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**FOLLOW-UP STUDY OF HIGH SCHOOL GRADUATES FROM
THE WEST LYON COMMUNITY SCHOOL DISTRICT**

BY

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**A research report submitted
in partial fulfillment of the requirements for the
degree Master of Education, Department of
Education, South Dakota State
College of Agriculture
and Mechanic Arts**

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CHAPTER I

INTRODUCTION

School reorganization was a point of intense interest in and about the communities of Alvord, Inwood, Larchwood, and Lester, Iowa during the years of 1956, 1957 and 1958. In the summer of 1958, an election was held and the communities and surrounding farm areas mentioned above voted to become one school district. The school administration and the school board of education decided to add, along with other new services, a guidance and counseling program in an effort to provide a more rounded education for the more than one thousand students residing within the reorganized territory. The writer of this study was engaged to promote the guidance and counseling services for their new school district.

After gaining knowledge about the field of guidance and counseling through study and meeting with advisors at South Dakota State College, it was decided by the writer that one of the first steps to take in starting a guidance and counseling program was to determine the needs of the school and the students. Moreover, a statement in a letter received from Dr. Kenneth B. Hoyt, Guidance Professor at the State University of Iowa, had this to pass on in regard to the study: "I was pleased to learn that the West-Lyon

Community School District is planning to initiate a guidance program through the results of research obtained in a follow-up study of former graduates of the four schools involved in this reorganization. I think this an excellent way to begin and I want to encourage you in every way I can."¹

Further evidence of the importance of the follow-up study is cited in the Guidance Service Handbook for South Dakota Schools.

Follow-up simply means that a school doesn't divorce a student when it hands him a diploma or a drop-out card. It means that the school takes a parentalistic attitude and says, "Once a pupil in our school--always a pupil in our school," and that the activities of every single student, now and later, are important." The obligation of the school goes beyond offering an adequate curriculum; and follow-up is the method of measuring the results of high school training. Surely every available source should be used to determine whether schools are providing the type of training that will equip the pupil mentally, morally, spiritually, and physically to live as full a life as his capabilities allow. Through follow-up this can be measured; then changes and additions can be made to improve personal guidance and to make the curriculum more suitable.²

Another publication had this to say about follow-up studies: "Are schools continuously graduating better 'products' or are there 'peak' and 'low crop' years? Schools desiring to measure the success of their efforts with any degree of accuracy must attempt to study their

¹See Appendix A.

²Dona Brown and Marie Birks, Guidance Service Handbook for South Dakota Schools, pp. 87-88, 1959.

product--former students."³ The follow-up study of former graduates is therefore an important part of the high school counselor's work.

Objectives

Of great importance is the determination of the purposes which will be served by the study. This study has for its primary purposes:

1. To assist the school in judging the present effectiveness of meeting the imperative needs of youth.
 - a. To determine the graduates' marital status.
 - b. To determine the graduates' employment status and the vocational choice held at the time of graduation.
 - c. To determine who helped them most in obtaining jobs.
 - d. To determine the graduates' educational experience.
 - e. To determine what the most helpful source of guidance was to the graduates while in school.
 - f. To secure the opinions of the graduates about information that should be given to students in regard to future employment.

³College of Education, Michigan State University, The Follow-up Service, p. 1.

g. To obtain opinions from the graduates concerning information that should be given to students about future education.

h. To survey the personal problems that the graduates had and the need and availability of discussing these problems with personnel at school.

i. To secure the opinions of graduates about the information that should be given to students about personal and social problems.

j. To help the school determine the effectiveness, desirability, and fitness of courses and activity offering.

2. To obtain from the graduates the reasons for leaving the community from which they graduated.

3. To determine how the school can help students to know about marriage problems.

4. To obtain the reasons why possible drop-out students remain in school.

5. To determine the extent to which the graduates are willing to answer a follow-up questionnaire.

Organization and Procedure

Considerable work, study, research and consultation with people in the field of guidance and counseling was

undertaken by the author in order to get the final letter and follow-up form that was sent to the former graduates.⁴ At first, a set of preliminary follow-up questions related to the objectives of the study was presented to ten prominent persons in the field of guidance and counseling for comments and evaluations.⁵ In this group were: Professor E. L. Whitmore, South Dakota State College; Dr. Kenneth B. Hoyt, State University of Iowa; Professor Wray D. Silvey, Iowa State Teachers College; Mr. John Weisensee, Sioux City Director of Guidance; Mr. Harold B. Engen, Lyon County, Iowa, Director of Guidance; Mr. William Lee Hover, Iowa State Director of Guidance; Professor Robert Knapp, South Dakota University; and Mr. Robert O'Hare, Sioux Falls Public Schools Guidance Director.

From the results of this survey, a second set of follow-up questions was derived and given to all of the more than 60 teachers and administrators in the West Lyon Community School District for review and evaluation.⁶ The questionnaire in Appendix D was also used to make a pilot study of the questions by five former graduates who answered

⁴See Appendix B.

⁵See Appendix C.

⁶See Appendix D.

the items and evaluated the questionnaire. Many helpful suggestions were received from the teachers, administrators, and former graduates.

The product of this experience led to the final questionnaire which was sent to the total (42) graduates of the classes of 1955 from Alvord, Inwood, Larchwood, and Lester, Iowa. At the end of a four week waiting period, approximately 30 per cent of the questionnaires had been returned. A reminder post card was then sent and this resulted in an additional return of 10 per cent. After another four week waiting period, a final complete set of questionnaires was mailed to the graduates. Altogether, a total of 55 per cent of the questionnaires was returned.

Below is a general outline of the questionnaire that was sent to the graduates and the sequence of order that each topic will have as it is presented in the following procedure.

I. Related Information

The graduates provided information about the school from which they graduated, the year they graduated, and their age at the time of graduation. They also indicated if they were male or female and checked if they were now single, married, widowed, or divorced. A space was provided for them to give the number of children that they now have.

II. Employment

The graduates:

A. stated if they had made a choice of a vocation at the time of graduation. If yes, they were requested to give their choices.

B. replied if their present occupation was what they had planned to do at the time of graduation. They were requested to tell their present occupation.

C. checked from a list the one who had helped them most in getting their present job.

D. stated why they had left the community from which they graduated from high school.

E. suggested information that should be given to students concerning future employment.

F. were provided a space to state the jobs that they have had since graduation and the dates of employment.

III. Educational Experience

The graduates:

A. listed the schools that they attended after graduation, the location of the schools, dates of attendance, main course of study, and the degree or diploma received.

B. were provided a space to give information that should be given to students concerning future education.

IV. Personal Problems

The graduates:

A. stated if they had personal problems that were extremely difficult to solve while in high school and replied if they would have liked to have discussed them with someone.

B. who had problems explained how these problems could be best described.

C. checked if there was anyone in school that they could talk to about their problems.

D. indicated if their school could have helped them more in understanding about marriage problems. If yes, they were to explain.

E. suggested information that should be given to students concerning personal and social problems.

V. General Information

The graduates:

A. stated the high school subjects that have been the most helpful.

B. listed the high school subjects that have been the least helpful.

C. reported what subjects would have been helpful but were not offered.

D. stated the high school activities that have been the most helpful.

E. indicated the high school activities that have been the least helpful.

F. listed the subjects that would have been helpful but were not offered.

G. checked what their most helpful source of guidance was while they were in high school.

H. reported if they ever seriously felt like quitting school. If yes, they were asked to explain why they had remained in school.

I. were provided space to state how the school could have been of better service to them while they were in school.

J. explained how the school could have been of better service to them after they had graduated from high school.

VI. Additional Statements

A space was given at the end for the graduates to make any additional statements pertaining to the questions or to make any further comments which they felt might be helpful to the counselor or other personnel of the high school.

CHAPTER II

THE PROCEDURE

Related Information

This report represents replies from 23 graduates who received their high school degrees in 1955 from the former Iowa independent school districts at Alvord, Inwood, Larchwood, and Lester. This represents a return of 55 per cent from 42 questionnaires that were mailed to the total graduates. From a possible number of 20 males and 22 females, 22 per cent of the replies were from males and 33 per cent were from females. All of the former students were either 17 or 18 years of age when they completed high school and none have been divorced or widowed.

Three of the males are married with two of them having one child each. Eleven of the females are married with four of them having one child each. More than one half of the females had married within five years after graduating from high school, while one third of the males had married. Twenty per cent of the married group have begun to raise children, and the reporting married group represents 60 per cent of the answering graduates.

Employment

Making a Choice of a Vocation at the Time of Graduating

From High School

Seven of the nine men answered that they had not made a vocational choice at the time of graduation. The remaining two replied that they had made a choice and that they are now following their chosen vocation. In contrast, all of the females had made a choice by the time of graduation except two. Of the twelve females who had made a choice, all of them followed their chosen vocation except four who became permanent housewives and one who had made a complete change. In the group of males who had not made a choice in a vocation at graduation, one decided to go on to college while the others are now employed in a variety of skilled and unskilled jobs. Electrical engineering and teaching were the vocations chosen by the two males who had made a choice. From the two females who had not made a choice, one is a housewife and the other is a teacher. For the females who had made a vocational choice, four are housewives, four are in secretarial work, three are elementary teachers, and one is in newspaper work.

Help in Getting Present Job

Approximately 43 per cent of the graduates had found their own job. See Table I. Several of the graduates had found jobs through the college placement bureau. Friends, employment agency, parents, husband, private training school, and reading about occupations were also mentioned.

TABLE 1. FREQUENCY DISTRIBUTION FOR SOURCE OF HELP IN GETTING PRESENT JOB FOR GRADUATES ANSWERING QUESTIONNAIRE

Item	Frequency
Found Own Job	10
College Placement Bureau	4
Friends	1
Private Employment Agency	1
Reading About Occupation	1
Parents	1
Husband	1
Private Training School	1
Have No Job	1

(Two did not respond)

Reason for Leaving Community Where They Attended High School

About 65 per cent of the graduates had left the community where they had attended high school because they felt that no jobs were available for them. Others mentioned that their families had moved, they are now in the Armed Forces, they married persons employed in other communities and that they left to attend college.

Information that Should be Given to Students Concerning Future Employment

It was interesting to note that responses to this

question were mainly in the areas that we are now attempting to cover in the present school guidance program. Some of the suggestions listed by the individuals were: that students should learn more about themselves as to their interests, abilities, and aptitude in the selection of a job, that the students should learn about the nature of occupations, that the individual is the most important, that employers want people who are happy and emotionally adjusted and will do their best, that it is important to choose high school subjects wisely, to learn about colleges and college social life, and for counselors and school personnel to help guide the students in the right personal and vocational direction. Six graduates suggested and implied that above all it was most important to finish high school, go to college, and get some type of higher training in order to be successful.

Jobs Held Since Graduation

There may be a relationship between the persons who had not made a vocational choice at graduation and to the number of jobs that they have had and the tenure on these jobs. From the seven males who had not made a choice, four had held at least three different types of occupations within the five year period with time on each job being less than two years. One had dropped out of college after three years for another job, one had been at the same work for five years, and the other is now in school after working

for three years.

The females have been more stable in maintaining their occupations. In every case except one and where the females worked summers while going to college, it was shown that they moved to another job only for advancement. Also, the tenure on the job was usually two or more years.

Educational Experience

Schooling Beyond High School

Table II shows that approximately 60 per cent of the former students had attended school for special training or higher education after high school. This group included an equal percentage of both males and females. All of the females except one went into elementary teaching for a two year degree. The one exception attended two colleges and received a Bachelor of Arts Degree in Journalism. One of the male students attended college for a business degree but later dropped out. Two males attended schools in the Armed Forces and one of them is now attending college for a degree in accounting. Another male attended college and received a degree in education for teaching mathematics and science. Still another male received a degree in the field of science and is now attending a medical school. The last male attended two colleges and received a Bachelor of Science Degree in electrical engineering.

TABLE II. FREQUENCY DISTRIBUTION OF SCHOOLS THAT WERE
ATTENDED BY GRADUATES ANSWERING QUESTIONNAIRE

School	Male	Female	Total
Iowa State Teachers College	1	2	3
University of South Dakota	1	1	2
Morningside in Sioux City	1	1	2
Wayne State Teachers College, Nebraska	0	1	1
Northwestern Junior College, Iowa	0	2	2
State University of Iowa	1	0	1
University of Minnesota	1	0	1
Fort Belvoir Refrigeration and Welding	1	0	1
North Park College of Chicago	1	0	1
Norfolk College, Virginia	1	0	1
Naval Electronics School	1	0	1

Information that Should be Given to Students Concerning
Future Education

The former graduates stated in four instances that the students should get a good mathematics and English background before going to college. Three felt that it was imperative to work hard in college and to know their potentials, college offerings, and any information that is helpful before making a college choice. Six of the answering graduates maintained that it is important for students

to go to college because a college education is needed for a good job.

Personal Problems

Personal Problems in High School

Seventeen per cent of the graduates indicated that they had personal problems in high school that were extremely difficult to solve and answered that they would have liked to have discussed them with someone. These same former students described their problems chiefly as shyness, bashfulness, lacking self-confidence, and feeling that others did not encourage them or take an interest in them so that they could have gained a better understanding of themselves. It was also stated that the problems were personal without giving an explanation of the difficulty. All but one believed that there was no one in school to whom they could go about their problems. This lone exception explained that a course in social and personal problems in high school helped a great deal in overcoming that person's problems in high school.

Marriage Problems

About 35 per cent of the graduates wrote that the school could have helped them more in the understanding of marriage problems. Seventy-five per cent of this group was married and represented about one-half of the total

married students. The general feeling followed that more courses with a "broad minded" viewpoint on the part of the school should be offered in sociology and psychology. They suggested that the school discuss such problems as child birth, sex, hygiene, finances, and the many other problems that are likely to arise in marriage.

Information to be Given Students About Personal and Social Problems

The graduates advised that information and courses should be presented so that students would have the opportunity to know about marriage problems, social problems, personality problems, sex, and an overall understanding of themselves. Over 50 per cent of the answering graduates shared in the idea that there should be someone available who would confidentially discuss the student's problems.

General Information

Most Helpful High School Subjects

As listed in Table III, more than one half of the graduates believed that subjects in mathematics and English have been the most beneficial. The fact that more than one half of the reporting males attended school beyond the high school level may be the reason for most of their choices falling in the fields of science, English and mathematics. Occupations held by both males and females

were no doubt factors when considering their choices.

TABLE III. FREQUENCY DISTRIBUTION OF SUBJECTS THAT HAVE BEEN THE MOST HELPFUL TO ANSWERING GRADUATES

Subject	Male	Female	Total
Mathematics	8	8	16
English	5	8	13
Typing	3	9	12
Bookkeeping	2	6	8
Home Economics	0	6	6
Physics	4	0	4
History	1	2	3
Shorthand	0	3	3
Government	0	3	3
General Science	2	1	3
Biology	2	1	3
Journalism	1	1	2
Shop	1	0	1
Sociology	1	0	1
Drivers Training	0	1	1

High School Subjects Least Helpful

As shown in Table IV, most of the responses from the males indicated that courses in English, government, general science, history, and bookkeeping were the least helpful.

Biology, mathematics, bookkeeping, and history were given by the answering females as the least helpful.

TABLE IV. FREQUENCY DISTRIBUTION OF SUBJECTS THAT HAVE BEEN THE LEAST HELPFUL TO ANSWERING GRADUATES

Subject	Male	Female	Total
Bookkeeping	2	4	6
History	3	3	6
General Science	2	2	4
English	4	0	4
Mathematics	0	3	3
Biology	1	2	3
Government	2	0	2
Home Economics	1	0	1
Geography	1	0	1
Journalism	1	0	1
Vocational Agriculture	1	0	1
Electricity	1	0	1

Subjects Helpful But Not Offered

Responses show in Table V that the males favored additional courses in higher mathematics and science. The females suggested courses in higher English and a foreign language. Perhaps there is some feeling by the graduates that these courses would be beneficial in the

the role that they are now playing in life.

TABLE V. FREQUENCY DISTRIBUTION OF SUBJECTS THAT WOULD HAVE BEEN HELPFUL BUT WERE NOT OFFERED FOR ANSWERING GRADUATES

Subject	Male	Female	Total
Higher Mathematics	6	1	7
Higher Science	5	2	7
Foreign Language	1	5	6
Higher English	1	4	5
Shorthand	0	3	3
Home Economics	0	2	2
Hygiene	0	1	1
Office Machines	0	1	1
Vocations	1	0	1
Mechanical Arts	1	0	1

Most Helpful High School Activities

As given in Table VI, the most helpful activities as rated by the former male students were basketball, baseball, music, and plays, respectively. For the females they include music, basketball, plays, and newspaper, respectively.

TABLE VI. FREQUENCY DISTRIBUTION OF ACTIVITIES THAT HAVE BEEN THE MOST HELPFUL TO THE ANSWERING GRADUATES

Activity	Male	Female	Total
Basketball	7	5	12
Music	3	7	10
Plays	2	5	7
Baseball	5	0	5
Newspaper	1	4	5
Homecoming	0	1	1
Student Council	1	0	1
Yearbook	0	1	1
Junior and Senior Banquet	0	1	1

Least Helpful High School Activities

There was a very small return for this question as presented in Table VII. This tends to indicate that there was very little dissatisfaction with the activities offered by the schools.

Activities That the Graduates Would Liked to Have Had Offered

Football and track received the most votes by the male graduates. More speech activities and girls' basketball stood out as the choices made by the female graduates. None of the schools had football, track or a variety of

**TABLE VII. FREQUENCY DISTRIBUTION OF THE LEAST HELPFUL
HIGH SCHOOL ACTIVITIES FOR THE ANSWERING GRADUATES**

Activity	Male	Female	Total
Basketball	2	1	3
Plays	2	0	2
Baseball	2	0	2
Music	1	0	1
Yearbook	1	0	1
Newspaper	1	0	1
Cheerleading	0	1	1
Selling Magazines	0	1	1
Student Council	0	1	1
Freshman Initiation	0	1	1

speech activities at the time they graduated from high school; however, three of the four schools had girls' basketball and one school had a high school band. Results for this item are presented in Table VIII.

Most Helpful Source of Guidance While in High School

As shown in Table IX, almost all of the males listed their parents as the most helpful and guiding influence while in high school. Several of the females gave one or more persons as being the most helpful. School personnel and parents were about even in the number of checks that were

TABLE VIII. FREQUENCY DISTRIBUTION OF ACTIVITIES THAT THE ANSWERING GRADUATES WOULD HAVE LIKED TO HAVE HAD OFFERED

Activity	Male	Female	Total
More Speech Activities	0	6	6
Football	5	0	5
Track	4	0	4
Girls' Athletics	0	3	3
Leadership Activities	2	0	2
Band	1	1	2
Dancing	1	1	2

received from the female graduates.

TABLE IX. FREQUENCY DISTRIBUTION OF THOSE PEOPLE THAT THE ANSWERING GRADUATES MARKED AS BEING MOST HELPFUL SOURCE OF GUIDANCE

Classification	Male	Female	Total
Parents	7	9	16
Teachers	0	8	8
Counselor	0	0	0
Principal	0	1	1
Superintendent	1	2	3
Minister	1	0	1

Ever Seriously Feel Like Quitting School

Almost 22 per cent of the graduates had seriously considered quitting school before graduating. In two cases the students remained in school because the parents wanted them to finish. Two others felt that they would need a high school education to go out into the world of work. Another remained in school because she wanted to play basketball. Three of the students were females and two were males.

How the School Could Have Been of Better Service to the Answering Graduates While in School

Twelve graduates suggested that the school could have given a wider variety of subjects. Seven graduates indicated that a guidance and counseling program would have been helpful for enabling them to obtain a better understanding of themselves in regard to abilities, aptitudes, interests, vocations, and higher learning. Mention was also made by two graduates that the school should have been more severe in their requirements for passing and taking courses. Along this same theme, two individuals thought that the school should have been tougher on the rules and shown less favoritism. Three of the former students felt that the school could have done more to stimulate and challenge the minds of the students.

How the School can Service Students After Graduation From High School

Sixty-five per cent of the answering graduates gave a response to this item. Four of the graduates thought that an alumni association and newsletter would be useful. Three others believed that the school could aid in offering the services of the guidance and counseling program. Mention was also made by two to have the gym and library facilities available for graduates and for the school to give thought to possible courses at night.

Additional Statements

A space was left at the end of the questionnaire for the graduates to include additional comments that might be useful to the counselor or other personnel of the school. Approximately 40 per cent of the answering graduates contributed responses to this category which is listed below.

1. It was stated that our communities should strive to give educational opportunities to our rural students on the same level as that in the urban areas.

2. Comments were made that the school should concentrate on the basic subjects and less on the extra-curricular activities.

3. Suggestions were made that our students be taught how to study and concentrate.

4. Replies were given that athletics and extra-curricular activities were important for students.

5. A group of graduates remarked that they were pleased with the interest shown by this follow-up study.

Summary

Very few of the males had made a vocational choice at graduation, whereas almost all of the female graduates had made a choice. With both the male and female graduates that had made a choice, the trend was to follow that chosen vocation. The males who had not made a choice appear to have been somewhat unstable in understanding themselves vocationally since most have had several jobs with varying degrees of tenure. The main occupational areas for the females are housewife, secretarial, and teaching. It is apparent that the school played a very minor role in helping students with employment since many had found their own job or had utilized some other source.

About 60 per cent of the graduates had received training beyond high school. This group was half male and half female. All of the females received a two year teaching degree except one who completed a B. A. Degree in journalism. Three of the males received degrees from college in education, electrical engineering, and science. The latter is now attending a medical school. From the

remaining three, one dropped out of school, one received training in the Armed Forces, and the other had Armed Forces training and is now enrolled in college. Generally, the graduates claim that a mathematics and English background is essential for students going on for further education, and they feel that people in our day and age need a college education in order to get a good job.

The students who had personal problems would have liked to have discussed them with someone. Most of the reporting graduates indicated that there was no one in school at that time to whom they could go with their problems. A general feeling of inadequacy was the main difficulty of the former students who had personal problems while in high school. Since this was an area of a personal nature, the degree of validity can no doubt be questioned because some graduates were perhaps reluctant to answer these questions. The greater per cent of the married graduates agreed that the school could have helped in understanding about marriage and related problems. Many of the graduates expressed a feeling that there is a need on the part of the school to be broad minded and present information and courses about marriage, personality, society, sex and the individual.

In the area of general information it appears that subjects in English and mathematics have been the most useful

for the graduates. Perhaps there is some relationship between the helpful subjects and the part that the graduates are taking in our world of society and work. The males desired more courses in higher science and mathematics, while the females felt a need for more subjects in English and foreign languages. Bookkeeping and history received the most checks as being the least helpful.

The most useful activities for the males have been basketball and baseball. The females indicated that music, basketball, and plays have been the most helpful. No outstanding mention was given for activities that have been the least helpful. The males wanted football and track while the females expressed a desire for having speech activities and girls' basketball.

Parents were the most helpful source of guidance for most all graduates while in school. School personnel were also involved in guiding many of the female graduates. Of the graduates who had considered quitting school, the main reasons presented for remaining in school were: parents desiring it; importance of high school diploma for our world of work; and wishing to take part in girls' basketball.

Mention was also given to the following:

1. That the school could have given a wider variety of subjects.

2. That the school could have been more concerned with the requirements for passing and taking courses.

3. That the schools could have done more to stimulate and challenge the minds of the students.

4. That the school could have been more concerned with the rules and have shown less favoritism.

5. That the school could promote an alumni association and current newsletter.

6. That the school could now be helpful in providing graduates with guidance and counseling services.

7. That the school can give some thought to the possibility of offering night courses and making the gym and library available to the graduates.

CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Even though this study has limitations, it furnishes the school with clues regarding what it should be doing in teaching and counseling the students. A summary of these findings follows.

1. More than one half of the answering females had married within five years after graduating from high school while one third of the males had married. Twenty per cent of the reporting married group have begun to raise children.

2. Very few of the answering male graduates had made a vocational choice at graduation, whereas almost all of the females had made a choice. The trend for both was to follow that chosen vocation. There appeared to be occupational instability in regard to job choice and tenure on the part of the males who had not made a vocational choice at the time of graduation. The males reported having a wide variety of present occupations, whereas the main occupational areas for the females are housewife, secretarial, and teaching.

3. The school has not been a large factor in helping the graduates with employment since most had found

their own job or had utilized some other source.

4. Most of the students have left the community from which they graduated because they felt that there were no job opportunities available for them.

5. From the responses about information that should be given to students concerning employment, they mentioned such statements as the following: students should learn more about themselves, about occupations, about the type of people employers desire, about choosing high school subjects, about colleges, and about the need for counselors and school personnel to help guide students in the right personal and vocational direction.

6. About 60 per cent of the reporting graduates, half male and half female, had received training beyond high school. A variety of training was undertaken by the males while most of the females attended a teachers college for two years.

7. It was generally the opinion of the answering graduates that a mathematics and English background is essential for students going on to further education and that persons in our day and age need a college education in order to get good jobs.

8. Almost all of the students who had personal problems while in high school would have liked to have discussed them with someone. Generally, it was felt by

the reporting graduates that there was no one in school at that time to whom they could go with their problems.

9. Answering graduates maintained that the school could have helped in the understanding of marriage and related problems. The graduates expressed that there is a need on the part of the school to be broad minded and to present information and courses about marriage, sex, personality, society, and the individual.

10. The reporting graduates indicated that subjects in English and mathematics have been the most helpful. The answering males desired more courses in higher science and mathematics, whereas the females felt a need for more subjects in higher English and foreign languages. Most important activities for the male graduates were basketball and baseball, while the important activities for the female graduates were music, basketball, and plays. The males expressed a desire for having football and track while the females wanted speech activities and girls' basketball.

11. Parents were the most helpful source of guidance for most of the answering graduates while they were in high school. Some of the teachers and administrators had been helpful in guiding some of the female graduates.

12. The main reasons given for remaining in school for the possible drop-out students were: parents desired that they remain in school; a high school diploma is

important for getting jobs; and a wish on the part of one to participate in girls' basketball.

13. Many helpful and interesting remarks, comments and suggestions were submitted by the answering graduates. This report represented a return of 55 per cent from 42 questionnaires that were mailed to the total graduates, 20 males and 22 females. Twenty-two per cent of the replies were from males and thirty-three per cent were from females. The married group totaled 50 per cent of the answering graduates.

Conclusions

Since this research involved only a small per cent of the total graduates that have graduated from the four communities, more study is needed before a positive plan of action can be pursued from the results obtained from this follow-up study. It is planned that the school administration, the school board of education, all school personnel, and all local and outside interests will consider seriously the findings of this study in order that wholesome decisions can be made in general philosophy, the curriculum, the guidance program, and other school functions so that a better educational program can be obtained for the students of the West Lyon Community School District. Concluding statements are as follows:

1. Much has been written and regarded as fact that existing differences and degrees of maturation between females and males are clearly defined. Perhaps there is a need to do more socially and educationally to understand both girls and particularly boys in order that provision can be made for a more desirable school background.

2. Implications are clear that our school needs to be constantly on the alert in presenting activities and subjects for our youth. Of dynamic importance is the ability on the part of the school to keep up with the needs of students, the school, and the changing times.

3. Effort should be made to continually strive to provide occupational opportunities for persons in our communities.

4. Through our school program adequate information and courses in the general areas of occupations, education, personal, and marriage need to be planned.

5. It should be aware that both young men and women need to know the different avenues of occupations.

6. The information given by the graduates should be used with the best of our knowledge and ability.

7. It is suggested that a plan be made for more research with graduates over the general objectives of this study.

Recommendations

The following recommendations are presented as a result of the findings from this follow-up study.

1. It is recommended that guidance and counseling be done to acquaint students with themselves in such matters as subjects to take in preparation for employment, all areas of employment, their potentials and capabilities for interested vocations, and personal preparation for employment in order that they may be better prepared to make a vocational choice by the time that they graduate from high school. It is recommended that this begin early in the grade school and carried on through the twelfth grade. Also, that action be taken to assist students in locating employment once they have made their vocational choice.

2. A community job survey is recommended to locate the availability of job offerings for graduates in our surrounding local communities.

3. Recommendations are that students become aware of the various college offerings, college social life, available scholarships, grants, loans, and assistance, preparatory courses for both trade schools and colleges, and all related information concerning additional training past high school through counseling conferences, courses, and group guidance.

4. In order to aid students with difficult personal

and emotional problems and inform that help and adjustment is available for them, recommendations are suggested for group counseling, individual counseling, and possible multiple counseling. Further, it is recommended that the school provide capable personnel that are free to talk with students about their problems.

5. From the findings about marriage and related problems, it is suggested that the school become more broad minded in their presentation of suggested information and courses about marriage, sex, personality, society and the individual.

6. It is recommended that the school continue to offer a wide variety of courses with continued emphasis upon English and mathematics.

7. Careful consideration needs to be given before changes are undergone in present activities, and it is recommended that the school proceed with its present program of activities and include football, track and additional speech.

8. Further research is recommended in order to locate how the school can determine to better hold students in school.

9. An alumni newsletter is recommended for past and future graduates.

10. Consideration should be given to the provision of guidance services for the high school graduates.

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APPENDICES

APPENDIX A

Letter of Kenneth B. Hoyt, Guidance Professor,
State University of Iowa

April 15, 1959

Mr. George Hillberg
Box 45
Lester, Iowa

Dear Mr. Hillberg:

I'm writing in reply to your letter of April 13, 1959. I was pleased to learn that the West Lyon Community School District is planning to initiate a guidance program through the results of research obtained in a follow-up study of former graduates of the four high schools involved in this reorganization. I think this is an excellent way to begin and I want to encourage you in every way I can.

I am not enclosing any actual follow-up forms with this letter although I can send some to you if you want them. Instead, I would like to make a few general comments regarding basic principles involved in an operation such as this which I hope would be helpful to you. I think perhaps the most important thing to keep in mind is that in a follow-up study of graduates, the purposes of that study should be broader than the purposes of guidance and counseling in the secondary school. It is so difficult to get a really adequate reply on any questionnaire that the purposes of that questionnaire should be kept just as broad as possible. Therefore, of all the items on that questionnaire, I suspect that certainly not over half of them would bear directly on the guidance and counseling program. In the second place, the questions pertaining to guidance and counseling should be directly related to the objectives of a guidance program in a secondary school setting. I would think of questions such as the following, Did you ever talk over your educational plans with anyone in the school? Now that you look back on your experiences in high school, do you wish you had taken some courses other than the ones which you did take? Did you ever talk with anyone about your future vocational goals? and questions similar to those. I think the basic principle involved here is that the questions which you ask pertaining to guidance should be directly related to the objectives of the guidance program.

Mr. George Hillberg

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April 15, 1959

In schools where this procedure has been tried, it has been found much more successful if the questionnaires are printed rather than put out in dittoed or mimeographed form. If there is any way you can get this done by offset printing, you would find it to be to your advantage. Furthermore, I think you should plan on two or three follow-ups of your initial mailing in order to get an adequate response to this questionnaire. We have much evidence available to indicate that a response lower than 75% has a great deal of bias connected with it.

If I can be of further help, please do not hesitate to contact me again.

Sincerely,

/s/ Kenneth E. Hoyt

Kenneth E. Hoyt
Associate Professor

APPENDIX B

Letter and Follow-up Study of High School Graduates
From the West Lyon Community School District

"YOU CAN HELP US TO HELP OTHERS"

Dear Graduate:

Yes! We need your help! As a former graduate of either Alvord, Inwood, Larchwood, or Lester, you are in a position to furnish the new West Lyon Community School District with valuable information. This study is being conducted as a regular part of the Guidance and Counseling program in order to evaluate the services that our school is providing for our students.

We have many students that need help in choosing a career, choosing subjects and activities to take in school, choosing college work, and choosing the right direction to follow on various problems. We believe that your replies will be very helpful and will enable us to better advise these students properly. Therefore, we cannot over-emphasize the value of having each questionnaire returned.

Your replies will be confidential and please do not sign your name to the questionnaire. We have enclosed for your convenience a stamped, self-addressed envelope. Could you do it NOW?

Any effort and attention that you give will be highly appreciated.

Sincerely,

/s/ George Hillberg

George Hillberg
Director of Guidance Services
West Lyon Community School

P.S. We invite you to visit us any time at any of the four schools.

**Follow-up Study of High School Graduates From The West Lyon
Community School District**

Graduated from _____ High School. Year graduated _____.

Age graduated _____. Male ____ Female ____ Single ____ Married ____

Widowed ____ Divorced ____ Number of children ____.

1. Employment

A. Had you made a choice of a vocation at the time of your graduating from High School?

Yes ____ No ____ If yes, state your choice _____

B. Is your present occupation what you planned to do at the time of your graduation from high school?

Yes ____ No ____ What is your present occupation _____

C. Who helped you the most in getting your present job? Check one.

- ____ a. Have no job
- ____ b. Found my own job
- ____ c. Parents
- ____ d. Relatives
- ____ e. Friends
- ____ f. High School counselor
- ____ g. High School teachers
- ____ h. High School principal
- ____ i. High School superintendent
- ____ j. Reading about occupation
- ____ k. Occupational unit in high school
- ____ l. College advisors or instructors
- ____ m. Military experience
- ____ n. State employment service
- ____ o. Private employment agency
- ____ p. Other: Specify _____

D. If you are employed outside of the community in which you attended high school, give your reason for leaving _____

E. What information should be given to students concerning future employment? _____

F. List the jobs you have had since graduation. Include military service.

<u>Jobs</u>	<u>Dates of Employment</u>
a.	
b.	

2. Educational Experience

- A. If you attended school after leaving high school, please give the following information.

a. Name of school and location _____
 b. Dates of attendance _____
 c. Main course of study _____
 d. Degree or diploma received _____

- B. What information should be given to students concerning future education? _____

3. Personal Problems

- A. Did you have personal problems that were extremely difficult to solve while in school? Yes___ No___
 If yes, would you have liked to have discussed them with someone? Yes___ No___

- B. How could these problems be best described? _____

- C. Was there anyone in school to whom you could talk about these problems? Yes___ No___

- D. Do you feel that your school could have helped you more in understanding marriage problems?
 Yes___ No___ If yes, please explain _____

- E. What information should be given to students concerning personal and social problems? _____

4. General Information

- A. What high school subjects have been most helpful to you? _____

- B. What high school subjects have been the least helpful to you? _____

- C. What subjects could have been helpful but were not offered? _____

- D. What high school activities have been especially helpful to you? _____

- E. What high school activities have been the least helpful to you? _____

- F. What activities would you have liked to have had offered? _____

- G. What was your most helpful source of guidance while in high school? Parents___ Teachers___ Counselor___
 Principal___ Superintendent___ Others_____

- H. Did you ever seriously feel like quitting school?
Yes___ No___ If yes, please explain the reason
for staying in school _____
- I. How could your school have been of better service
to you while you were in school? _____
- J. How could your school have been of better service
to you after your graduating from high school? _____

5. Please make additional statements pertaining to the
questions above or any additional comments which you
feel might be helpful to the counselor or other per-
sonnel of the high school from which you graduates.

NOTE: Please use the back side for any questions that require
additional space.

APPENDIX C

Selection of Questions for Follow-up Study of High School Graduates From the West Lyon Community School District

Graduate is _____

____ Male ____ Female ____ Age

Graduated from _____ High School.

I. Employment

Please check the answer that corresponds to your situation.

1. Which one of the following best describes your present employment status? Consider 30 hours or more per week as full-time employment.

- ____ (a) Unemployed and seeking work.
- ____ (b) Employed full-time.
- ____ (c) Student full-time and not otherwise employed.
- ____ (d) Student full-time or part-time and employed part-time.
- ____ (e) In Armed Forces.
- ____ (f) Housewife and not otherwise employed.
- ____ (g) Housewife and employed full-time.
- ____ (h) Housewife and employed part-time.
- ____ (i) Housewife and student.
- ____ (j) Other (Specify) _____

2. How many different full-time jobs have you held since graduating from high school? (Do not count jobs held during the summer or other vacation periods while attending schools beyond high school.)

_____ Number held.

3. Specify the total number of different part-time jobs (less than 30 hours per week) you have held since graduating from high school.

_____ Number held.

4. How long a period of time elapsed between the end of your high school education and your first full-time job.

- ____ (a) 0 to 3 months
- ____ (b) 4 to 12 months
- ____ (c) 13 to 24 months
- ____ (d) Months

5. What was the one most important factor in helping you to obtain your present full-time job? Check one.
- ☐ (a) Have no job.
 - ☐ (b) Finding job on your own.
 - ☐ (c) Family or other relatives.
 - ☐ (d) Friends.
 - ☐ (e) High school personnel. (Specify) _____
 - ☐ (f) State Employment Service.
 - ☐ (g) Private employment agency.
 - ☐ (h) Training institution beyond high school.
 - ☐ (i) Newspaper advertisements.
 - ☐ (j) Military experience.
 - ☐ (k) Other. (Specify) _____
6. What was the one most important source of training for your present job? Check one.
- ☐ (a) Have no job.
 - ☐ (b) Business school.
 - ☐ (c) College or University.
 - ☐ (d) High School.
 - ☐ (e) On-the-job.
 - ☐ (f) Active military experience.
 - ☐ (g) Trade school.
 - ☐ (h) Other. (Specify) _____
7. How well satisfied are you with your present job? Check one.
- ☐ (a) Have no job.
 - ☐ (b) Reasonably satisfied, but would consider changing jobs.
 - ☐ (c) I don't like it, but I will have to put up with it.
 - ☐ (d) Thoroughly dissatisfied.
 - ☐ (e) Satisfied.
8. To what extent is your present job like the type of work you thought you would follow when you left school?
- ☐ (a) Did not have a definite idea about work while in high school.
 - ☐ (b) Not related at all.
 - ☐ (c) Somewhat related.
 - ☐ (d) Closely related, but not what I expected.
 - ☐ (e) Exactly the kind of job I thought I would get.
9. If you have made a definite choice of an occupation please specify this choice.
- ☐ (a) Undecided at this time.
 - ☐ (b) Have made choice. Specify: _____

10. When did you decide on what you now consider to be your occupational choice?

- (a) Still undecided about life work.
- (b) While in high school.
- (c) One-two years after high school.
- (d) Three-four years after high school.
- (e) Five-six years after high school.
- (f) More than six years after high school.

11. What was the most important reason for your choosing your occupational choice? Specify: _____

12. Where have you received the most help in planning for your chosen occupation?

- (a) Undecided about occupation.
- (b) Friends.
- (c) High School counselor.
- (d) High School teachers.
- (e) High School principal or superintendent.
- (f) Reading about occupation.
- (g) Occupational Unit in high school.
- (h) College advisors or teachers.
- (i) Other. Specify: _____

13. If you are employed outside of the community in which you attended high school, give your reason for leaving.

- (a) No opportunities in what I wanted to do.
- (b) Left because my family moved away.
- (c) Don't like the community.

14. Starting with your present job please list in order the last three jobs you have held since high school. Include service in the Armed Forces and give name of branch of service.

Hours Name and Address of Employer, Dates, Titles, Duties.
per week

II. Educational Experience

1. If you attended school after leaving high school please give the following information.

- (a) How long did you attend.
- (b) Degree or diploma received.

- ☐ (c) Attended college or university.
- ☐ (d) Attended trade school.
- ☐ (e) Attended business school.
- ☐ (f) Attended adult evening school.
- ☐ (g) Attended correspondence course.
- ☐ (h) Attended employers training program.
- ☐ (i) Other.

2. Please list the extra-curricular activities in which participated while attending schools after high school. _____

3. If you attended school after graduation from high school which of your high school experiences were the most helpful?

- ☐ (a) Preparatory course.
- ☐ (b) Extra-class activities (band-athletics-dramatics-etc.)
- ☐ (c) Counseling by faculty members.
- ☐ (d) Personal associations with certain teachers.
- ☐ (e) Social experience with others.
- ☐ (f) Other. Specify: _____

4. Did you receive outside assistance while attending school after graduating from high school?

- ☐ (a) Part-time work.
- ☐ (b) Scholarships.
- ☐ (c) Fellowship or grant.
- ☐ (d) Others. Specify: _____

III. Military Experience

1. How did you enter active military service? Check one.

- ☐ (a) Have had no active military experience.
- ☐ (b) Draft.
- ☐ (c) Enlistment.
- ☐ (d) Reservist called to active service involuntarily.
- ☐ (e) Voluntary Draft.
- ☐ (f) "Six-Month Program".

2. Specify the highest rank you attained in active military service. _____ Rank.

3. How do you feel about active military service? Check one.

- ☐ (a) Have had no active military experience.

- ☐ (b) Liked it so much that I am still in or expect to re-enter.
- ☐ (c) Liked service but have no desire to remain or re-enter.
- ☐ (d) Disliked military service.
- ☐ (e) Indifferent.

IV. Present Status

1. What is your marital status? Check one.
 - ☐ (a) Single.
 - ☐ (b) Married.
 - ☐ (c) Separated.
 - ☐ (d) Divorced.
 - ☐ (e) Divorced and have married again.
 - ☐ (f) Spouse deceased.
 - ☐ (g) Spouse deceased and have married again.
2. When did you get married? Check one.
 - ☐ (a) While attending high school.
 - ☐ (b) Upon high school graduation.
 - ☐ (c) One year after high school graduation.
 - ☐ (d) Two-three years after high school graduation.
 - ☐ (e) Four-five years after high school graduation.
 - ☐ (f) Six-ten years after graduation.
3. If you are married, how many children do you have now? Check one.
 - ☐ (a) None
 - ☐ (b) One
 - ☐ (c) Two
 - ☐ (d) Three
 - ☐ (e) Four
 - ☐ (f) More than four.
4. Which of the following best describes your present status? Check one.
 - ☐ (a) Living with parents.
 - ☐ (b) Rent room.
 - ☐ (c) Rent apartment.
 - ☐ (d) Rent house.
 - ☐ (e) Own a home.
 - ☐ (f) Other. Specify: _____

V. Personal Problems

1. Below is a list of personal problems. Show the degree of concern you now feel about each of them by using one of the following code numbers.

Code Numbers:

Write 1 if you are greatly concerned.

Write 2 if you are concerned.

Write 3 if this is not a problem.

- (a) Getting along with fellow employees.
- (b) Getting along with the "boss".
- (c) Making satisfactory progress in your job.
- (d) Personal family health problem.
- (e) National and International problems.
- (f) Financial problems.
- (g) Religious uncertainties or disagreements.
- (h) Marriage problems.
- (i) Unemployment.
- (j) Making suitable friends.
- (k) Getting along with neighbors.
- (l) Home and family problems.
- (m) Others. Specify: _____

VI. Questions pertaining to High School

1. What high school subjects that you had have been most helpful to you in your present status?

2. What high school subjects that you had have been the least helpful to you in your present status?

3. What subject would have been helpful but was not offered? _____
4. How much help did you receive in school in choosing and planning for an occupation? Check one.
 - (a) None.
 - (b) Very little.
 - (c) Some.
 - (d) Much.
 - (e) Very much.
5. To what extent has the counseling received in school been helpful to you? (Counseling here means help by counselors, teachers, or principal with educational, vocational, social and personal problems.) Check one.
 - (a) Did not receive any counseling.
 - (b) The counseling received was not helpful.
 - (c) Counseling helped very little.
 - (d) Some help.
 - (e) Extremely helpful.

6. Did your school offer you an opportunity to obtain occupational and educational information?
☐ Yes ☐ No
7. If the answer was Yes in question number six, did you consider this information adequate?
☐ Inadequate ☐ Adequate ☐ Very adequate
8. Did your school help in placing you in a job or school after graduation? ☐ Yes ☐ No
9. If your answer was No to question eight, do you feel that this would have been helpful?
☐ Yes ☐ No
10. Do you feel that you would have benefited from on the job training while attending school? (This means that you could work at a job in the field of your occupational choice while also attending school.) ☐ Yes ☐ No
11. What high school activities that you participated in have been especially helpful to you? _____

12. What high school activities that you participated in have been the least helpful to you? _____

13. What activities would you have liked to have had offered? _____
14. Did you ever receive a physical examination while in school other than athletics? ☐ Yes ☐ No
15. Do you feel that your school has stressed health and health problems?
☐ (a) None
☐ (b) Some
☐ (c) Much
16. Do you feel that community persons are offered the use of school buildings, grounds and facilities as they should be? ☐ Yes ☐ No
17. Do you feel that your school was pupil centered? (This means that the attitude in school was one in which the concern of the student was most important.)
☐ (a) Not pupil centered. ☐ (c) Extremely pupil centered.
☐ (b) Average pupil centered.

18. Do you feel that you would have benefited more if your school had kept in touch with you and you had been offered assistance after graduation?
___Yes ___No
19. If your answer was Yes in question eighteen, how could they have better helped you?

20. Do you feel that you were adequately informed by school personnel on school procedure, student and student relationship, student and teacher relationship, subjects, class changes, rural to town school changes, etc.
___(a) Inadequate.
___(b) Adequate.
___(c) Very adequate.
21. Did you have personal problems that were extremely difficult to solve while in high school?
___Yes ___No
22. If your answer was Yes to question twenty-one, do you feel that a school counselor could have helped you with your problems? ___Yes ___No
23. To be answered if you are married. Do you feel that your school could have helped you more in understanding about marriage and the money problems of marriage? ___Yes ___No
24. If your answer was Yes to question number twenty-three, please explain. _____

25. Do you think that the parent and teacher relationship was adequate when you were in school?
___(a) Inadequate.
___(b) Adequate.
___(c) Very adequate.
26. Success and happiness depends so much on each individual knowing and understanding themselves. Do you think that your school adequately prepared you to know yourself?
___(a) Inadequate.
___(b) Adequate.
___(c) Very adequate.

27. If your answer to number twenty-six was inadequate or adequate, how could the school have helped you better to know yourself? _____
-

- VII. In the space provided, please make any additional statements about any of the questions or otherwise which you feel might be helpful to the counselor or other personnel of the high school from which you graduated.

APPENDIX D

**Pilot Study for Follow-up of High School Graduates From
The West Lyon Community School District**

Graduated from _____ High School. Year graduated ____.

Age graduated _____. Male ____ Female ____ Single ____

Married ____ Widowed ____ Divorced ____ Number of children ____.

1. Employment

A. Had you made a choice of a vocation at the time of your graduating from high school? ____Yes ____No

If Yes, state your choice _____

B. Is your present occupation what you planned to do at the time of your graduation from high school?

____Yes ____No What is your present occupation? _____

C. Who helped you the most in getting your present job? Check one.

- ____ a. Have no job
- ____ b. Found my own job
- ____ c. Parents
- ____ d. Relatives
- ____ e. Friends
- ____ f. High School counselor
- ____ g. High School teachers
- ____ h. High School principal
- ____ i. High School superintendent
- ____ j. Reading about occupation
- ____ k. Occupational unit in high school
- ____ l. College advisors or instructors
- ____ m. Military experience
- ____ n. State employment service
- ____ o. Private employment agency
- ____ p. Others. Specify: _____

D. If you are employed outside of the community in which you attended high school, give your reason for leaving. _____

E. What information should be given to students concerning future employment? _____

- F. List the jobs you have had since graduation. Include military service.

<u>Jobs</u>	<u>Dates of Employment</u>
a.	
b.	
c.	
d.	

2. Educational Experience

- A. If you attended school after leaving high school, please give the following information.
- Name of school and location _____
 - Dates of attendance _____
 - Main course of study _____
 - Degree or diploma received _____
- B. What information should be given to students concerning future education? _____

3. Personal Problems

- A. Did you have personal problems that were extremely difficult to solve while in school? ☐ Yes ☐ No
If Yes, would you have liked to have discussed them with someone? ☐ Yes ☐ No
- B. How could these problems be best described? _____
- C. Was there anyone in school to whom you could talk about these problems? ☐ Yes ☐ No
- D. Do you feel that your school could have helped you more in understanding marriage problems? ☐ Yes ☐ No
If Yes, please explain _____
- E. What information should be given to students concerning personal and social problems? _____

4. General Information

- A. What high school subjects have been most helpful to you? _____
- B. What high school subjects have been the least helpful to you? _____

- C. What subjects could have been helpful but were not offered? _____
- D. What high school activities have been especially helpful to you? _____
- E. What high school activities have been the least helpful to you? _____
- F. What activities would you have liked to have had offered? _____
- G. What was your most helpful source of guidance while in high school? Parents____ Teachers____ Counselor____
Principal____ Superintendent____ Others_____
- H. Did you ever seriously feel like quitting school?
____Yes ____No If Yes, please explain the reason
for staying in school _____
- I. How could your school have been of better service to you while you were in school? _____
- J. How could your school have been of better service to you after your graduating from high school? _____
5. Please make additional statements pertaining to the questions above or any additional comments which you feel might be helpful to the counselor or other personnel of the high school from which you graduated.

NOTE: Please use the back side for any questions that require additional space.