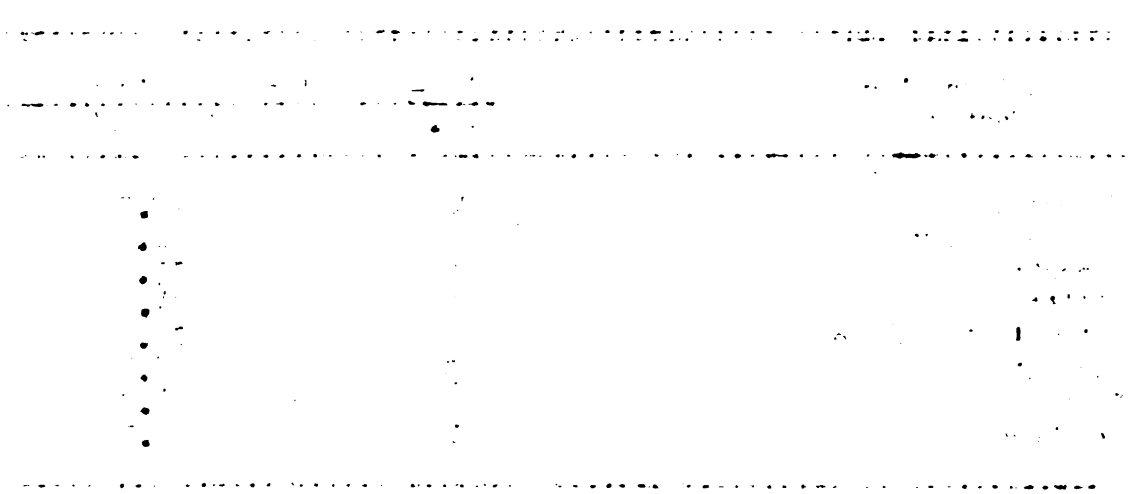
TABLE XIX

FACTORS WHICH WERE REPORTED BY FORTY-SEVEN NON-GRADUATES AS INFLUENCING THEM IN THE SELECTION OF THEIR WORK

Influencing factors	Non-graduates reporting*	
	No.	Per cent
Interest	20	42.5
Need of money	15	31.9
Parents	8	17.0
Ability	7	14.9
Friend's influence	5	10.6
Community	3	6.4
Employment	2	4.2
Teachers	1	2.1

*Some of the non-graduates indicated more than one factor, therefore, the total number is more than 47, and the total per cent is more than 100.0.

The reason for leaving school should be of primary interest to all educators. Table XX discloses that the main reason for leaving school in Saranac was "preferred work to school". This



reason was given by 44.6 per cent of the non-graduates, and it is a higher percentage than Dillon[43] found. He stated that 36.0 per cent left school for similar reasons. Second in importance for leaving school was "to be married", which was 25.5 per cent. "To work at home" and "lack of interest in course" tied for third place with 12.7 per cent each. "No money" was fourth with 10.6 per cent. Other reasons occurred less frequently, but they are important because they show the influences which are at work upon people.

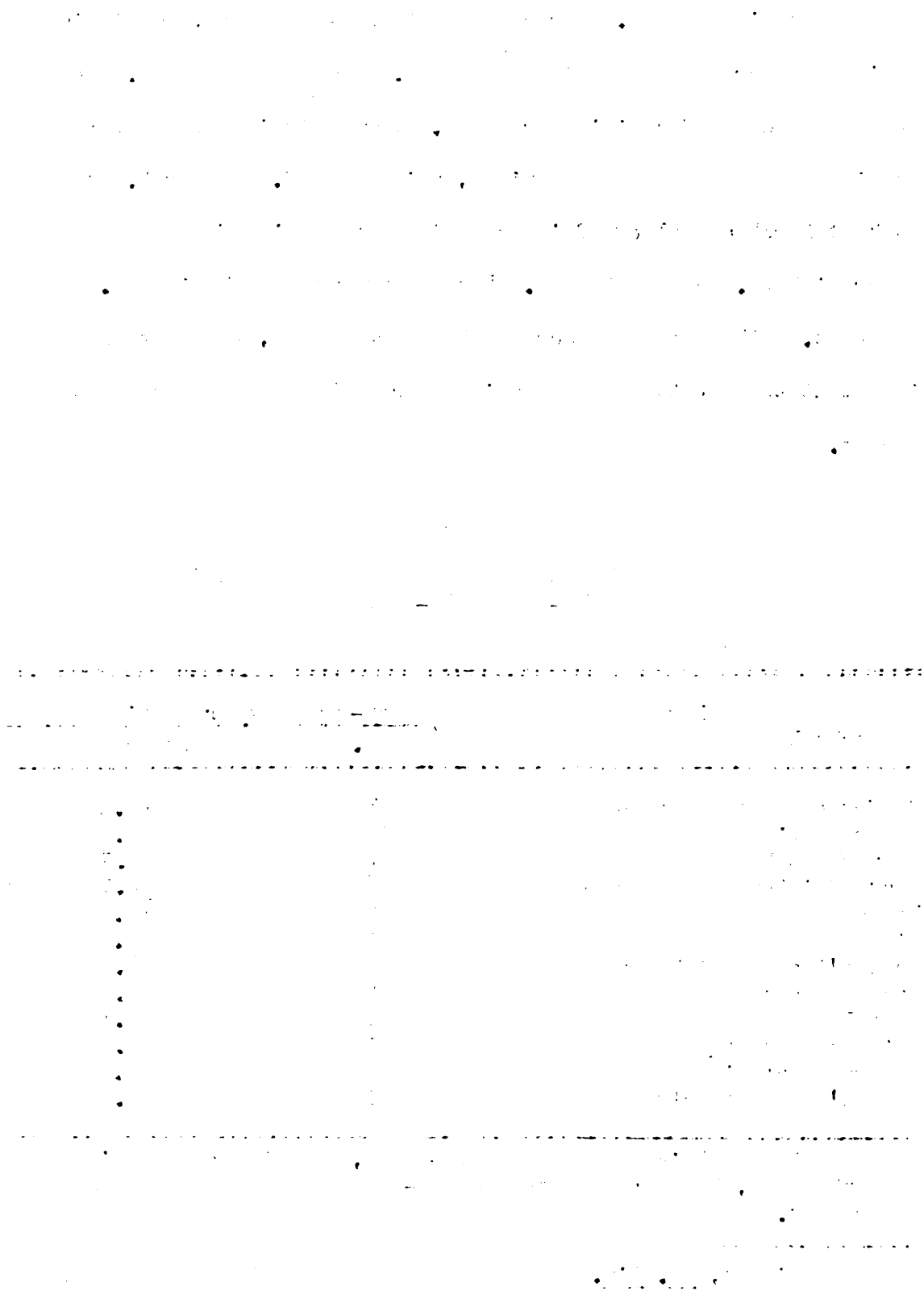
TABLE XX

REASONS FOR LEAVING SCHOOL AS REPORTED BY FORTY-SEVEN NON-GRADUATES

Reasons for leaving school	Non-graduates reporting*	
	No.	Per cent
Preferred work to school	21	44.6
To be married	12	25.5
To work at home	6	12.7
Lack of interest in course	6	12.7
No money	5	10.6
Sickness	3	6.4
Couldn't agree with teacher	2	4.2
Armed forces	2	4.2
School work too hard	1	2.1
Friends left school	1	2.1
No transportation	1	2.1
Couldn't play sports	1	2.1

*The total is more than forty-seven, and the per cent is more than 100, because some of the non-graduates gave more than one reason.

[43]Dillon, Op. Cit.



Lyles[44] found in his studies that the main reasons for leaving school were work, marriage, and illness in the order listed. His findings verify the first two reasons given in this study.

Table XXI reveals the total non-graduates, and the grades they were attending when they left school. The war period contained the least amount of non-graduates, and the post-war period contained the most non-graduates. Since the enrollment was larger during the latter period, it is difficult to state whether the proportion of non-graduates is greater than the other two periods or not. The ninth grade showed the largest number of students leaving school, which was fifty-six, or 36.1 per cent. The tenth grade showed thirty-eight individuals dropping out of school, or 24.5 per cent, with the eleventh grade losing thirty-two students, or 20.6 per cent.

The post-war period shows more students continuing in school until the tenth and eleventh grades before dropping out, and this is probably due to the compulsory school law.

Dillon[45] found that the great majority terminated their schooling before completing the tenth grade, and this bears out

---

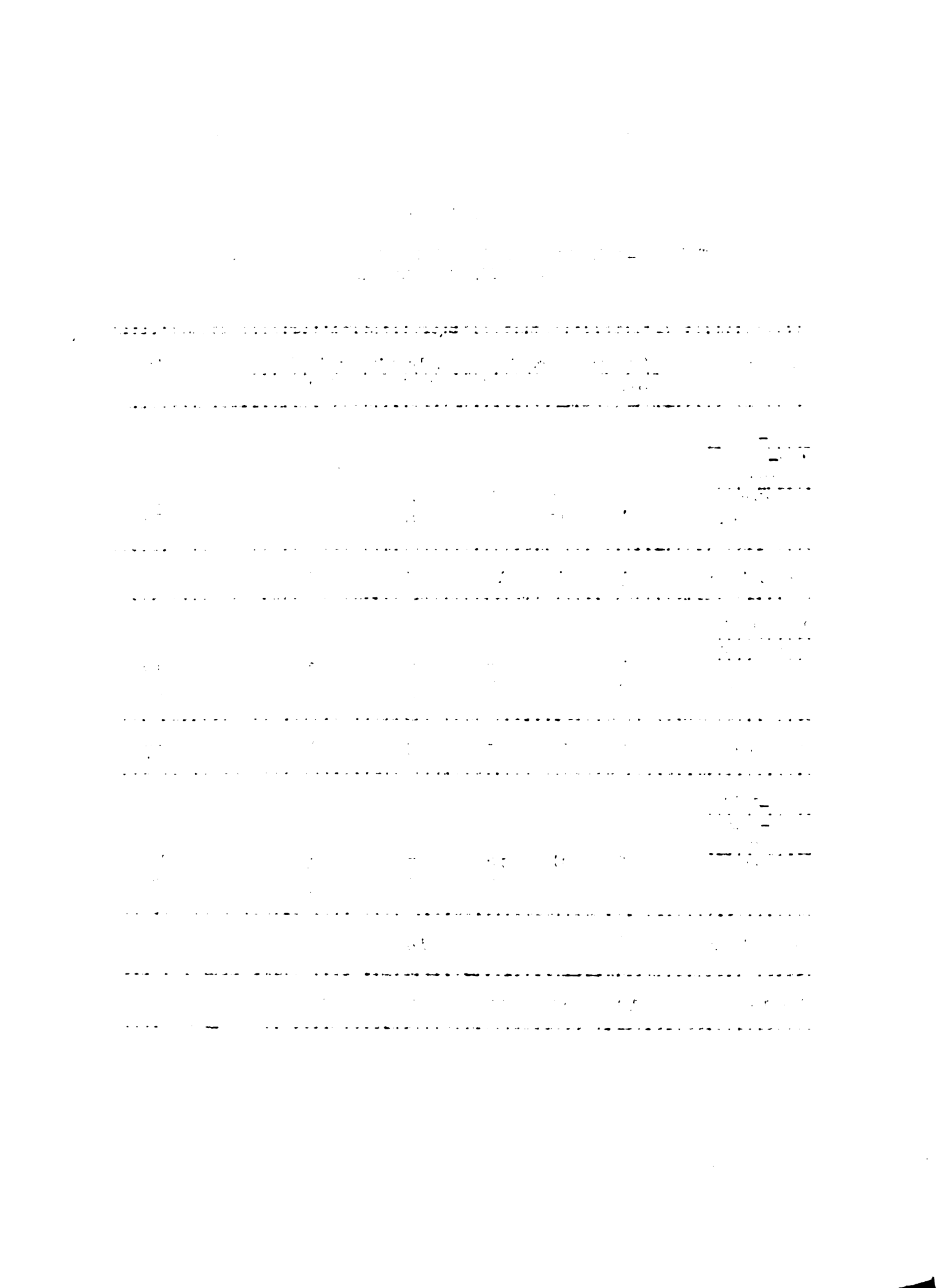
[44] Lyles, Op. Cit.

[45] Dillon, Op. Cit.

TABLE XXI

TOTAL NON-GRADUATES AND THE GRADES THEY WERE ATTENDING WHEN LEAVING SCHOOL

Years	Grades attending when leaving school					Totals
	8th	9th	10th	11th	12th	
1935-1939 Pre-war years						
Men	3	8	4	2	1	18
Women	4	13	6	6	1	30
Sub totals	7	21	10	8	2	48
1940-1944 War years						
Men	4	6	3	5	1	19
Women	2	6	4	3	3	18
Sub totals	6	12	7	8	4	37
1945-1949 Post-war years						
Men	6	14	12	7	1	40
Women		9	9	9	3	30
Sub totals	6	23	21	16	4	70
Totals	19	56	38	32	10	155



the foregoing data. Starrak[46] points out in his study that the average grade of formal schooling obtained by the youth was 10.24 grades, or, that most of the youth left during the eleventh grade. This indicates that the youth involved in his study stayed in school a longer period of time than the youths in the Saranac area.

Of the total 155 non-graduates from this school area, seventy-seven, or 49.7 per cent were men and seventy-eight, or 50.3 per cent were women. In Dillon's[47] findings, boys constituted 54.0 per cent and girls were 46.0 per cent.

III. FURTHER EDUCATION

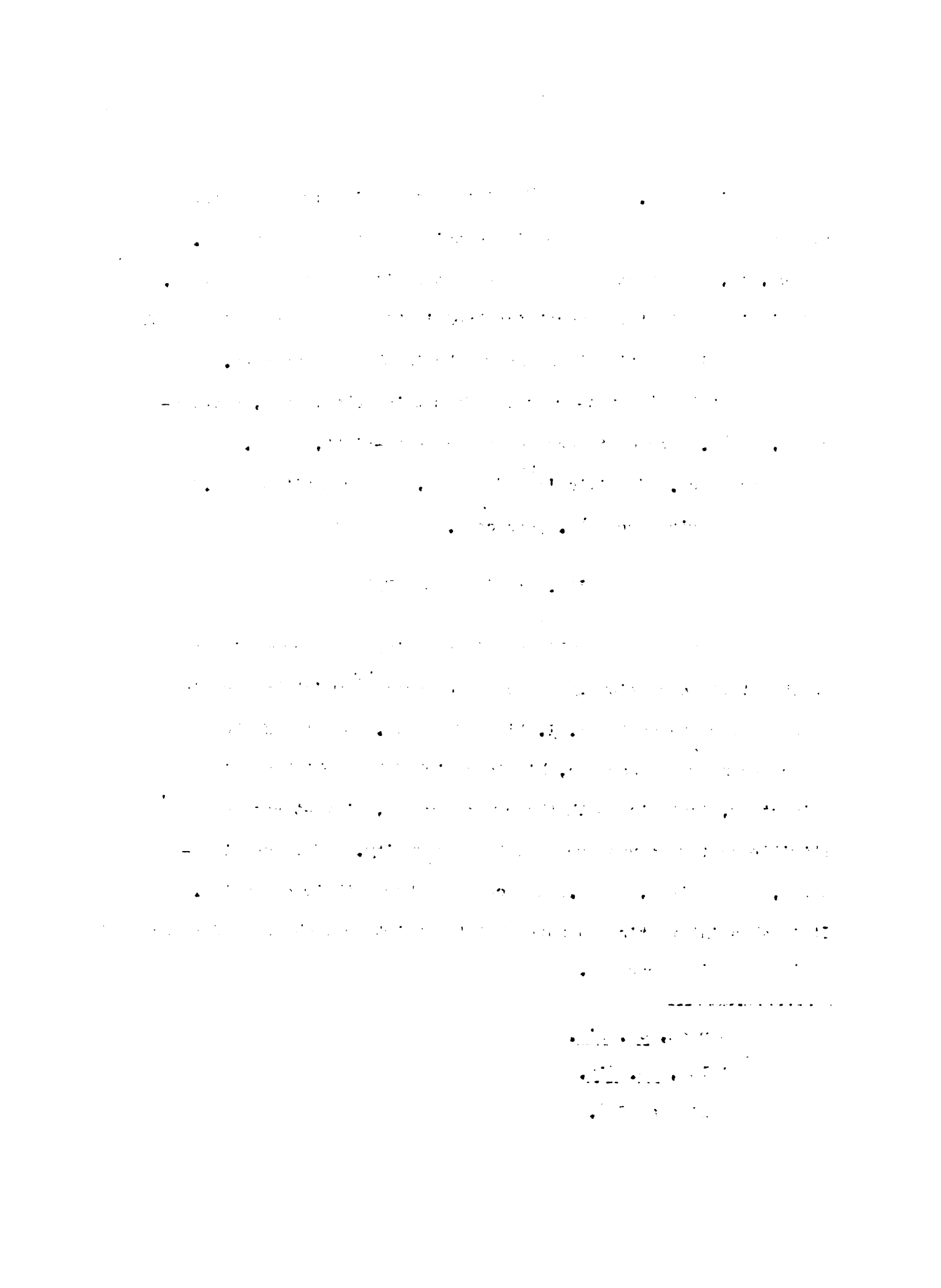
The veterans of World War II were given an opportunity to further their education by an act of congress[48] which has popularly been referred to as the G. I. Bill of Rights. Of all of the graduates from the Saranac, Michigan High School which are in this study, including both the men and women, sixty-three were eligible to take advantage of this opportunity. Of these sixty-three, only thirty, or 47.6 per cent furthered their education. It is also interesting to note that the thirty who chose to further their education were men.

---

[46] Starrak, Op. Cit.

[47] Dillon, Op. Cit.

[48] Public Law 346.



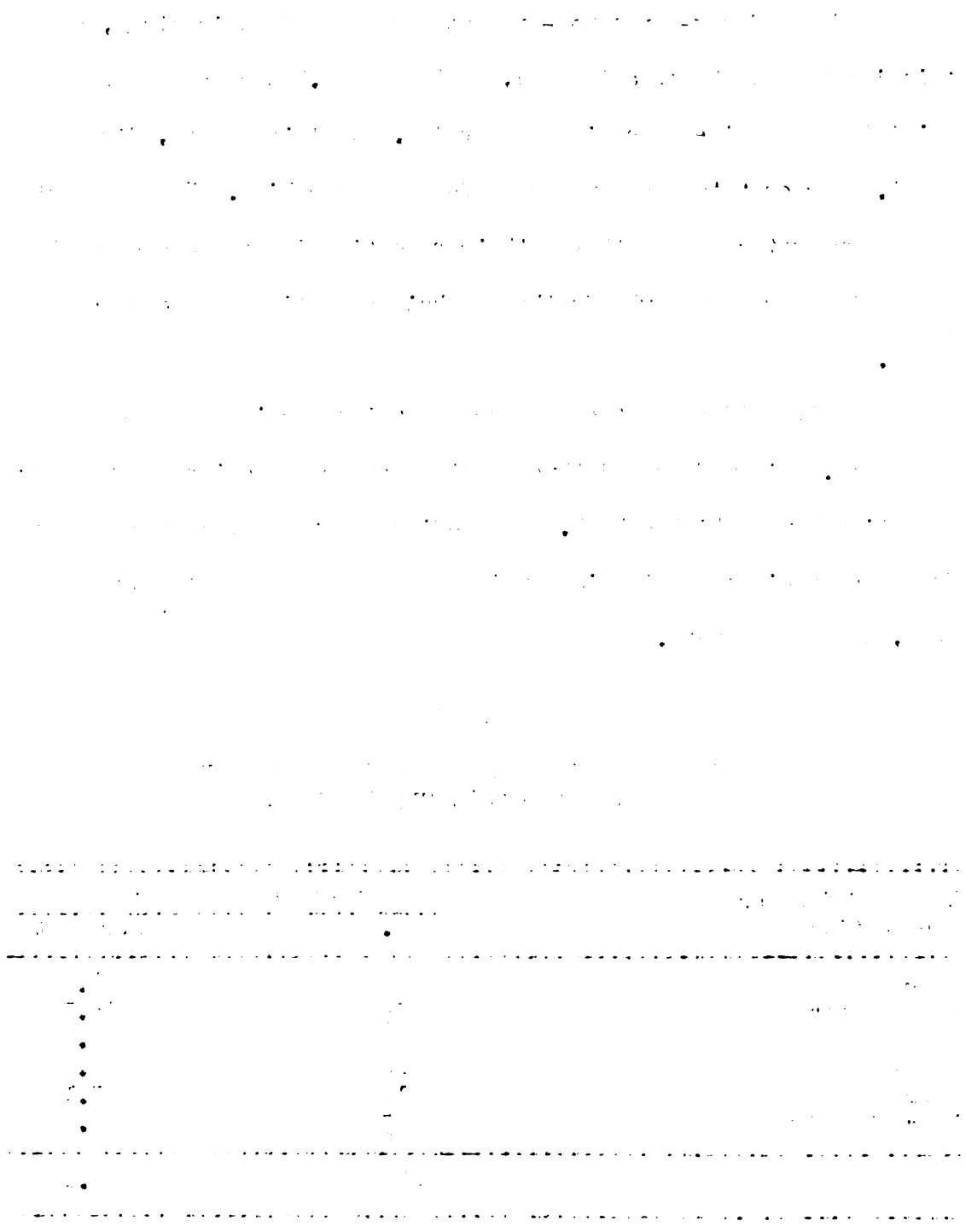
Of the forty-seven non-graduates who are in this study, and this includes both men and women, twelve or 25.5 per cent were eligible to receive educational benefits. Of this twelve, five or 41.6 per cent took advantage of further schooling. The per cent of non-graduates who furthered their education is very close to the per cent of graduates who furthered their education by the same means.

Table XXII shows the further education received by the graduates. Fifty-four and three tenths per cent received no further education beyond high school. Forty-five and seven tenths per cent furthered their education in varying degrees from one year or less, to four or more.

TABLE XXII

PARTICIPATION IN EDUCATION BEYOND HIGH SCHOOL
AS REPORTED BY 210 GRADUATES

Years of further education	Graduates reporting	
	No.	Per cent
None	114	54.3
One or less	35	16.7
Two	25	11.9
Three	18	8.6
Four	15	7.1
More than four	3	1.4
Totals	210	100.0



In Table XXIII the number of graduates who received their education according to the pre-war, war, and post-war years is shown. Of the students who graduated and reported, a larger percentage of the former students from the pre-war and war years have furthered their education in comparison to those from the post-war years. However, if the graduates from the post-war years would have been eligible to receive the educational benefits of the G. I. Bill of Rights, it is questionable whether there would have been a marked difference in percentage. Apparently the G. I. Bill of Rights has been a helping factor for influencing further education.

Of the forty-seven non-graduates, forty-one, or 87.2 per cent received no further education. Four, or 8.5 per cent received one year or less, while two, or 4.3 per cent furthered their education by two years.

It was also found that of the non-graduates who reported, 28.5 per cent who left in the pre-war years furthered their education, 20.0 per cent of those leaving during the war years furthered their education, while only 4.0 per cent of those who left during the post war years have furthered their education. This also seems to indicate that the educational benefits of the G. I. Bill of Rights has likely been of value to these non-graduates. It is again questionable whether there would have been a low percentage for the non-graduates of the post-war years

TABLE XXIII

PARTICIPATION IN EDUCATION BEYOND HIGH SCHOOL
AMONG THREE FIVE-YEAR GROUPS

Year graduated	Number of graduates reporting	Years of further education						Per cent furthering education
		None	One or less	two	three	four	more than four	
Pre-war years								
1935	10	4	4	1		1		
1936	10	5	2	1	2			
1937	11	6	2	3				
1938	23	10	6	1	2	2	2	
1939	14	6	2	1	4	1		
Sub totals	68	31	16	7	8	4	2	54.4
War years								
1940	12	7	2	1	2			
1941	11	3	2	3		3		
1942	8	3	3	2				
1943	10	7				2	1	
1944	7	3		2	1	1		
Sub totals	48	23	7	8	3	6	1	52.0
Post-war years								
1945	13	5	2	3	1	2		
1946	17	13	2		1	1		
1947	21	17		1	1	2		
1948	22	13	3	2	4			
1949	21	12	5	4				
Sub totals	94	60	12	10	7	5		36.1
Totals	210	114	35	25	18	15	3	Average 45.7

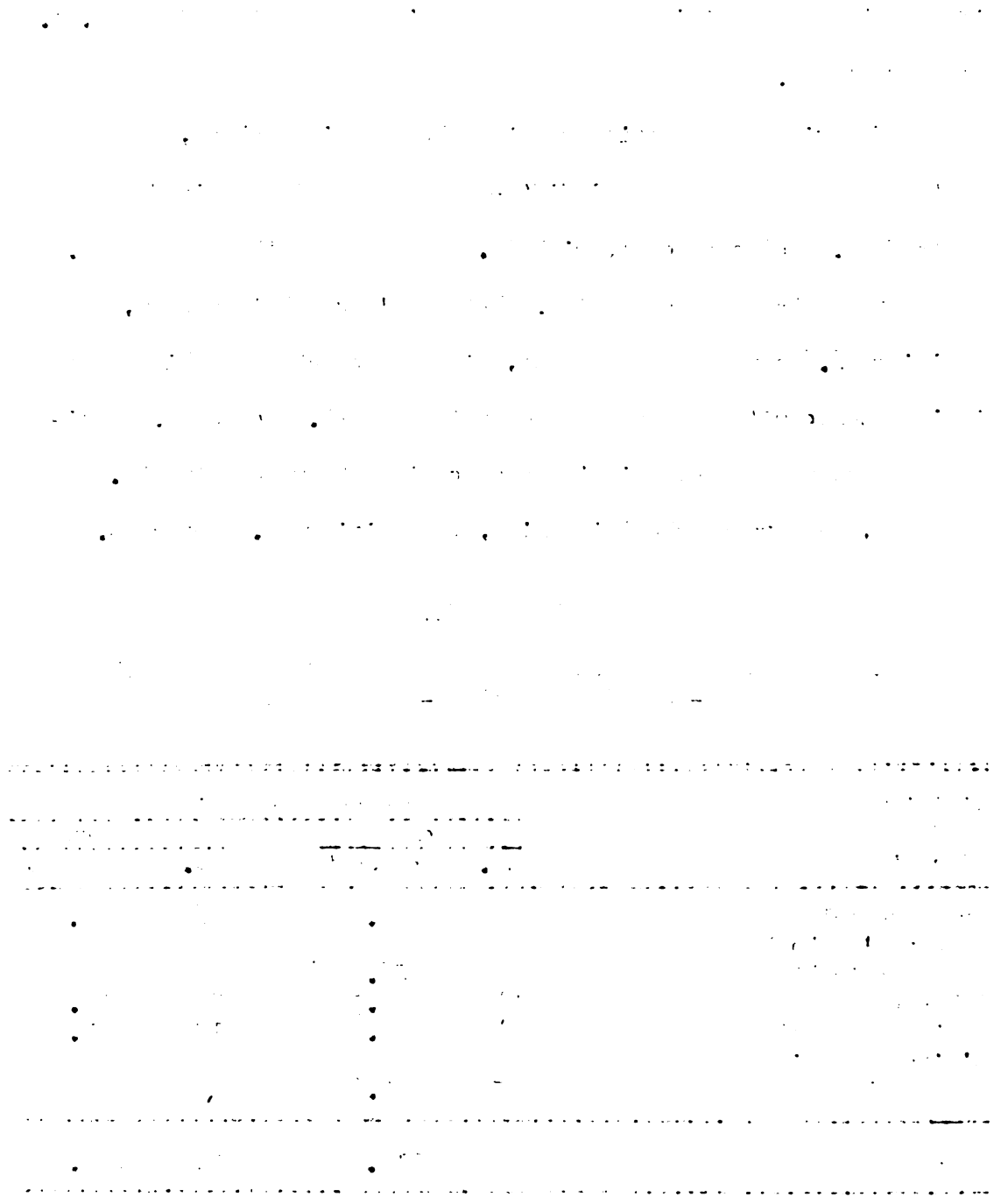
if they had been eligible for the educational benefits of the G. I. Bill of Rights.

The kind of education received beyond high school, as reported by forty-five men and fifty-one women graduates is found in Table XXIV. College leads, with 53.3 per cent of the men and 51.0 per cent of the women attending. Veterans' school is second, claiming 26.6 per cent of the men, with trade school ranking third in importance with the men by accounting for 17.7 per cent. Business school ranks second in importance with the women with 37.2 per cent, and trade school is third, by claiming 18.8 per cent.

TABLE XXIV

KIND OF EDUCATION RECEIVED BEYOND HIGH SCHOOL AS REPORTED BY FORTY-FIVE MEN AND FIFTY-ONE WOMEN GRADUATES

Division of education	Graduates reporting			
	Men		Women	
	No.	Per cent	No.	Per cent
Trade school	8	17.7	6	11.8
Veterans' school of agriculture	12	26.6		
College	24	53.3	26	51.0
Business school	4	8.8	19	37.2
Military service school	3	6.6		
Totals	51	113.0	51	100.0



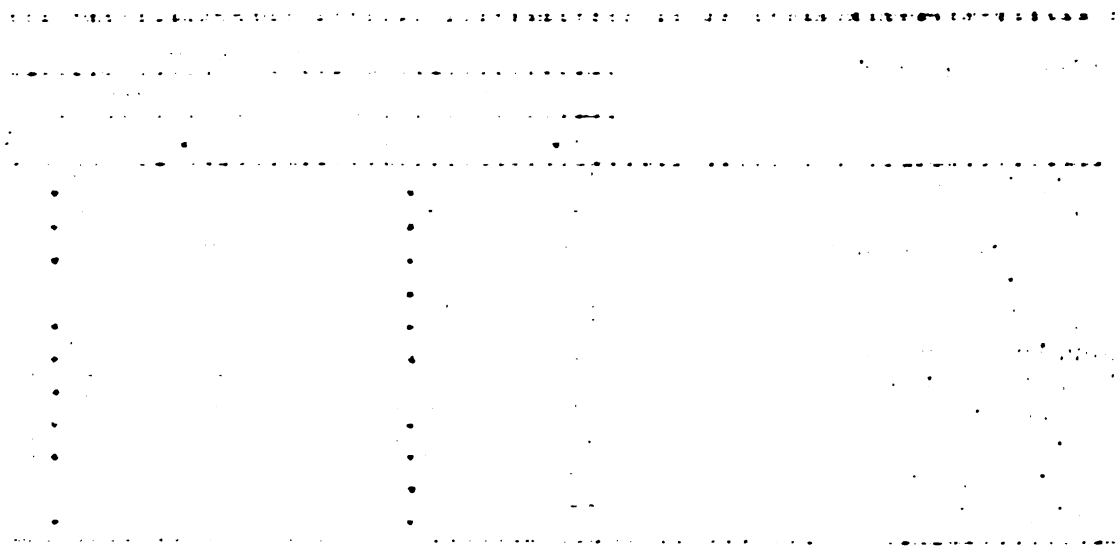
Among the non-graduates reporting, none of the women furthered their education. Of the six men, three, or 50.0 per cent went to Veterans' school, and one each went to trade school, extension course, and military service school.

Adult classes are another means of furthering education for any individual. Among the graduates in Table XXV, farm shop and agriculture head the list of adult classes which were reported as desired in this area by the men, since these subjects were requested by 47.7 and 45.5 per cent, respectively. The men listed mathematics and commercial subjects in third and fourth place with 37.7 and 35.5 per cent, respectively. Among the women who expressed a desire for adult classes, home economics was requested by 72.8

TABLE XXV

ADULT CLASSES WHICH WERE REPORTED AS DESIRED BY 90 MEN AND 103 WOMEN GRADUATES

Classes desired	Graduates reporting			
	Men		Women	
	No.	Per cent	No.	Per cent
Agriculture	41	45.5	2	1.9
Art	7	7.7	27	26.2
Commercial subjects	32	35.5	35	33.9
Economics	2	2.2		
Farm Shop	43	47.7	1	0.9
Foreign Language	2	2.2	2	1.9
Home Economics			75	72.8
Mathematics	34	37.7	17	16.5
Music	16	17.7	41	39.8
Public Speaking	2	2.2		
Social Sciences	17	18.8	27	26.2



per cent of them, with music ranking as second choice with 39.8 per cent, and commercial subjects receiving third with 33.9 per cent.

In the case of the non-graduates in Table XXVI, agriculture ranks first with 59.0 per cent of the men reportedly desiring this type of adult class. Farm shop is second and mathematics third with 50.0 and 40.9 per cent, respectively. Home economics is reported to be the first choice of the women with 71.4 per cent of them, social science was second with 33.3 per cent, and music was third with 28.5 per cent.

TABLE XXVI

ADULT CLASSES WHICH WERE REPORTED AS DESIRED BY TWENTY-TWO MEN AND TWENTY-ONE WOMEN NON-GRADUATES

Classes desired	Non-graduates reporting			
	Men		Women	
	No.	Per cent	No.	Per cent
Agriculture	13	59.0	1	4.7
Art	1	4.5	1	4.7
Commercial subjects	1	4.5	4	19.0
Farm Shop	11	50.0		
Home Economics			15	71.4
Mathematics	9	40.9	4	19.0
Music	1	4.5	6	28.5
Social Sciences	1	4.5	7	33.3

When it comes to reading materials for the graduates, the men and women are nearly equal in the number of magazines and newspapers which are found in the home. As far as magazines are concerned, the men averaged 3.9 magazines and the women averaged 4.3. With newspapers, the men and women each equaled 1.7 newspapers apiece. This is shown in Table XXVII.

TABLE XXVII

NUMBER OF MAGAZINES AND NEWSPAPERS WHICH WERE REPORTED TO BE IN THE HOMES OF THE GRADUATES

Reading material	Number graduates reporting	Number of magazines and newspapers reported	
		Total	Average Per person
Magazines			
Men	94	373	3.9
Women	112	482	4.3
Newspapers			
Men	95	168	1.7
Women	110	191	1.7

The non-graduates in Table XXVIII seem to show a slight difference in the number of magazines read between the men and women. The men averaged 2.6 magazines each, while the women averaged 3.5 magazines each. As far as newspapers are concerned, the men averaged 1.3 and the women 1.5 newspapers each. These data seem to indicate that the women do more reading than the men among the non-graduates.

TABLE XXVIII

NUMBER OF MAGAZINES AND NEWSPAPERS WHICH WERE REPORTED TO BE IN THE HOMES OF NON-GRADUATES

Reading material	Number non-graduates reporting	Number of magazines and newspapers reported	
		Total	Average per person
Magazines			
Men	24	64	2.6
Women	19	67	3.5
Newspapers			
Men	23	32	1.3
Women	21	33	1.5

It was found among the graduates that there was not much difference between men and women as far as the number of magazines and newspapers were concerned. However, Table XXIX shows that more women graduates enjoy reading books than the men, although, the difference in per cent is not likely to be great enough to have any significance.

Table XXX shows a much greater difference between non-graduate men and women reading books. Eighty-two per cent of the women and sixty-eight per cent of the men enjoyed this type of reading material.

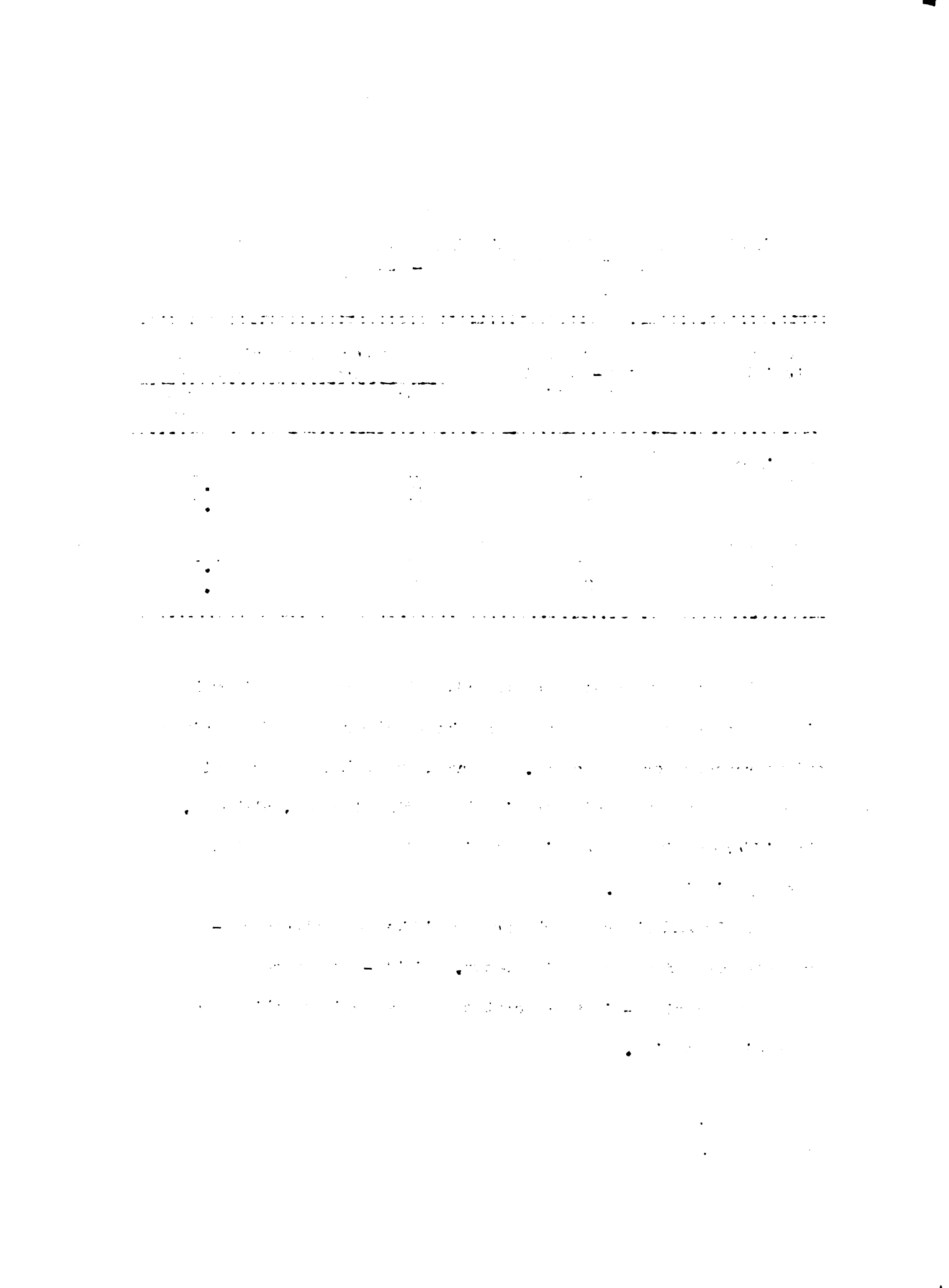


TABLE XXIX

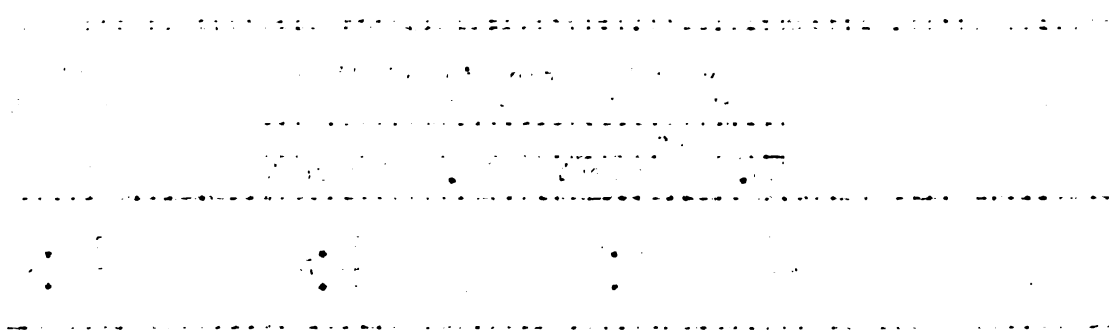
ENJOYMENT DERIVED FROM READING BOOKS IN THE HOME AS REPORTED BY 97 MEN AND 113 WOMEN GRADUATES

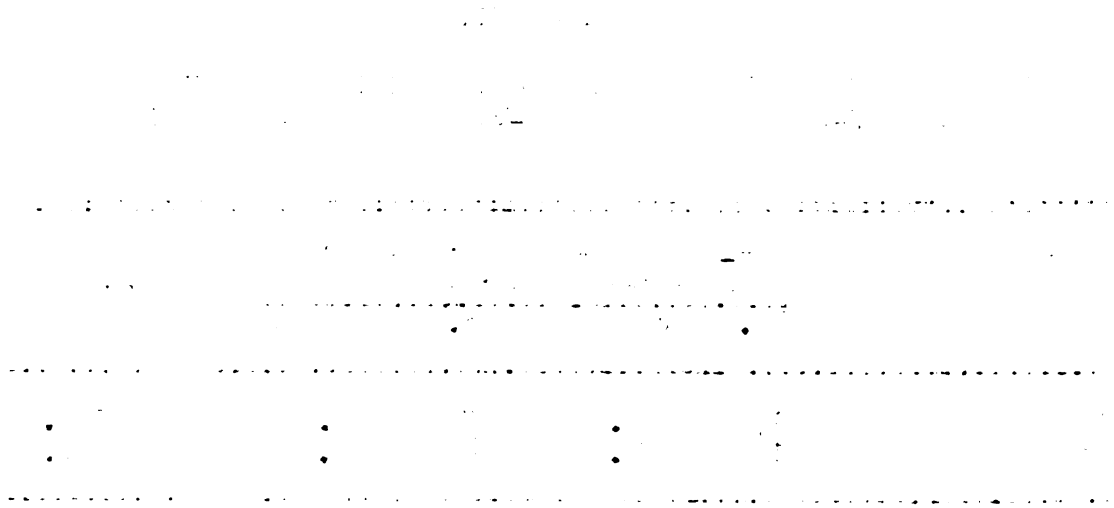
Sex	Graduates reporting whether they enjoyed reading books				Total per cent
	Yes		No		
	No.	Per cent	No.	Per cent	
Men	80	82.5	17	17.5	100.0
Women	100	88.5	13	11.5	100.0

TABLE XXX

ENJOYMENT DERIVED FROM READING BOOKS IN THE HOME AS REPORTED BY TWENTY-FIVE MEN AND TWENTY-TWO WOMEN NON-GRADUATES

Sex	Non-graduates reporting whether they enjoyed reading books				Total per cent
	No.	Per cent	No.	Per cent	
Men	17	68.0	8	32.0	100.0
Women	18	82.0	4	18.0	100.0





How the graduates participate in community organizations is shown in Table XXXI. Men and women from the pre-war and war periods were inclined to join more organizations than those of the post-war period. This would seem to indicate that people in this area join more organizations as they themselves become more mature. Because the graduates of the post-war period reported a smaller number of memberships in organizations, it would be questionable whether this is due to a lack of available opportunities for becoming affiliated with more organizations if they chose to take advantage of these opportunities. The average number of organizations to which the men and women belong is 1.9 for each sex. This is rather significant because Saranac is a community which abounds with clubs and organizations of many kinds.

Older men and women are the ones who join organizations among the non-graduates, also. It would seem significant that the non-graduates belong to nearly as many organizations as the graduates, with an average of 1.3 memberships per person for both the men and women.

The men of the pre-war years held the most offices, with an average of 3.1 offices. Men in the war years held the least number of offices, with an average of 2.4 each. The post-war years showed an average of 2.7.

TABLE XXXI

PARTICIPATION IN COMMUNITY ORGANIZATIONS AS REPORTED BY SIXTY-SIX MEN AND SEVENTY WOMEN GRADUATES

Years	Number reporting membership	Total organizations to which they belong	Average
1935-1939 Pre-war years			
Men	26	53	2.0
Women	26	58	2.2
1940-1944 War years			
Men	17	42	2.4
Women	16	36	2.2
1945-1949 Post-war years			
Men	23	33	1.4
Women	28	39	1.4
Totals			Average
Men	66	128	1.9
Women	70	133	1.9

The women of the pre-war years also hold the most offices, with an average of 2.3. Women of the war and post-war years averaged 1.6 and 1.5 offices each, respectively.

Averages for the fifteen-year period reveal that the men held 2.8 offices in contrast to 1.9 offices for the women. These averages are found in Table XXXII.

TABLE XXXII

NUMBER OF OFFICES HELD IN COMMUNITY ORGANIZATIONS AS REPORTED BY TWENTY MEN AND FORTY WOMEN GRADUATES

Years	Number reporting holding offices	Total offices held	Average
1935-1939 Pre-war years			
Men	9	28	3.1
Women	17	40	2.3
1940-1944 War years			
Men	7	17	2.4
Women	9	15	1.6
1945-1949 Post-war years			
Men	4	11	2.7
Women	14	21	1.5
Totals			
Men	20	56	2.8
Women	40	76	1.9

Another interesting fact is that only twenty men reported holding offices in comparison to forty women among the graduates.

As far as the non-graduates are concerned, only two men and five women reported holding offices. Both men held an average of two offices each, and both men were from the pre-war non-

graduates. The women in the pre-war and war years averaged one office each, while the post-war women averaged 1.5. The totals for the fifteen-year period showed the men averaging 2.0 offices, while the women averaged 1.2.

IV. EVALUATION OF SCHOOLING OF FORMER STUDENTS

To determine whether any progress or change for the better is taking place in an individual's life, it would seem necessary to employ various methods of evaluation. The purpose of this section is to make an attempt toward the evaluation of the high-school curriculum and activities.

More educators are becoming aware of the need for counseling and guidance of young people. Table XXXIII shows the amount of teacher counseling which was reported as having been received by 203 graduates. Fifty-two or 25.6 per cent reported that they received no counseling. This is one-fourth of the graduates. Fourteen and three tenths per cent indicated that they had received very little, and 42.9 per cent reported that they had received some counseling. It was found in a study by Luker[49] that:

> Although the study and selection of an occupational interest was checked by a larger number of schools than any other activity . . . other portions of the question-

---

[49] Luker, Op. Cit.

TABLE XXXIII

TEACHER COUNSELING WHICH WAS REPORTED AS HAVING BEEN RECEIVED BY 203 GRADUATES

Amount of counseling received	Graduates reporting	
	No.	Per cent
None	52	25.6
Very little	29	14.3
Some	87	42.9
Much	21	10.3
Very much	14	6.9
Totals	203	100.0

naire showed that most of the fundamental specific items necessary to good vocational guidance and to wise selection of a vocation were not present in at least 50.0 per cent of the schools.

Of the forty-one non-graduates who reported on the question of teacher counseling in Table XXXIV, 26.8 per cent stated that they received no counseling, 22.0 per cent received very little, and 36.6 per cent received some. These data seem to indicate that the non-graduates received less counseling than did the graduates.

Dillon[50] found facts which made it apparent that the school leavers have not used the resources within the school to assist them in their problems.

[50] Dillon, Op. Cit.

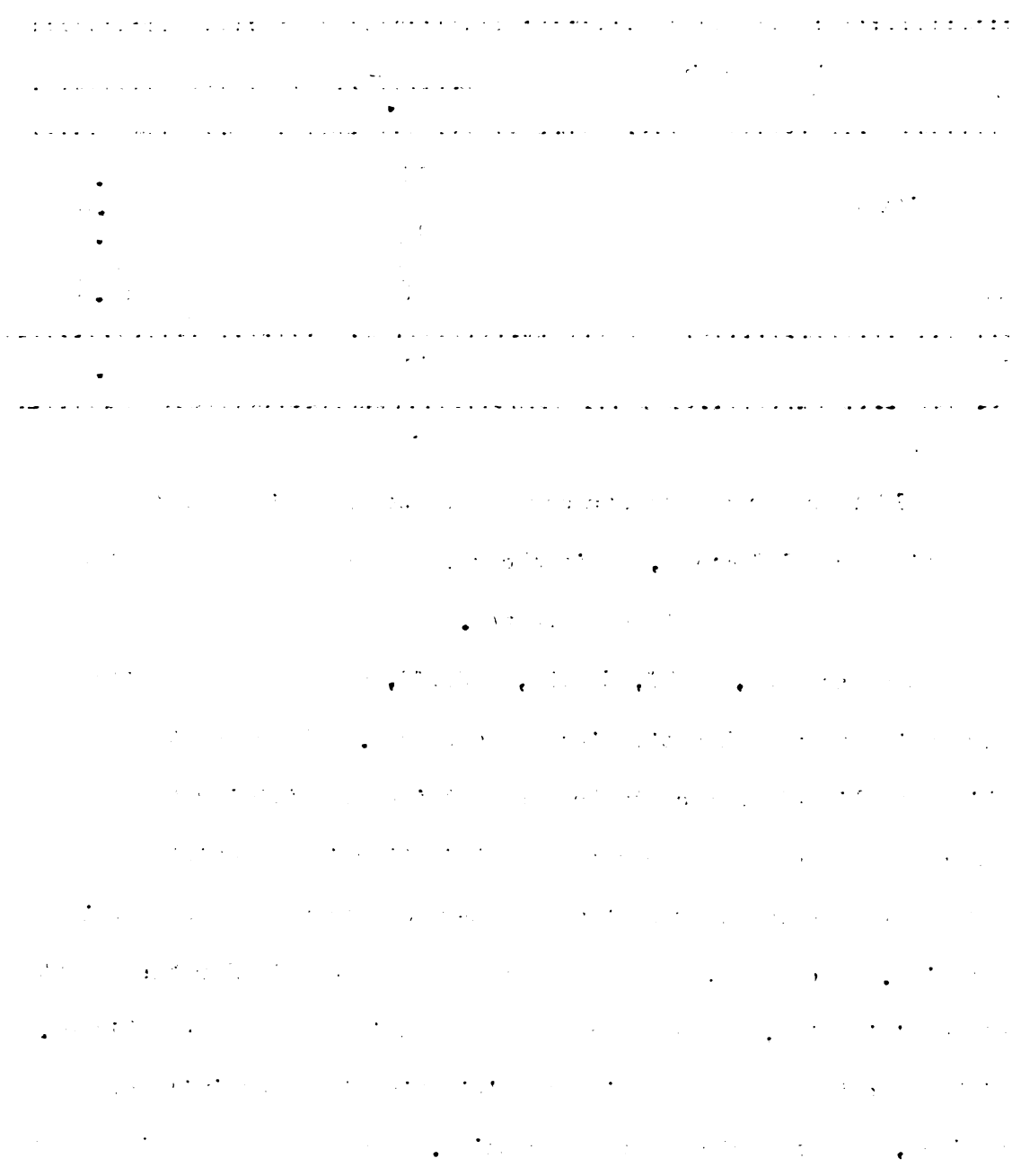
TABLE XXXIV

TEACHER COUNSELING WHICH WAS REPORTED AS HAVING BEEN RECEIVED BY FORTY-ONE NON-GRADUATES

Amount of counseling received	Non-graduates reporting	
	No.	Per cent
None	11	26.8
Very little	9	22.0
Some	15	36.6
Much	0	0
Very much	6	14.6
Totals	41	100.0

If teachers and counselors are to be of assistance to potential school leavers, it is clear that they must make active efforts to know their students better.

Tables XXXV, XXXVI, XXXVII, XXXVIII, and XXXIX deal with evaluation of school activities and subjects. The percentages which are listed in each table were obtained by dividing the number of students who reported participating in an activity or subject by the total graduates or non-graduates who answered this question. Therefore, the percentages hold true only for the amount of participation, and not the value or ranking of the items listed. High percentages may mean high participation in an activity or subject, and/or a high value or ranking. Low percentages might mean



low participation in that activity or subject, but it does not necessarily mean low value. Some activities and subjects allow for greater number of students to participate, therefore, the percentage would apt to be higher.

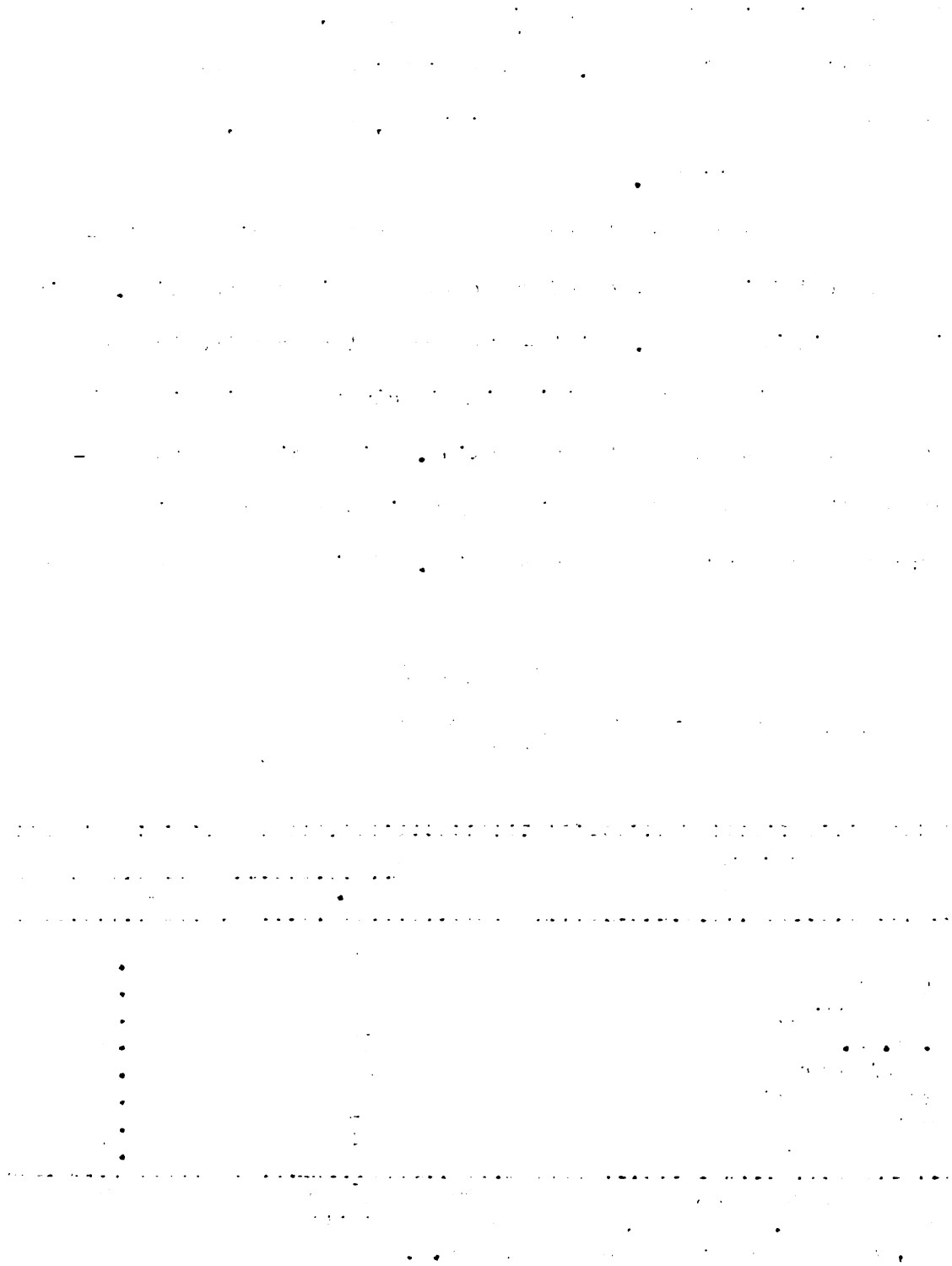
Only 113 of the 210 graduates reporting considered high-school activities had been of value to them since graduation. This is shown in Table XXXV. Fifty-seven graduates reported that the experience gained from participation in class plays in high school were of value to them after graduation. Fifty-six graduates reported that the experience gained from high-school athletics had been of value to them after graduation. It is of interest to note

TABLE XXXV

HIGH-SCHOOL ACTIVITIES WHICH WERE REPORTED BY 113 GRADUATES AS BEING OF VALUE TO THEM SINCE GRADUATION

Activities of value	Graduates reporting*	
	No.	Per cent
Class plays	57	50.4
Athletics	56	49.5
Class offices	34	30.0
F. F. A.	30	26.5
School paper	29	25.6
Student council	14	12.3
Music	7	6.1
Cheer leaders	1	.8

*Most of the graduates reported that more than one activity was of value, therefore, the number of activities totals more than 113, and the per cents total over 100.0.



that both of these activities would seem to allow for a greater number of the students to participate in them, than do the remaining activities which are listed in Table XXXV.

Class offices, F. F. A. and school paper were selected by 34, 30, and 29 graduates, respectively, who seemed to feel that they had received valuable experiences from these activities.

Among the non-graduates fifteen out of forty-seven answered this question. Ten indicated that the F. F. A. had been of value as an activity, with athletics being selected by eight non-graduates.

In Table XXXVI the high-school subjects are listed which the graduates reported as being of least value to their present occupation. Forty-six of the graduates reporting considered history of least value. Algebra was listed by nineteen students, and chemistry was listed by eighteen students. Other subjects are listed in descending order.

History was reported by seven non-graduates as being the subject of least value to them. Biology and algebra were listed by three and two non-graduates, respectively. These numbers are found in Table XXXVII. The subjects which were reported to be of least value by both the graduates and non-graduates were very similar.

Table XXXVIII shows the subjects which were reported as being of most value to the graduates in their present occupation.

TABLE XXXVI

HIGH-SCHOOL SUBJECTS WHICH WERE REPORTED BY 133 GRADUATES AS BEING OF LEAST VALUE TO THEIR PRESENT OCCUPATION

Subjects	Graduates reporting	
	No.	Per cent
History	46	34.5
Algebra	19	14.2
Chemistry	18	13.5
Latin	17	12.7
Geometry	15	11.2
Biology	15	11.2
Typing	14	10.5
Bookkeeping	11	8.2
Physics	10	7.5
Literature	10	7.5
Mathematics	9	6.7
English	8	6.0
Shorthand	7	5.2
Agriculture	6	4.5
Geography	5	3.7
Government	5	3.7
Home Economics	3	2.2
Business Training	3	2.2

English was selected by ninety-eight of the graduates, while eighty-eight selected mathematics, sixty-one selected typing, forty-five selected home economics, and thirty-six selected agriculture. Bookkeeping was selected by thirty-four graduates.

The subjects reported of most value for the non-graduates are listed in Table XXXIX. The subjects which were most frequently mentioned and the number of non-graduates who listed them

have one or two questions they can't answer from the text book's phrases---make them think out an answer for themselves . . . required reading of intelligent books. . ."

"Boys and girls glee clubs. More language and speech classes."

". . . they should have two years of Latin. . . also, everyone should have at least one hour of gym a week, and don't just pick out a chosen few who might make good future basket ball players and then let the rest sit on the side lines . . ."

"You might by some chance hire some teachers who are interested in school and not their families and their pay checks only. The school should offer a foreign language. Also, it should have clubs for the students interested in some profession, such as teachers, business, etc."

"From my own opinion there should be better relationship between the students and teachers . . ."

"I think the home economics room would be a lot nicer if it were larger or the cooking part divided from the sewing room."

" . . . It would be painful in many instances, but I hope the day will come soon when a pupil who fails to measure up will "flunk out" instead of passing."

". . . one year of shorthand only gives you time to learn the fundamentals, not to gain speed . . ."

"I think a lot more could be accomplished by those taking a commercial course by experimenting with different kinds of machines such as dictaphones and others."

CHAPTER IV

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDY

SUMMARY

There was a total of 210 graduates and 47 non-graduates who were included in this follow-up survey of the Saranac, Michigan High School during the fifteen-year period of 1935 to 1949. The 210 graduates who returned the personal data blanks which were sent to them represent seventy-four and two tenths per cent returns, while the forty-seven non-graduates who returned their personal data blanks represent 35.0 per cent returns. More important findings which have resulted from this survey are listed below, and they have been divided into the six divisions to coincide with the same divisions which are found in the previous chapter pertaining to the data.

General information:

1. There was no marked differences shown in the per cent of graduates who returned their personal data blanks during the pre-war, war, and post-war periods.
2. The pre-war period of non-graduates returned approximately half as many personal data blanks as the non-graduates from the war and post-war periods.

3. A total of seventy students dropped out of school during the post-war period, or an average of fourteen students per year. The average number of students dropping out of school during the war period was seven and four tenths, and the average before the war period was nine and six tenths students per year.
4. Approximately one-half of the men and over one-third of the women graduates were found to be living within five miles or less of Saranac.
5. About one-fifth of the men and one-tenth of the women graduates were found to be living seventy-five miles or more from Saranac.
6. A little more than one-half of the men and four -tenths of the women non-graduates were found to be living five miles or less from Saranac.
7. One-fifth of the men and one third of the women non-graduates were found to be living seventy-five miles or more from Saranac.
8. Women married sooner than men graduates during the war period, and even still greater increases of marriage among the women in comparison to the men occurred during the post-war period.

9. A much larger percentage of women non-graduates married sooner than the men, and especially during the post-war period.

Vocational status:

1. Sixty-two and eight-tenths per cent of the women graduates reported that they made plans in high school for their life work compared to only forty-four and three tenths per cent for the men.
2. Nearly three-fourths of the women graduates reported that they followed their plans, and not quite two-thirds of the men followed their plans.
3. A little more than one-third of the non-graduate women, and about one-fourth of the men reported that they made plans for their life work.
4. Of the women non-graduates, 100 per cent reported that they completed their plans as compared to 83.3 per cent of the men.
5. There was very little difference in per cent between the women graduates and non-graduates as far as being satisfied with their present occupations, since the per cents were 96.0 and 100 respectively.
6. Only 78.6 per cent of the men graduates were satisfied in comparison to the 91.2 per cent non-graduates

who expressed satisfaction with their work.

7. Thirty-four and three-tenths per cent of the graduates chose the non-professions which included clerking, factory work, farming, common labor, merchants and milk distributors.

8. Thirty-five and five-tenths per cent selected home-making.

9. Fifteen and two-tenths per cent entered the professions, which were chemist, doctors, nurses, teachers, journalists, and those attending college at the time of the survey.

10. Fourteen and eight-tenths per cent pursued office work as an occupation.

11. Five and two tenths per cent joined the armed forces.

12. Among the non-graduates 48.9 per cent were classed as non-professionals. Home-making accounted for 36.2 per cent. "White collar" occupations represented 12.8 per cent and the professions only represented 2.1 per cent.

13. The percentage of non-graduates who entered farming is one and one-half times as many as that of the graduates.

14. More than one-half of the graduates placed the factor

of "interest" in first place as influencing them in the selection of their work. "Ability" ranked second with more than one-fourth of the graduates, "need of money" was expressed in third place, with "parents" ranking as a fourth factor.

15. Interest, need of money, parents, and ability were the factors in order of importance which influenced the non-graduates in the selection of their work.

16. The post-war period had the largest number of drop-outs, with an average of 14 students dropping out per year over the five-year period.

17. The ninth grade showed the largest per cent of students dropping out of school, with thirty-six and one-tenth per cent leaving at this level. Twenty-four and five tenths per cent left school in the tenth grade, twenty and six-tenths terminated their schooling in the eleventh grade, six and five-tenths per cent in the twelfth, and three tenths per cent in the eighth grade.

18. The most common reason given for non-graduates leaving school are: preferred work to school--44.6 per cent, to be married--25.5 per cent, to work at home and lack of interest in course--each 12.7 per cent, no money--10.6 per cent.

Further education:

1. Of the sixty-three graduates who were eligible to take advantage of the G. I. Bill of Rights, only thirty, or 47.6 per cent furthered their education.
2. The per cent of non-graduates furthering their education through the G. I. Bill of Rights was very similar to that of the graduates. Of the twelve who were eligible for schooling, five, or 41.6 per cent participated.
3. Fifty-four and three-tenths per cent of the graduates did not further their education beyond high school. Forty-five and seven tenths per cent furthered their education in varying amounts from one year or less to four or more years.
4. Of the forty-seven non-graduates, forty-one, or 87.2 per cent received no further education after dropping out of school. Four students, or 8.5 per cent received one year or less of further education, and two individuals, or 4.3 per cent bettered themselves with two years more of education.
5. The largest number of graduates and non-graduates who furthered their education were from the pre-war and war periods.

6. The types of institutions which were most widely attended by the graduates and in the order of their popularity are: College, veterans' school, and trade school for the men, and college, business school, and trade school for the women.
7. Among the non-graduates none of the women attended institutions of further education, however, those six men non-graduates who tried to gain more knowledge divided their further education between veterans' school, extension course, and military service schooling.
8. The types of adult classes which were reported as desired by the graduates and in the order of their preference are: farm shop, agriculture, mathematics and commercial subjects for the men, and home economics, music, and commercial subjects for the women.
9. The types of adult classes which were reported as desired by the non-graduates and in the order of their preference are: agriculture, farm shop and mathematics for the men, and home economics, social science, and music for the women.
10. The graduates averaged slightly more reading materials such as magazines, newspapers, and books in comparison to the non-graduates.

11. The average number of organizations to which the men and women belonged was 1.9. The graduates of the pre-war and war period joined more organizations than those of the post-war period.
12. Over the fifteen-year period the men held more offices than the women.
13. The non-graduates belonged to nearly as many organizations as did the graduates.
14. The small number of non-graduates reporting as having held offices makes this item insignificant.

Evaluation of schooling of former students:

1. About one-fourth of the graduates indicated that they received no counseling in high school. A little over half received very little or some counseling.
2. The data reveal that a smaller percentage of the non-graduates received counseling than did the graduates.
3. Class plays, athletics, class offices, and F. F. A. were the leading extra-curricular activities which a larger number of the graduates felt had been of value to them since leaving school.
4. Among the non-graduates, F. F. A. and athletics were the only extra-curricular activities which were reported to be of most value to them.

5. Over one-third of the graduates who reported indicated that history was a subject of least value to them in their present work. Algebra and chemistry were the second and third subjects most frequently mentioned.
6. The non-graduates also listed history as a subject of least value to them, with biology and algebra being listed second and third, respectively, by those who answered the evaluation question.
7. English, mathematics, typing, home economics, and agriculture are the subjects which were frequently reported to be of most value to the graduates.
8. Subjects which were most frequently reported as being of value to the non-graduates were mathematics, home economics, agriculture, and English.

The Department of Vocational Agriculture:

1. Fifty per cent of the graduates with farm backgrounds followed the occupations of their fathers, by taking farming as an occupation, and ten and six tenths per cent took milk distribution and veteran teaching as allied to farming. The remaining 39.4 per cent entered non-farming occupations.
2. The non-graduates with farm backgrounds also had 50.0 per cent entering farming as an occupation. The re-

maining non-graduates went into related farming, and non-farming occupations.

3. Three non-graduates with no farm backgrounds entered farming.
4. The farming status of the graduates who selected farming as an occupation was: 55.0 per cent owners and operators of their farms, 45.0 per cent home partnerships, 10.0 per cent managing a farm of another party, 10.0 per cent renter and operator, 10.0 per cent at home with income from one or more enterprises, and 5.0 per cent in partnership away from home.
5. The farming status of the non-graduates who are farming was: 42.8 per cent in home partnerships. The remaining statuses are owner and operator, renter and operator, laborer away from home, and at home with definite or indefinite allowance. Each of the last statuses which were listed represents 14.3 per cent.
6. Of the thirty-nine graduates who studied high school vocational agriculture, but who were not engaged in farming, 59.0 per cent indicated that their courses in vocational agriculture had no relation to their present work, 30.8 per cent reported that the courses gave them a general background, while 10.2 per cent revealed that the training gave them specific preparation.

7. For those not engaged in farming, very little difference was found to exist between the percentages given by the non-graduates and graduates regarding the relationship of their high school courses in vocational agriculture and their present work.

8. Over three-fourths, or 78.1 per cent of the graduates indicated that the F. F. A. was the strongest feature of the program of vocational agriculture. Classroom instruction and field trips rank second and third in strength with 65.4 and 52.7 per cent respectively.

9. Weaknesses of the program of vocational agriculture according to the graduates were: contests and teams--29.0 per cent, supervised farming--25.4 per cent, and field trips--21.8 per cent.

10. Classroom instruction and supervised farming tied for first place among the strengths of the program of vocational agriculture which were listed by the non-graduates. Field trips and F. F. A. also tied for second place.

11. The weaknesses listed by the non-graduates were field trips and contests and teams.

12. Courses desired by the agricultural graduates, and in the order of their choices were: farm shop, dairying,

beef, hogs, sheep, poultry, crops, soils and farm management.

13. Courses desired by the non-graduates, and in the order of their choices were: crops, dairying, beef, poultry, farm shop, hogs, sheep, soils and farm management.

14. A definite desire was shown by the graduates for using the facilities of the agriculture room. The activities which seemed to be of major interest were soil testing, milk testing, seed treating, seed germination, seed cleaning, weed identification, seed identification, pruning, castrating, docking, shearing and clipping.

15. The non-graduates showed a similar interest in all of the activities and facilities which are listed above.

Comments expressed by the graduates and non-graduates:

1. A change of courses seemed to be of major concern. More commercial subjects and more years of them, trade school courses, shop work, public speaking courses, music and art were often mentioned, also, physical education classes for both the boys and girls.

2. Many expressed a desire for much greater amount of discipline to be exercised in the school system, and a promotion of more respect for public property.

3. Many comments came which stated a need for more counseling from the teachers regarding the subjects for the students to take, occupational choices, and extra help for the backward student.
4. Many comments seemed to favor a reduction of the number of students per class.
5. More opinions by the former students seemed to indicate that teachers who were experienced should be kept, instead of changing teachers so often.
6. More social clubs, glee clubs, dramatics, dancing, and athletics were mentioned, also assemblies.
7. A new shop building seemed to be the greatest felt need expressed regarding school facilities.

CONCLUSIONS AND RECOMMENDATIONS

As stated in chapter one this research was undertaken with the view of obtaining information by means of a follow-up survey of the former graduates and non-graduates of the Saranac, Michigan school, which might be helpful in answering the general purposes which are listed on page four.

It should be kept in mind that the data which have been collected and compiled in this survey and the conclusions based on them, apply to the Saranac community. They may or may not apply to

other communities, depending upon the conditions and the extent to which the situations are similar.

1. There appears to be an assured or probable fact that jobs are available in this community, or surrounding areas because over 50.0 per cent of the men continue to live within five miles or less of Saranac, and 37.0 per cent of the women stay within the same distance. The only occupation which attracts many women away from this community is the occupation of homemaker. These facts seem to indicate that a placement service for students would be a desirable part of the guidance program of the school.

2. With such a favorable percentage of the students owning and operating their farms, it would seem that farming is an attractive occupation in this area. Perhaps a contributing cause for such a high percentage of the young men who own their farms or are in home partnerships is because many of them were former members of the armed forces, who took advantage of the G. I. Bill of Rights to further their education and to improve their financial status. These young men should be a challenge to the instructor of vocational agriculture to keep them interested and enrolled in a continuous program of vocational agriculture by means of Adult and Young Farmer Classes.

3. A definite decrease is found in the post-war years in the percentage of young people who have attempted to further

their education, with 54.4, 52.0, and 36.1 per cent representing those who furthered their education in the pre-war, war, and post-war periods, respectively. This would seem to indicate that the G. I. Bill of Rights had been a potent factor in furthering the education of those in the pre-war and war periods. An even greater drop in the percentage of those who furthered their education among the non-graduates is shown by the per cents for the pre-war, war, and post-war periods which are 28.5, 20.0, and 4.0, respectively.

4. The teaching profession appeared to have gained most of their recruits from the pre-war period, as did the occupation of homemaker. The number taking farming as an occupation is rather consistent throughout the three periods, although, the largest number who are found in this line of work comes from the pre-war period. The war period shows a lessening number of individuals in nearly every line of work. However, the post-war period shows some definite changes. A number of youth have been attracted to the armed forces, with the colleges accounting for about the same number. Major increases in employment are found among the factory workers, and the office workers.

5. Non-graduates have a slightly different picture in employment which is caused by the economic periods under discussion. Pre-war period showed a majority were in the classification of

laborers, the war period indicated a trend toward factory employment, and the post-war period shows that the armed forces, homemaking, farming, and laborers are the most prominently represented fields of occupation.

6. A consistent increase has been shown in the number of students who have studied vocational agriculture in the high school, with the post-war period showing the highest number enrolled. This is true for both the graduates and non-graduates. Perhaps this is an aid in accounting for the farming occupation being rather consistent in the number of graduates who are attracted to this occupation, and the increase in the number of non-graduates who have entered this work.

7. There appears to be a greater need for vocational guidance in curriculum choices, because both graduates and non-graduates listed history as being of least value to them, with algebra, chemistry, and biology following. Many of the students go through high school without any plans for the future, and only a small per cent enter the professions. Perhaps if the students had more knowledge regarding the requirements of various occupations, they would be able to select their school subjects more wisely, and be better prepared when leaving school.

8. The majority of the graduates stated that they had received very little or no counseling. Non-graduates appeared to have received less counseling than the graduates, and this may

have been a factor in causing them to terminate their schooling before graduation.

9. The transition from the eighth to the ninth grade appears to be a critical change, because the ninth grade showed the greatest number of students leaving school. Because the reasons given showed that they preferred work to school might seem to indicate that the ninth grade subjects do not meet the felt needs of the individual students, also, the lack of more effective counseling by the teachers. It means that steps should be taken to provide greater variety and flexibility in the school educational programs, and to redirect the courses given and the method of instruction used, so as to allow the students to experience achievement.

10. Since most dissatisfaction with occupations came from the younger group found within the post-war period, it would suggest that the first few years immediately following the termination of formal schooling is a critical period, during which time the continued interest, guidance and counsel of the school can be very helpful in guiding the students in job selection.

11. One might conclude from the higher percentage of women reportedly planning their life work and then successfully following their plans, that originally their plans had been centered on matrimony and homemaking. Therefore, it seems advisable that the high school curriculum should include subjects which will help to meet the future needs of these girls, such as clothing construc-

tion, tailoring, nutrition, home management, home decorating, and child care. These subjects could also be offered by means of adult classes.

12. More improved guidance should be placed upon the students choosing agriculture courses in high school, as evidenced by the number of students who stated that the high school training had no relationship to their present work.

13. There is an expressed desire for a systematic instruction by means of adult classes in a variety of subjects. Those subjects which pertain to the department of vocational agriculture are: farm shop, dairying, beef, hogs, sheep, poultry, crops, soils, and farm management. These same courses are desired by the non-graduates and graduates, alike.

14. It would seem desirable to allow those people who are engaged in farming to use the facilities of the department of vocational agriculture, such as milk testing, soils testing , and seed identification.

15. Every effort should be made to prepare those young men in farming and related farming, who did not have the benefit of a farm background, by means of systematic instruction in agriculture.

SUGGESTIONS FOR FURTHER STUDY

1. Make a follow-up study of the graduates and non-graduates of the Saranac, Michigan High School from 1950 to 1954, to aid in the incorporation of an effective organized vocational guidance program in the school.

2. Make a follow-up study of the present occupational status of the former students of vocational agriculture from 1950 to 1954, to help analyze the guidance responsibilities of the teacher of vocational agriculture from the point of view of students and parents.

3. Make a study to identify effective techniques of counseling individual students of vocational agriculture, making successful on-farm visits and conducting group guidance.

4. Find and organize information regarding the occupational opportunities in the Saranac area. It is advisable for the school to know how many opportunities are available each year in the community, and whether the high school training is inadequate for the jobs available.

5. Find and organize information regarding occupational opportunities for related agriculture and the placement problems which are pertinent to these opportunities.

6. Determine and analyze the factors involved in job satisfaction or dissatisfaction.

7. Determine and analyze the number of jobs held over a five year period after the termination of schooling, and the length of time each job was held.

8. Conduct a survey of the community for the purpose of determining the possibilities for placement in farming of the young farmers.

9. Ascertain the reasons why the professions as an occupation, have not been selected by a greater number of students from this community.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

Bixler, Harold Hench, "Check Lists for Educational Research," New York City, Bureau of Publications, Teachers College, Columbia University, 1928, 118 pp.

White, Wendell, Psychology of Dealing With People, New York, The Macmillan Company, 1936, 256 pp.

B. PERIODICAL LITERATURE

Aldrich, F. R., "The Distribution of High School Graduates in Kansas," School Review, 24:366-375, May, 1940.

Anderson, C. S., "Out-of-School Rural Youth Enter Farming," The Agricultural Education Magazine, 13:16, July, 1940.

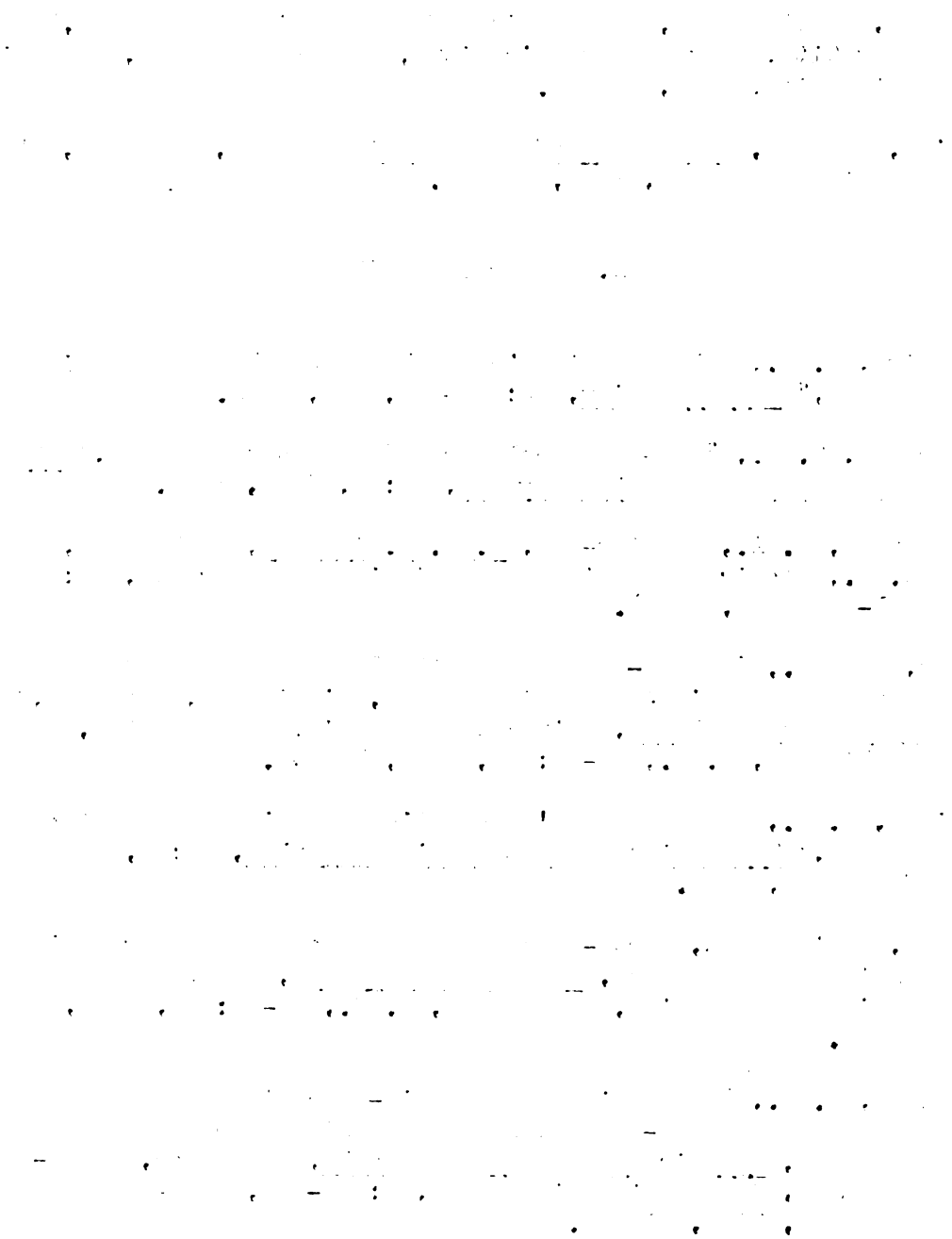
Hinderman, R. A., "Follow-up", A. V. A. Journal, Washington, D. C., American Vocational Association Incorporated, XV: 111-113 (May, 1940).

Kane, Anna G., "Follow-up Study of the January 1938 Graduating Class of the Wilmington High School, Wilmington, Delaware," Abstracts of Theses, United States Office of Education, Washington, D. C., 24-25:208, 1938, 143 pp.

Knight, E. B., "Rural Youths' Occupational Choices Versus the Census," The Agricultural Education Magazine, 15:54, September, 1942.

Lyles, Felix Elwyn, "Drop-outs and Graduates of Three Franklin Parish High Schools", Abstracts of Theses, United States Office of Education, Washington, D. C., 24-25:208, 1938, 59 pp.

Mueller, A. D., "A Vocational and Socio-Educational Survey of Graduates and Non-Graduates of Small High Schools of New England", Genetic Psychology Monographs, Worcester, Massachusetts, Clark University Press, 6:313-395, July-December, 1929, 535 pp.



Starrak, J. A., "A Survey of Out-of-School Youth", The Agricultural Education Magazine, 7:170, May, 1935.

Transue, Victor H., "A Study of Post-School Activities of Selected Members of the Hamburg H. S., "Abstracts of Theses, United States Office of Education, Washington, D. C., 24-25:214, 1938, 33 pp.

Wright, C. E., "Occupational Distribution, Entrance Into Farming and Opportunities for Farming of Former Students of Vocational Agriculture", The Agricultural Education Magazine, 16:14, July, 1943.

Young, O. L., "Young Men 10 Years After Leaving Rural High Schools In Pennsylvania", The Agricultural Education Magazine, 19:146, February, 1946.

C. BULLETINS

Byram, H. M., Survey of Out-of-School Young Men on Farms in Certain Michigan Communities, Bulletin No. 274, Lansing: Michigan State Board of Control for Vocational Education, 1941, 47 pp.

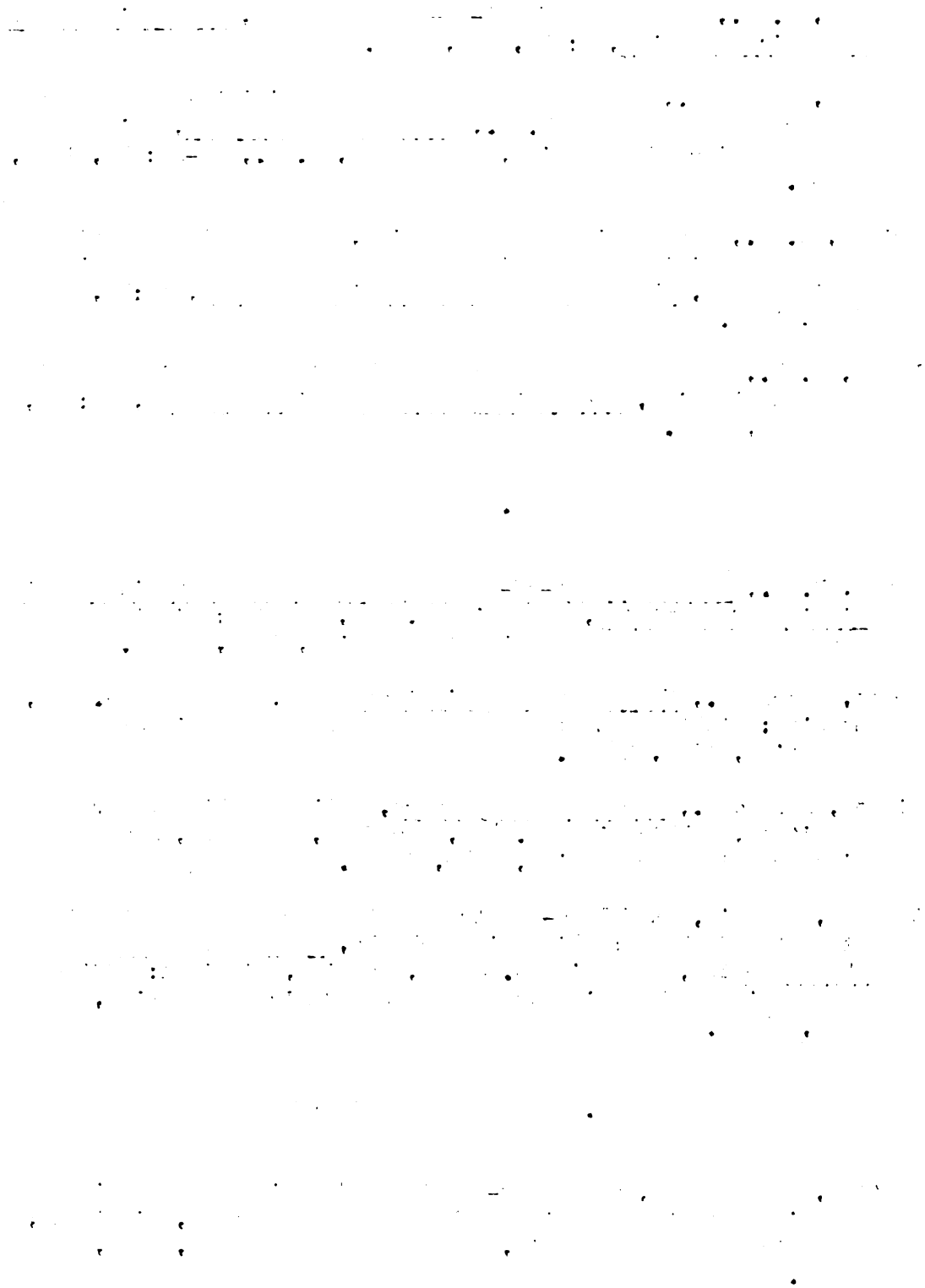
Deyoe, George P., Young Men From Michigan Farms, Bulletin No. 256, Lansing: Michigan State Board of Control for Vocational Education, 1939, 56 pp.

Dillon, Harold J., Early School Leavers, National Child Labor Committee, Publication No. 401, New York, New York, New York Lithographing Corporation, 1949, 94 pp.

Godbold, Francis, "A Follow-up Study of the Former Agricultural Students of the Reed City High School", An Effort To Do Things Better, Bulletin No. 2129M, Lansing, Michigan: Office of Vocational Education Department of Public Instruction, 1950, 34 pp.

D. UNPUBLISHED MATERIALS

Bartley, Hugh Jerome, "A Follow-up Study of Pupils Enrolled in Vocational Agriculture in the High School at Mason, Michigan", Unpublished Masters Thesis, Michigan State College, 1942, 65 pp.



Brillhart, C. B., "A Survey of the Graduates of a Village School (Napoleon High School) Covering a Period of Ten Years 1921-1930", Unpublished Masters Thesis, University of Michigan, 1932.

Luker, Arno Henry, "A Survey of the Guidance Practices of the High Schools of Michigan," Unpublished Masters Thesis, Michigan State College, 1942, 105 pp.

Miller, George D., "A Follow-up Study of the Graduates of Harbor Beach, Michigan High School from 1927-1936", Education Problem, Michigan State College, July, 1941, 99 pp.

Miller, Texton Robert, "A Follow-up Study of the Young Men in Michigan Who Received the State Farmer Degree During the Period 1940 to 1947," Unpublished Masters Thesis, Michigan State College, 1948, 55 pp.

Olmstead, Sara J., "Vocational Survey of Youth Between the Ages of 16 and 25 in Ann Arbor, Michigan," Unpublished Masters Thesis, University of Michigan, 1940, 164 pp.

Van Aken, A. D., "A Follow-up Survey of High-School Graduates of Dexter, Michigan for the Ten Year Period 1930-1939, Inclusive," Unpublished Masters Thesis, University of Michigan, 1940, 77 pp.

Wertenberger, Glen, "A Follow-up Study of Graduates and Drop-Outs of Bangor High School, Bangor, Michigan for the Ten Years of 1929-1939, Inclusive", Unpublished Masters Thesis, University of Michigan, 1940, 117 pp.

APPENDIX

APPENDIX A

COURSES OF STUDY OFFERED BY THE SARANAC BOARD OF EDUCATION

Grades 9-12

Ninth Grade

ENGLISH I
GENERAL MATHEMATICS
Biology
Geography
Latin I
Agriculture I
Home Economics I
Shop
Athletics

Tenth Grade

ENGLISH II
WORLD HISTORY
Algebra I
Geography
Biology
Business Training
Latin II
Agriculture II
Home Economics II
Shop
Athletics

Eleventh Grade

ENGLISH III
UNITED STATES HISTORY
*Geometry
*Algebra II
*Physics
*Chemistry
*Shorthand
*Bookkeeping
Typing I
Agriculture III
Home Economics III
Shop
Athletics

Twelfth Grade

GOVERNMENT AND SOCIOLOGY
English IV and Speech
*Geometry
*Algebra II
*Physics
*Chemistry
*Shorthand
*Bookkeeping
Typing II
Agriculture IV
Home Economics III
Shop
Athletics

*Courses given on alternate years.

REQUIREMENTS FOR GRADUATION

1. All subjects in capitals are requested; three years of English and one of Government is essential.

2. Sixteen credits are required; a credit is given for the successful completion of one subject for one year. Not more than one credit in Music, or one in Athletics will be allowed towards graduation, that is, no more will be counted as part of the 16 credits.

3. No credit for academic courses is given unless unit courses are completed in a satisfactory manner. Any one year subject is a unit course. Two years of a foreign language is a unit course. Students who expect credit in shorthand must also secure credit in typewriting.

APPENDIX B

PERSONAL DATA BLANK

1. Name _____ Address _____

2. Married? Yes ___ No ___ Date of Birth _____
   Month Day Year

3. How many miles do you now live from Saranac? (Check the milage which best describes your distance from Saranac).

   ___ 5 miles or less ___ 16 to 30 miles ___ 51 to 75 miles
   ___ 6 to 15 miles ___ 31 to 50 miles ___ 75 miles or more

4. Did you graduate from Saranac High School? Yes __ No __ Year ____

5. If not a graduate

   a. What year did you leave high school? _____
   b. What grade were you in when you left school? _____
   c. What was the reason for leaving school? (Check any that apply)

   ___ Lack of money
   ___ Needed at home for farm work
   ___ To take a job
   ___ Preferred work to school
   ___ Found school work too difficult
   ___ Lack of interest in the courses
   ___ Couldn't get along with the teachers
   ___ Wanted to get married
   ___ Friends had left school
   ___ Parents wanted me to leave school
   ___ Sickness

6. Have you received any education since high school? If so, check the kind of school and draw a circle around the number of years you attended.

School	Years Attending							
a. Trade school _____	1	2	3	4	More			
b. Veterans' school _____	1	2	3	4	More			
c. Beauty school _____	1	2	3	4	More			
d. Business school _____	1	2	3	4	More			
e. College _____	1	2	3	4	More	Major ____	Degree ___	
f. University _____	1	2	3	4	More	Major ____	Degree ___	
g. Others (what?) _____	1	2	3	4	More	Major ____	Degree ___	

7. Did you serve in the military forces?____ Did you take advantage of the G. I. Bill of Rights to further your education? Yes__ No__

8. What is your present work? _____ Father's work _____

9. Is your present work suited to your abilities and interest?_____

10. Did you plan your life work while in high school? Yes___ No_____
If so, has it been followed? Yes____ No _____

11. Name the subjects studied in high school which have been of most help, and the subjects which have not been of much help to you.
a. Subjects of most help _____
b. Subjects of not much help _____

12. If adult classes were offered at school, check the ones you would be most interested in attending.

___Agriculture	___Commercial
___Home Economics	___Art
___Farm Shop	___Music
___Social Sciences	___Others (what)_____

13. Check any of the following items that influenced you in the selection of your work?

___Interest	___Ability
___Need of money	___Friend's influence
___Hobbies or school activities	___Community
___Parents	___Others (what) _____
___Teachers	

14. Which school activities have been of value to you since being out of school? (Check only those in which you took part)

___F.F.A.	helped because _____
___Sports	helped because _____
___School paper	helped because _____
___Student council	helped because _____
___Class offices	helped because _____
___Plays	helped because _____
___Music (band)	helped because _____
___Others (what)	helped because _____

15. Name the magazines you read or are in your home _____

_____

16. Name the newspapers in your home _____

17. Do you enjoy reading books? Yes___ No___

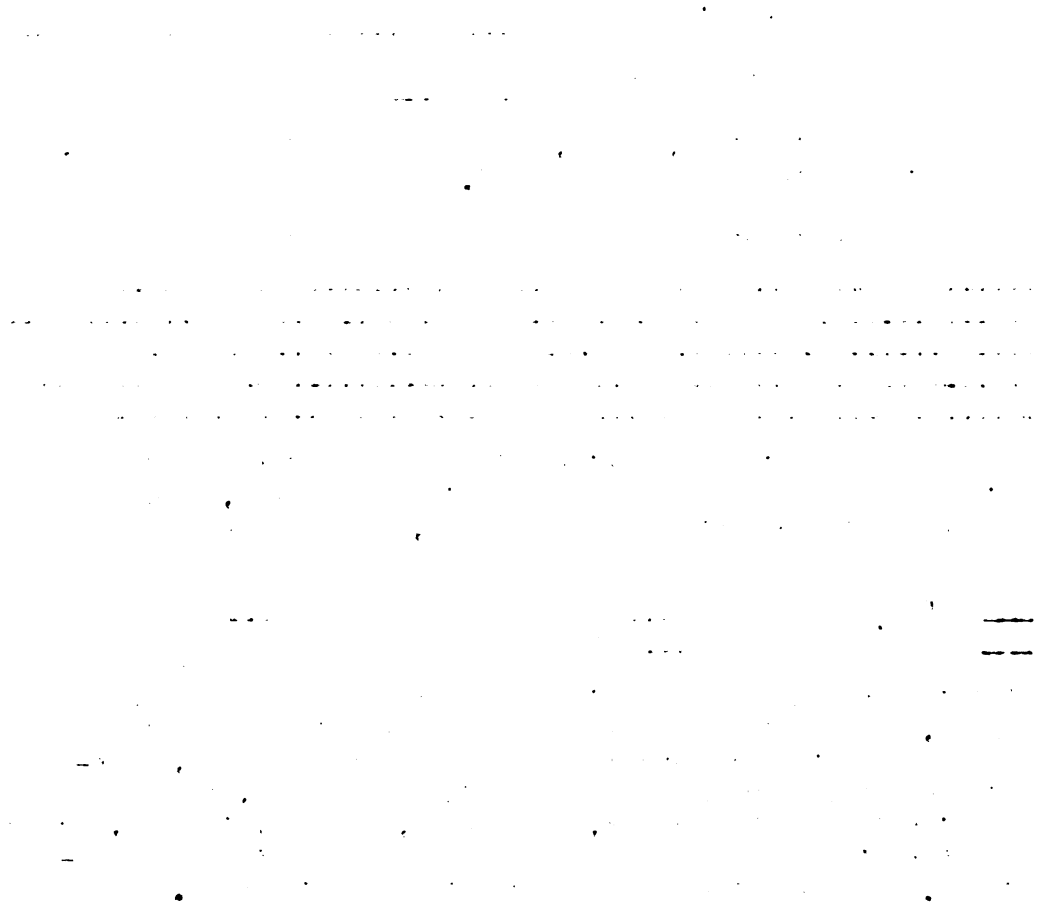
18. Name the organizations, clubs, or lodges to which you belong, and any offices which you may have held.

Organizations	Offices held
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

19. To what extent did you receive help from your teachers through private talks concerning your educational problems, problems connected with choosing your life work, and your personal problems?

___None ___Some ___Very much
___Very little ___Much

20. What improvements do you think could be made in the Saranac School, so that it might be of greater benefit to the students? Perhaps you wish to comment about the courses offered, something about the number of students in the classes, the organization of the classes, home rooms, school buildings, or any other item which you care to comment about will be appreciated. Please write on the other side of this paper.



SURVEY OF FORMER STUDENTS OF AGRICULTURE

1. If farming, what is your present occupational status? (Check blank which applies)

___Own and operate a farm
___Manage a farm for someone else
___Operate as tenant farmer
___Partnership at home
___Partnership away from home
___At home with income from one or more enterprises
___Farm laborer at home with specific wages
___Farm laborer away from home
___At home with or without allowance

2. If you are not engaged in farming, what is the relation of your high school Vocational Agriculture training to your present job?

___No relation at all
___Gave me a general background
___Specific preparation
___Other (what) _____

3. What were the outstanding strengths and weaknesses of the program of Vocational Agriculture as you remember it? (Check any that apply)

Strengths		Weaknesses
	Classroom instruction	
	Field trips	
	Supervised farming	
	F.F.A. program	
	Contests and teams	
	Fair exhibits	
	Others (what)	

4. In what ways can the Department of Vocational Agriculture continue to be of service in furthering your education? (Check those courses and activities in which you would be interested).

Courses	Activities
___Dairying	(Would like to learn more
___Livestock	about and use the school
(beef, hogs, sheep, poultry)	facilities for the following)
___Crops	
___Soils	___Milk testing

___Farm Management
___Farm Shop
___Others (what)_____

___Soils testing
___Weed identification
___Seed identification
___Seed cleaning
___Seed treating
___Seed germination testing
___Pruning
___Docking lambs
___Castrating pigs
___Shearing and clipping
___Others (what)_____

APPENDIX C

LETTER SENT WITH PERSONAL DATA BLANK

Saranac, Michigan
January 20, 1951

Dear Former Student:

Since the time you left Saranac High School you have had certain valuable experiences. After we are out of school there is always the important problem of making a living, and the courses which you studied in high school should have partially prepared you for this task.

We are making a survey of the former students for the period of years 1935 to 1949, and we are interested in knowing how you became established in your present work. The information which you give to us will help to partially show the strengths and weaknesses of the Saranac School curriculum. Information concerning your particular situation will be treated confidentially, so your replies can be frank.

Will you please fill out the enclosed personal data blanks and promptly return to us in the enclosed self-addressed stamped envelope by February 3, 1951, or sooner if possible. Won't you help your class to have a 100% return of these blanks, and help us to improve the educational facilities of the Saranac High School?

Thank you for your cooperation.

Sincerely,

George Makel
Vocational Agr. Instructor

Roland Grein
Supt. of Saranac Public Schools

APPENDIX D

POST CARD FOLLOW-UP USED

Saranac, Michigan
February 14, 1951

Dear Former Student,

It still is not too late to fill out and return your personal data blanks which we sent to you recently. Will you please do this?

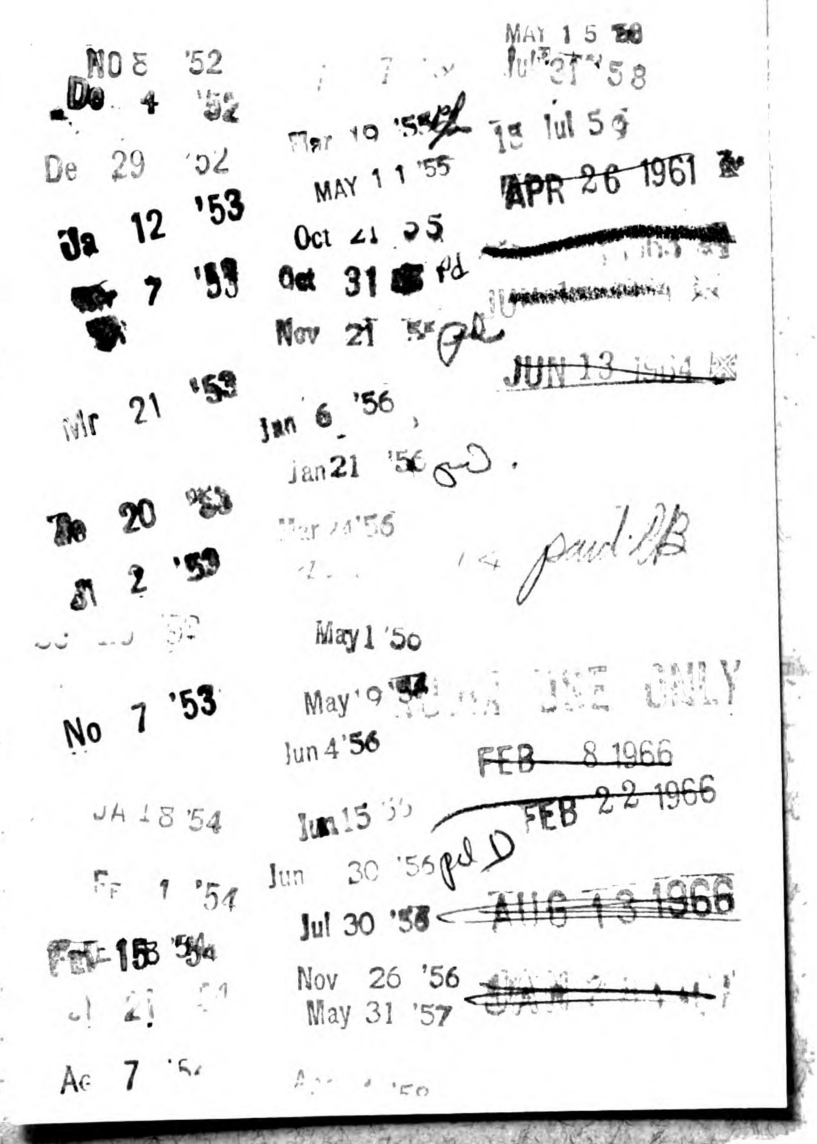
In order to make this school survey effective and meaningful, we must have as near to 100% of these returns as possible.

If you have mislaid your personal data blanks, please let us know and we will gladly send you another set of them.

Sincerely,

(Signed) George Makel

ROOM USE ONLY



MICHIGAN STATE UNIV. LIBRARIES
31293102426800