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A FOLLOW-UP STUDY OF THE GRADUATES
OF THE GETTYSBURG HIGH SCHOOL
FOR THE YEARS 1950 AND 1951

BY

STEPHEN M. POLICH, SR.

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

The demand for more and better qualified workers has risen sharply in the past decade. The changing technology of civilization is demanding less unskilled jobs and more professional and skilled jobs. It is the school's responsibility to try to locate the vocational choice of students by the time they graduate from high school, so they need not waste their immediate years after graduation trying to figure out what vocational choice they plan to follow.

It is understood that people may change their occupational choice in later life because of technical changes, illness, accident, or because their job may be a young man's job in which age may limit progress and earnings.

School systems have more and more come to recognize an obligation to inform themselves of what happens to students after they graduate, and to use this knowledge in guiding the student to meet his future needs.

Since counseling is a requirement in all first class schools, follow-up is a responsibility which high schools must assume. The schools have often been confronted with the many types of preparation for their students. Considerable interest has been raised concerning the type of training to be offered.

Many benefits may be derived from the findings reported here. High schools may use the information for comparison and evaluation of

their own programs.

Statement of the problem

The purpose of this study is to answer some of the questions asked about our high school graduates: (1) How has the high school curriculum of four years influenced the choice of higher education and choice of vocation? (2) What high school subjects should be added or dropped from the curriculum based on findings from the educational preparation and choice of vocations? (3) What differences in higher education and choice of vocations occurred between the above average, the average, and below average ranks in scholarship?

It is necessary to present the findings in a manner as helpful as possible and to offer suggestions where possible for the improvement of guidance in schools.

Plan of procedure

After selecting the problem, "Follow-Up Study of the Graduates of the Gettysburg, South Dakota High School for the Years 1950-1951," a questionnaire was composed. Parents, relatives, and school pals were contacted to get the addresses of the sixty-four graduates. The school records were used for curriculum records, class records, scholarship records, and graduating members.

From the returned questionnaires, information was obtained which was needed to answer the four questions stated in the problem on the preceding page. All data was recorded from the questionnaires directly to the charts for the purpose of tabulation. From these charts,

accompanied with an interpretation and evaluation of the various questions answered, an evaluation was made.

Definition of terms

As used in this study, the term "Vocational Choice at Graduation" refers to the job or profession the student wishes to enter while in high school.

"Vocational Choice at Present" are jobs and professions in which the student was working in 1960, at the time of the survey.

"Further Education" refers to college or vocational school attended by the graduates after completing high school.

"Fields of Study" are the jobs or professions in which the graduates completed their education after leaving high school.

"High School Curriculum" refers to the subjects offered to the students during the four years they were in high school.

"Required Subjects" are classes all graduates must take while in high school in order to receive a graduation diploma.

"Elective Subjects" are classes a graduate may select to take while in high school to complete the necessary requirements for graduation.

In "Scholarship", the graduates were divided into three groups based on their rank in class. The upper one-third shall be those students who ranked in the upper one-third of their respective class. The middle one-third are those students who ranked in the middle third of their respective class. The lower one-third are those students who ranked in the lower one-third of their respective class.

Scope of the problem

This paper is limited to the following problems which may be used in the follow-up of graduate students, to evaluate the curriculum and guidance services of any given school. The problems deal with choice of vocations, further education, high school curriculum of the group studied, and relationship of scholarship to out-of-school life. These problems were chosen because choice of occupations is based on curriculum, scholarship, education, and job availability.

CHAPTER II

SURVEY OF LITERATURE

Introduction

This chapter will survey some of the literature written in regard to the past school life of the high school graduates. The literature will relate to the occupational fields they have entered, the amount of education they have received beyond high school, the effects curriculum had on the graduate and the relationship of scholarship to after school life.

Vocational choices of the graduates

The term "vocational choice" is widely used in discussions and studies of vocational development and adjustment. Vocational choice is a process rather than an event. The term should denote a whole series of choices, generally resulting in the elimination of some alternatives and retention of others until, in due course, the narrowing down process results in what might be called an occupational choice.¹

The occupational choice of 189 graduates of the Hull, Iowa high school was studied by Foreman. He found that this group consisted of 83 males and 106 females. Compiling the data on the vocations of the male graduates, the study showed that 26 percent were students, 13 percent were in clerical work, 12 percent were farmers, and 12 percent

¹Donald Super, The Psychology of Careers, p. 184, Harper and Brothers, New York, 1957.

were in semiskilled trades. The leading vocation of the female graduates was housewife which comprised 59 percent of the group, 10 percent were students, 10 percent were office workers, 7 percent were teachers, and 5 percent were nurses.²

Stein received returns from 50 girls and 61 boys who were graduates of the Eureka high school. The present employment status of the male graduates included 36 full time, 6 part time, 18 going to school, and 1 serving in the air corps. The job status of the female graduates tallied 25 full time, 3 part time, 16 housewives, 1 unemployed, and 5 going to school. The job descriptions for the men were equally divided among managerial, skilled labor, clerical, and common labor. For the females, clerical was the most numerous, followed by professional. The time of decision on the graduates regular occupation occurred most frequently since leaving high school. The most numerous entry for the female decisions was during high school.³

Crowley in his study of the goals of 485 high school senior boys in the public schools of New York City, divided his study into five times of life groupings, namely, one year from now, five years from now, ten years from now, twenty years from now, and lifetime. He found that the goals of these boys one year from now are to graduate, be accepted

²Jacob Foreman, "A Follow-Up Study of the Graduates of the Hull, Iowa High School," Master's Thesis, University of Minnesota, pp. 26-30, 1949.

³Henry Stein, "An Organizational Study of Guidance Services for Eureka, South Dakota High School," Seminar Paper, Northern State Teachers College, Aberdeen, South Dakota, pp. 25-27, 1955.

by the school they wish to attend, and to stay in good health. Five-year goals are to graduate from college or technical school, get married, and help to support their parents. Ten-year goals are to be settled in a job they like, be an ideal husband, and be settled and secure. Twenty-year goals are to have a happy family, have a job they like, and have a good paying job. The lifetime goals are to be a good father, to live a happy life, and to repay their parents for all they have done.⁴

Wolfbein, Deputy Assistant Secretary of Labor, compiled the findings, conducted by local educational institutions, on 12,000 students who graduated from high school but did not go on to college. The occupation of the first job for the females was 64 percent clerical, 20 percent sales, 10 percent waitresses, 2 percent unskilled labor, and 4 percent for all other jobs. The occupation of the first job for the males was 28 percent unskilled labor, 15 percent sales, and the remainder was scattered among various clerical and semiskilled work.⁵

Rathney, in his study of 690 graduates of four schools found that 23 percent attended college, 6 percent attended nursing and vocational schools, 23 percent were in unskilled trades, 22 percent were clerical workers, 6 percent were farmers, 5 percent were members of the armed forces, 5 percent of the girls were married, 3 percent were

⁴Francis Crowley, "The Goals of Male High School Seniors," The Personnel and Guidance Journal, vol. 37, pp. 488-492, March, 1959.

⁵Seymour Wolfbein, "Transition from School to Work," The Personnel and Guidance Journal, vol. 38, pp. 98-105, October, 1959.

telephone operators, 3 percent were sales clerks, and the balance were apprentices, unemployed, medical aides, teachers, and girls living at home.⁶

Further education of graduates

Foreman in his study of the Hull, Iowa high school found that 43 percent of the graduates went on to college. Exactly the same number of men and women continued their education. About one-third of the group attending college had a full four years of further education. The various types of trade schools received few of the graduates. Approximately 15 percent of the graduates received degrees. Half of the graduates had two years or less of education.⁷

Stein in his study of the graduates from the Eureka, South Dakota high school found that of the 61 males, 18 were going to college. Of the 50 females studied, 5 were going to college. The study showed that more males go to college than females.⁸

Andrews and Stroup received responses from 12,706 Arkansas seniors providing information concerning their postgraduation plans. Of the 12,706 respondents who indicated a choice, 5,695 or 44.82 percent revealed plans for going to college. Plans for continuing their education in some other manner other than by attending college were indicated by 4,352 or 34.25 percent. The percentage of students planning

⁶John Rothney, The High School Student, pp. 31-33, Dryden Press, New York, 1954.

⁷Foreman, op. cit., pp. 32-35.

⁸Stein, op. cit., p. 25.

to continue their education by various methods other than by college are 5 percent go to trade school, 8 percent go to business school, 6 percent go to another type of school, 11 percent enter military service, and 4 percent others. A number of factors seemed to be related to plans for attending college. Such factors as sex, scholastic ability, curriculum pursued in high school, size of school, place of residence, and family income are so related.⁹

A score of 110 or better on an I.Q. test is often used as a rough indicator for successful completion of college. About one in six among the graduates achieve this score.¹⁰

High school curriculum

The curriculum study based on choices of occupations shows that the subject that was most justified was home economics. Commercial subjects seem to help. The college preparatory courses were a great aid to the 43 percent that went on to college. Music and sports from the extra-curricular activities were important to the graduate.¹¹

Stein in his study asked the graduates, "Which subject that you took in high school has been of most value to you in your occupational life since you left high school?" Both males and females chose typing and bookkeeping as the most useful, followed by speech, English, science,

⁹D. C. Andrews and Francis Stroup, "Plans of Arkansas High School Seniors," The Personnel and Guidance Journal, vol. 39, pp. 300-302, December, 1960.

¹⁰Wolfbein, op. cit., p. 99.

¹¹Foreman, op. cit., pp. 36-40.

mathematics, industrial arts for the males and home economics for the females.

"What subjects which you did not have do you now think would have helped you in your occupational life since leaving school?" The subjects asked for most in their respective order were commercial, science, mathematics, foreign languages, accounting, agriculture, journalism, mechanical drawing and driver's education.¹²

Conants recommendations for improving public school education are as follows:¹³

1. Counseling system in all schools.
2. Individualized program to fit the student.
3. Required program for all students.
4. Ability groupings.
5. Grade supplement with all high school diplomas.
6. Two years of English composition for all students.
7. Diversified program to develop marketable skills.
8. Special consideration for the slow reader.
9. Programs for the academically talented.
10. Special attention for the highly gifted pupil.
11. Academic inventory for the talented student.
12. At least six periods in the school day.
13. Prerequisites for advanced academic courses.
14. Students not ranked in class according to their grades in all subjects.
15. List academic honor students.
16. Developmental reading program.
17. Operate a summer school.
18. Offer four years of foreign language.
19. Offer science courses according to ability groupings.
20. Homeroom consist of mixed ability groups.
21. Offer twelfth grade social studies.

Students' needs demand the inclusion of at least three units in

¹²Stein, op. cit., pp. 28.

¹³James Conant, "The American High School Today," pp. 41-76, McGraw-Hill Book Co., Inc., New York, 1959.

the school's occupations curriculum. These units deal with (1) Americans at work, (2) making career plans, and (3) securing a job.¹⁴

The reason for not establishing clearer relationship between school procedure and later behavior is that most data of this type are available mostly on a national level. Rarely are such data collected for the individual school. There is a need for the schools to collect community data. This may give clues to the effectiveness of the school program.¹⁵

The curriculum is not thought of solely in terms of subjects studied, but rather as consisting of those experiences which develop the individual's social and vocational abilities necessary for effective living in society.¹⁶

The students, who are placed in courses which are difficult enough to make them work but not so difficult as to discourage them, are most likely to be satisfied and interested in their studies.¹⁷

Relationship of scholarship and out-of-school life

Foreman in his follow-up study on relation of scholarship and out-of-school life divided his study into three groups.

¹⁴Max Baer and Edward Roeber, Occupational Information, pp. 405-436, Science Research Associates, Inc., Chicago, 1958.

¹⁵American School Curriculum, pp. 342-354, American Association of School Administrators, Washington, D. C., 1953.

¹⁶Janet Kelly, Guidance and Curriculum, p. 23, Prentice Hall, Englewood Cliffs, New Jersey, 1955.

¹⁷Donald Super, Appraising Vocational Fitness, pp. 91-92, Harper and Brothers, New York, 1949.

The above-average group consisted of 15 percent males and 85 percent females. Two-thirds of the males are students studying in professional fields. One-half of the females in this group are housewives, one-fourth are students, and the remainder are in nursing, sales, office work and teaching.

The average group consists of about half male and half females. The greatest percentage of the males are students. The rest are in agriculture, services, and sales occupations. Above 60 percent of the women are housewives. Office work is the second occupational choice. Two girls are attending school.

The below-average group consisted of an equal number of males and females. The greatest number of males in this group were doing physical labor. Sales and crafts took the second greatest percentage. Two males were students. Approximately 80 percent of the females became housewives. The rest of the females were telephone operators, teachers, and clerks.¹⁸

There was a significant positive relationship between the I.Q. and socio-economic status for the total group of subjects.¹⁹

Vocational choice among females is strongly related to the kind of training received in high school. No such statement can be made for the boys. There is little, if any, relationship for boys between high school training and vocational choice.²⁰

¹⁸Foreman, op. cit., pp. 41-53.

¹⁹Crowley, op. cit., p. 489.

²⁰Wolfbein, op. cit., p. 102.

In a number of studies, the more intelligent individuals have been found to have more occupational objectives. They have more abilities which are required for success in the prestige occupations. Investigations show that the more intelligent are more likely, other things being equal, to make wise vocational choices.

Different curricula have been found to attract different degrees of intelligence. In one nation-wide study, the median I.Q. of high school boys in different courses was as follows: college preparatory 114, scientific 108, academic 106, commercial 104, and trades 92. The exact figures vary from one community to another and from time to time. It is, therefore, necessary to have local norms.²¹

Summary

Vocational choice is a process rather than an event. The term should denote a whole series of choices. Some of the choices will be eliminated, while others are retained.

The vocational status of high school graduates vary for the different studies because of difference in the community offering certain types of employment, scholastic ability of student bodies, economic status of parents, and geographic area.

Studies show that there is some relationship between intelligence and occupational choice. The higher the general intelligence of the group, the higher the occupational levels in which they tend to find employment.

²¹Super, op. cit., pp. 87-98.

Studies show that the percentage of graduates going on to college varies from 21 percent to 45 percent. A score of 110 or better on an I.Q. test is often used as a rough indicator for successful completion of college.

There is a positive relationship between I.Q. and socio-economic status of students. Vocational choices among females are related to the kind of training received in high school. There is little, if any, relationship for boys between high school training and vocational choice. One study found that different curriculum attracts different degrees of intelligence.

CHAPTER III

DEVELOPMENT OF THE QUESTIONNAIRE

Introduction

This chapter will present information on the development of the questionnaire. The information will show procedure used for construction, the questionnaire, procedure used for distribution, and the results obtained from the questionnaire survey.

Procedure used for construction

The questionnaire was developed to seek factual information on a follow-up study of the graduates for the years 1950 and 1951 from the Gettysburg High School, Gettysburg, South Dakota. Information to be obtained from the questionnaire is:

1. Vocational choice at graduation
2. Occupation at present time
3. Did you follow your choice of occupation?
4. Did you plan to enter another occupation?
5. Reasons for changing
6. Service record
7. Employment since graduation
8. Education beyond high school

Educational information during the students' tenure in high school was taken from the school files. The following information was obtained:

1. Names of graduates, classes of 1950 and 1951

2. Rank in class
3. School subjects in which each student ranked high
4. Curriculum during high school tenure

The present addresses of the graduates were secured by contacting relatives who live in the community.

The questionnaire was developed by (1) looking over several questionnaires composed and distributed in Education Research class, (2) counseling with my research counselor, Dr. Harry Huls, Department of Education, South Dakota State College, Brookings, South Dakota, and (3) surveying literature on the development of the questionnaire.

A helpful summary of criteria for constructing questionnaires includes nine items.¹

1. It must be short enough so as not to take too much time so the respondent will not reject it completely.
2. It must be of sufficient interest and have enough face appeal so the respondent will be inclined to respond to it and to complete it.
3. The questionnaire should obtain some depth to the response in order to avoid superficial replies.
4. The ideal questionnaire must not be too suggestive or too unstimulating, particularly with reference to choices.
5. The questionnaire should elicit responses that are definite, but not mechanically forced.
6. Questions must be asked in such a way that the responses will not be embarrassing to the individual.
7. Questions must be asked in such a manner as to allay suspicion on the part of the respondent concerning hidden purposes in the questionnaire.
8. The questionnaire must not be too narrow, restrictive, or limited in its scope or philosophy.
9. The responses to the questionnaire must be valid, and the entire body of data taken as a whole must answer the basic question for which the questionnaire was designed.

¹Douglas E. Scates and Alice V. Yeomans, The Effect of Questionnaires on Course Requests of Employed Adults, Washington: American Council on Education, pp. 2-4, 1950.

Procedure used for distribution

The questionnaire and letter of instruction were mimeographed. Into each envelope was inserted (1) questionnaire, (2) letter of instruction, and (3) an addressed return envelope. The questionnaire and letter of instruction may be found in the appendix. The first letters were sent out by mail on August 20, 1960. All but five were returned by September 20, 1960. A second follow-up letter, including the same items as the first letter, with a short, urgent message from me on the bottom of the letter was sent out on September 20. By October 2, 1960, I had received replies from all of the sixty-three graduates still living.

Results

A reply was received from all sixty-three graduates living at the present time. One of the students died in 1958 and is considered as being deceased both at graduation and at the present time.

The large percentage of replies is probably due to the fact that I have taught at the Gettysburg High School for 23 years, and have been in contact with the students or their families since the students graduated.

CHAPTER IV

VOCATIONAL CHOICE OF THE GRADUATES

Introduction

This chapter will present data on the types of occupations chosen by the graduates of the classes of 1950 and 1951. The data will show their present occupations and their vocational choice at graduation. The graduates will be treated as a whole first, and then the men and women will be treated separately.

Occupations of the group as a whole

Table 1 shows the vocational choices of the students at the time of graduation. From this table, we can see that the total group in the survey is represented by 64 students, composed of 30 boys and 34 girls. The class of 1950 had 28 graduating members, composed of 13 boys and 15 girls. The class of 1951 had 36 graduating members, composed of 17 boys and 19 girls.

From Table 1, we can see that the highest choices of vocation at graduation were teaching and homemaking, each representing 17.2 percent of the group. Seven graduates, which is 11 percent of the total group selected farming as an occupation. Seven of the graduates, or 11 percent were undecided as to choice of vocation at graduation. Five students, which is about 7.8 percent of the group, chose clerical work. Four graduates chose medicine and four chose engineering, each representing 6.2 percent of the group. Services, agricultural technician, and nursing were chosen by three students, each representing 4.7 percent

Table 1. Occupational Choice of Graduates of the Gettysburg High School at Graduation 1950 and 1951

Occupational choice at graduation	Number of students	Percentage of students
Teaching	11	17.2
Housewife	11	17.2
Farming	7	11.0
Undecided	7	11.0
Clerical	5	7.8
Medicine	4	6.2
Engineering	4	6.2
Services	3	4.7
Ag	3	4.7
Nursing	3	4.7
Business	2	3.2
Law	2	3.2
Crafts	1	1.5
Deceased	1	1.5
Total	64	100.0

of the group. Two students selected law and two selected business, representing 3.2 percent of the group.

One student chose crafts; he wished to work in the aircraft industry. One boy of this group is deceased. These last two students each represent about 1.5 percent of the group.

Table 2 shows the vocational choices of the graduates at the present time, 1960. From this table we see that the highest percentage of the group are housewives, numbering 24 and representing 37.4 percent of the total group. It is interesting to note that this group is composed of 34 women, of which 24 are full-time housewives ten years after graduation, which means that most of them are too busy raising families to be interested in some vocation.

Seven of the students, representing 10.9 percent of the group are in service vocations, one is a barber, one is a cosmetologist, one is an auditor's helper, one is a station operator, one works for the Bell Telephone Company, and two are clerks in stores - one works in a drugstore and the other in a grocery store.

Five graduates, representing 7.8 percent of the group, are teaching. Five students are in sales. They represent 7.8 percent of the group; one is selling real estate and insurance, one is a broker, one is a bread salesman, one is a feed salesman, and one represents General Motors Acceptance Corporation. Three of the students are farming, representing 4.7 percent of the group. Three, or 4.7 percent, chose crafts; one is a dental technician, one is in railroad maintenance, and one is a cook in a restaurant. Three of the girls chose nursing, representing 4.7 percent of the group. Two, or 3.2 percent, are in some phase of medicine; two, or 3.2 percent, are in business; two students, or 3.2 percent, represent each of the professions law, engineering, and the clergy. One student, or 1.5 percent, represents agriculture as a technician, armed services, and one boy died after graduation.

Table 2. Occupational Choices of Graduates of the Gettysburg High School at Present, 1960

Occupational choice at present	Number of students	Percentage of students
Housewife	24	37.4
Services	7	10.9
Teaching	5	7.8
Sales	5	7.8
Farming	3	4.7
Crafts	3	4.7
Nursing	3	4.7
Medicine	2	3.2
Business	2	3.2
Clergy	2	3.2
Law	2	3.2
Engineering	2	3.2
Ag	1	1.5
Biologist	1	1.5
Armed Service	1	1.5
Deceased	1	1.5
Total	64	100.0

Nine boys and 16 girls, or 39.0 percent, of the total group had the same choice of occupation at graduation as at the present time. In the male group, four are teachers, two are lawyers, two are engineers, and one is in medical research. In the female group, 11 are housewives,

two are in service occupations, two are nurses, and one is a medical technician.

Vocations of male graduates

Out of the 64 graduates, 30, or 46.9 percent, were men. Table 3 shows the choice of occupation of male graduates at the time of graduation. Table 4 shows the occupation of the male graduates at the present time, 1960.

Table 3. Occupational Choices of Male Graduates of the Gettysburg High School, Classes 1950 and 1951, at Graduation

<u>Occupational choice</u>	<u>Number of graduates</u>	<u>Percentage of graduates</u>
Farming	7	23.4
Teaching	5	16.7
Undecided	4	13.3
Engineering	4	13.3
Agriculture	3	10.0
Medicine	2	6.7
Law	2	6.7
Business	1	3.3
Crafts	1	3.3
Deceased	1	3.3
Total	30	100.0

Table 4. Occupational Choices of Male Graduates of the Gettysburg High School, Classes 1950 and 1951, at Present Time, 1960

Occupational choice	Number of graduates	Percentage of graduates
Sales	5	16.8
Teaching	4	13.3
Services	4	13.3
Farming	3	10.0
Business	2	6.7
Clergy	2	6.7
Law	2	6.7
Engineering	2	6.7
Agriculture	2	6.7
Biologist	1	3.3
Crafts	1	3.3
Armed Service	1	3.3
Medicine	1	3.3
Deceased	1	3.3
Total	30	100.0

Of the 30 male graduates, seven, or 23.4 percent, chose farming as a future occupation. Ten years later, only two followed farming as an occupation. The third member in farming at the present time selected crafts at graduation. He planned to enter the aircraft industry, but after graduation decided to go into partnership with his dad. He is presently married, and has an interest in a large ranch in the northern

part of our country. The other two members, who are farming at the present time, seem to be well-established in farming. Now let's see what vocations the students who selected farming as a vocation at graduation are in at the present time. One is in crafts; he is a railroad maintenance man. The second is in a service occupation as part owner of a service station. The third is an agricultural technician. The fourth is in business administration. The fifth is a biologist and is presently working for the Minnesota Health Department.

Five, or 16.7 percent, selected teaching at graduation. Four of the group are presently teaching. The fifth graduate is at present a member of the clergy. He has a congregation in the southern part of the state.

Four, or 13.3 percent, of the group were undecided as to vocation at graduation. Their present occupations are: one is a barber which is a service occupation; the second received a degree in teaching from the University of Minnesota and is presently in sales work for a finance company; the third is a clerk in a grocery store and is classified under service occupation; the fourth has a job with the Bell Telephone Company and is listed presently in a service occupation. In the undecided group, three chose service occupations, and one selected sales but is qualified to teach. He indicated he plans to change to teaching in the near future.

Four, or 13.3 percent, chose engineering at graduation but only two followed engineering. Of the other two, one is a clergyman with a parish in Iowa, and the second is presently a pilot. He is listed

under the armed service. He must plan to stay in the service as he didn't indicate a change in occupation. When he retires from the Air Force, he plans to enter the field of mechanical engineering since he has a degree in mechanical engineering from South Dakota State College.

Three, or 10.0 percent, chose agricultural technician as an occupation at the time of graduation, but none of the three at present is an agricultural technician. The person listed in Table 4 as an agricultural technician chose farming as an occupation at graduation. What occupation do we find these students in today? One is a bread salesman. The second has an accounting business on the West Coast and is listed under business. The third received his degree in animal husbandry from South Dakota State College, and is presently a district sales manager for a feed company in Sioux Falls. He is listed under sales at present.

Two, or 6.7 percent, chose medicine as a career at graduation. One is presently in the medical field. He has received his doctor's degree and is a medical technician at South Dakota University. The other boy who chose medicine at graduation is at present a broker in Minneapolis and is listed under sales.

Two, or 6.7 percent, chose law at graduation and are lawyers at present.

One, or 3.3 percent, of the group selected business at graduation. This student today is listed under sales since he is a realtor and insurance salesman. He wishes someday to buy part of the real estate and insurance business in which he is now employed.

One, or 3.3 percent, chose crafts at graduation, but this student presently is in farming. The student listed under crafts at present chose farming as an occupation at graduation.

One, or 3.3 percent, of the 30 boys in this group died in 1958. At the time of his death, he was farming with his father. He is listed as deceased both at graduation and at the present.

Vocations of female graduates

Thirty-four, or 53.1 percent, of the 64 graduates were females. Of this group, 31 are married. Twenty-four are performing the duties of housewives. Seven of the married women are performing double duties. They are performing the duties of a housewife and are holding an outside job. What are the jobs held by these seven women? Two are listed under service occupations; one is a clerk in a drugstore, and the other is a beauty operator. Two are listed under nursing. Two are listed under crafts; one is a cook in a restaurant, and the other is a dental technician. One is listed under medicine and is a medical technician in a hospital.

Three of the females are not married. One is listed under services and is a county auditor's aid. The second is a registered nurse and works in a clinic. The third girl is an elementary teacher in Minneapolis.

Table 5 shows the choice of occupation of female graduates at the time of graduation. Table 6 shows the occupation of the female graduates at the present time, 1960. This report will show the changes in occupational choice from the time of graduation to the present time.

The time difference is approximately ten years.

Of the 34 female graduates, 11, or 32.0 percent, of this group selected homemaking as an occupation at graduation. All of the 11 in this group are presently housewives.

Table 5. Occupational Choices of Female Graduates of the Gettysburg High School, Classes 1950 and 1951, at Graduation

Occupational choice	Number of graduates	Percentage of graduates
Housewife	11	32.0
Teaching	6	17.5
Clerical	5	14.5
Services	3	9.0
Nursing	3	9.0
Undecided	3	9.0
Medicine	2	6.0
Business	1	3.0
Total	34	100.0

Table 6. Occupational Choices of Female Graduates of the Gettysburg High School, Classes 1950 and 1951, at Present Time, 1960

Occupational choice	Number of graduates	Percentage of graduates
Housewife	24	70.0
Services	3	9.0
Nursing	3	9.0
Crafts	2	6.0
Teaching	1	3.0
Medicine	1	3.0
Total	34	100.0

Teaching was selected as an occupational choice by six of the female group. This represents 17.5 percent of the total female group. All of the six are housewives at the present time, and all six hold degrees in teaching. The degrees range from permits to four-year degrees. The lone girl found in teaching at the present time was undecided at graduation.

Clerical work was chosen by five, or 14.5 percent, of the girls at graduation. Four of this group at present are housewives. The fifth member of this group is now listed under a service occupation.

Service occupations were selected by three, or 9.0 percent, of the female group. One girl chose cosmetology at graduation, and she is a cosmetologist at the present time. The second girl selected clerking at time of graduation. She is now married and also holds a job as a clerk in a drugstore. The third girl selected to be a waitress at

graduation and is now listed under crafts; she is a cook in a restaurant. The third person listed under services in Table 6 selected clerical work at the time of graduation.

Nursing was selected by three girls, or 9.0 percent, of the female group. Two of the girls are registered nurses and one is a housewife. The third graduate listed under nursing in Table 6 was undecided at the time of graduation as to occupation.

Undecided at time of graduation as to occupation was listed by three girls, or 9.0 percent, of the female group. One of these girls is a housewife; the second is a nurse, and the third one is an elementary teacher.

Medicine was selected as an occupation at graduation by two girls, or 6.0 percent, of the female group. One girl selecting medicine at graduation is a medical technician. The other girl presently is listed under crafts and is a dental technician.

In Table 6, two persons are presently listed under crafts. At the time of graduation, no one selected a craft field. One of the girls listed is presently a cook; her choice at graduation was to be a waitress. The second girl listed under crafts is a dental technician. Her choice at graduation was medicine.

Summary

The study shows that the group as a whole at graduation chose teaching and homemaking as the leading vocations. At the present time, being a housewife is the leading occupation in the group as a whole. This may be due to the fact that 31 of the females are married.

Presently, 24 of the females are devoting their time to the care of their families. Seven females are doing double duty, as they are married and are holding full-time positions.

Farming, teaching, and engineering were the three leading choices of vocation at the time of graduation for the male graduates. Sales, teaching, and services were the three leading occupational choices of the males at the present time.

Four males were undecided as to a choice of occupation at graduation. They all have employment at the present time, and only one wants to change his occupation. One is a barber. The second is in sales and wishes to change to teaching. The third is a clerk in a super market, and the fourth is a maintenance man with the Bell Telephone Company.

Three of the females of the group were undecided as to a choice of occupation at graduation. At the present time, one is a teacher, the second is a nurse, and the third is a housewife. Teaching and clerical work were the two leading choices of occupation, after housewife, for the female students at graduation. Services and nursing were the two leading choices of occupation, after housewife, for the females at the present time.

Nine boys, or 30.0 percent, of the group of 30 boys had the same choice of occupation at graduation as at the present time. Four are teachers, two are lawyers, two are engineers, and one is a medical researcher.

Sixteen girls, or 47.0 percent, of the group of 34 girls had the same choice of occupation at graduation as at the present time. Eleven

are housewives, two are in service occupations, two are nurses and one is a medical technician.

Four of the boys wish to change occupations in the future. One, presently a gas station operator, wishes to go into banking. Two, presently in sales, has a teaching degree and plans to enter the teaching field. Three, presently with the Department of Agriculture, wants to become a livestock inspector. Four, presently a biologist with the Minnesota Department of Health, wants to enter the investment field. None of the girls indicated a wish to change occupations at the present time.

CHAPTER V

FURTHER EDUCATION OF GRADUATES

Introduction

This chapter will deal with the education of the graduates beyond high school. The study will show the number going to college, the number of years spent in college, degrees obtained from college, and the fields of study while attending college.

College tenure

The years of college education for graduates of this group are shown in Table 7.

Table 7. Years of College Education for Graduates
of the Gettysburg High School, 1950 and 1951

Years of college	Males	Females	Total
1	0	2	2
2	0	0	0
3	1	3	4
4	9	4	13
5	4	0	4
6	2	0	2
7	1	0	1
8	2	0	2
Total	19	9	28

There were 64 graduates from the Gettysburg High School in the classes of 1950 and 1951. This group was composed of 30 boys and 34 girls. As may be seen from Table 7, 28 of the graduates, or 43.8 percent, went on to college. The 19 boys attending college represents 63.3 percent of the 30 males in this study. The nine girls attending college represent 26.5 percent of the 34 females in this study.

Nine of the boys attended college four years, and nine of the boys spent more than four years in college. One boy attended business college for three years and received his degree in accounting.

Nine girls attended college. The two who attended one year of college received teaching permits. Three girls attended three years of college and received degrees in nursing and teaching. Four girls attended college four years. These girls chose varied professions.

College degrees

The number and type of degrees received by the 28 graduates tabulated as attending college are shown in Table 8. As may be seen from this table, there were three times as many boys as there were girls receiving degrees. Nine of the degrees received by the boys were four-year degrees. Four of the males received five-year degrees. Two received six-year degrees in law. One boy received a Ph.D. in medical research. Two of the males went to school eight years; they received doctorates in the Bible. All of the boys going to college received degrees, while three of the females did not receive degrees.

Table 8. Number and Type of Degrees Earned by the Graduates of the Gettysburg High School, 1950 and 1951

Degree	Male	Female	Total
None	0	3	3
Accounting	1	0	1
R.N.	0	3	3
B.A.	1	0	1
B.S.	8	3	11
M.S.	4	0	4
L.L.B.	2	0	2
Ph.D.	1	0	1
B.D.	2	0	2
Total	19	9	28

Fields of study

The fields of study of the male and female graduates are shown in Table 9.

If one will compare Table 9 with Table 8, he will see that three of the boys attended vocational school. One boy completed an abbreviated course in accounting. The second boy attended a barber school, and the third boy attended a telephone maintenance school. One girl attended vocational school and is a beauty operator.

Table 9 shows that the largest field of study for both the men and the women is teaching. Engineering was the second choice of the men. Nursing was the second choice of the females.

Table 9. Fields of Study of the Graduates of the Gettysburg High School, 1950 and 1951

Fields of study	Male	Female	Total
Teaching	5	5	10
Clergy	2	0	2
Business Administration	2	0	2
Medicine	1	1	2
Engineering	3	0	3
Law	2	0	2
Agriculture Technician	2	0	2
Biologist	1	0	1
Nursing	0	3	3
Beauty Operator	0	1	1
Accounting	2	0	2
Barber	1	0	1
Telephone	1	0	1
Total	22	10	32

Summary

This study shows that approximately 44 percent of the graduates went on to college. This justified the college preparatory part of the curriculum. Two times as many men as women attended college, while three times as many men as women received degrees from college. Most of the students received college training which requires a high degree of academic scholarship. A small percentage of the men, which was

three, attended trade and vocational schools. Eight of the boys took no further training after high school. This may justify the vocational program in the high school.

Nine, or 26.5 percent, of the female graduates went to college, and an additional girl attended vocational beauty school. Twenty-four of the girls did not seek further education. This indicates the justification of commercial subjects and home economics in the curriculum.

CHAPTER VI

HIGH SCHOOL CURRICULUM FOR THE CLASSES STUDIED

Introduction

This chapter deals with the curriculum offered the graduating class during their four-year tenure in high school. The discussion is divided into three sections. One deals with the required subjects which must be taken by all students in order to graduate. In the second portion, elective courses which a student may select to be added to his required subjects are discussed. The graduating students must pass 16 one-year courses to receive a diploma. The student is advised to carry 4 one-year courses each school term. The third part involves extra-curricular activities offered by the school.

Required subjects

Table 10 shows the nine subjects required for graduation by the Gettysburg High School.

Table 10. Subjects Required for Graduation by the Gettysburg High School, 1950 and 1951

<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
English I	English II	English III	English IV
Algebra I	Biology	American History	Civics
General Science			

The nine subjects required by the local school are required for certification as set up by the State Department of Education and the

North Central Association. All students graduating must have passed these subjects. The required courses include four in English, two in science, and one each in mathematics, American history, and civics.

Elective subjects

The school required 16 one-year courses for graduation. Nine are required subjects; therefore, each student may select seven. The elective courses offered by the Gettysburg High School may be seen in Table 11.

Table 11. Elective Subjects Offered to the Graduates of the Gettysburg High School, 1950 and 1951

Freshman	Sophomore	Junior	Senior
Social Studies	World History	Typing I	Typing II
Home Ec. I	Home Ec. II	Shorthand	Bookkeeping
Agriculture I	Agriculture II	Chemistry	Shorthand
	Geometry	Algebra II (1)	Physics
		Trigonometry (2)	Algebra II (1)
		Home Ec. III	Trigonometry (2)
		Agriculture III	Home Ec. III
			Agriculture IV

If one will compare Table 10 and Table 11, the freshmen have three required subjects and can choose only one elective. The girls may choose between Home Economics and Social Studies, while the boys may choose between Agriculture and Social Studies. The boys receive woodworking shopwork two days a week in conjunction with Agriculture. The sophomores

have two required subjects; therefore, the student may choose two electives. The girls may choose between Home Economics, World History, and Geometry. The boys may choose Agriculture II, World History, or Geometry. The boys taking Agriculture get two days a week of shop which consists mainly of rope work and forging. The juniors have two required subjects and may choose two from the elective field. The seniors have two required subjects and may choose two from the elective field. All juniors and seniors may take five subjects if they maintain a "B" average in all subjects. Students were discouraged from early graduation, but encouraged to add more subjects to their record for graduation.

The elective courses are added to extend a student's field of study. Two courses in Science are elective, Chemistry and Physics. Three courses in Mathematics are elective, Geometry, Algebra II, and Trigonometry. Four years of Agriculture with shop are offered. Boys taking Agriculture must attend classes seven periods per week. Five of these periods are spent on class work and two periods are spent on shop work. Four courses are offered in the commercial subjects, Typing I, Typing II, Shorthand, and Bookkeeping. Most of the commercial courses are offered in the junior and senior years. Those students who wish to take Typing II must first complete Typing I.

Extracurricular Activities

The boys may participate in sports, which included football, basketball, track and gym. Music consisted of band, instrumental and chorus. The dramatics offered were plays and declamation.

The girls are offered no participation in sports. Their activities in sports are limited to cheerleading. Music consisted of band, instrumental, glee club, and mixed chorus. Girls may take part in dramatics which consists of plays and declamation.

Summary

The curriculum offered the students during their four years in high school consisted of nine required subjects and 18 elective subjects. The school's objective was to offer four years of English, four years of Science, and three years of Mathematics. Students taking these courses were considered taking an academic major. Vocational majors were offered in Home Economics and Agriculture. The student taking all the commercial subjects selected a commercial major. These majors were used mainly for guidance purposes and for student loads in various classes in the junior and senior years. Most of the classes were composed of 50 students; therefore, all required subjects had two divisions, while the electives were split up so only one division in each course had to be taught.

The extracurricular activities seemed to be adequate for a school of this size and consisted of sports, music, and dramatics.

The school day was divided into seven periods. Each period consisted of fifty-five minutes. The pupils were either in the study hall for study or in the classroom for recitation.

The choice of occupation for the females shows that Home Economics is an important subject offered in the high school. Commercial subjects, such as typing and bookkeeping, no doubt helped students in

college and later in their chosen vocations. The college preparatory courses were a great aid to the 44 percent that went on to college. Nine students did not seek further education after high school. This may justify the Agriculture program in the high school.

CHAPTER VII

RELATIONSHIP OF SCHOLARSHIP AND OUT-OF-SCHOOL LIFE

Introduction

The graduates were divided into three groups based on their rank in class. The upper one-third included those students who ranked in the upper one-third of their respective class, the middle one-third was composed of those students who ranked in the middle one-third of their respective class, and the lower one-third consisted of those students who ranked in the lower one-third of their respective class. The class of 1950 was represented by twenty-eight students. Ten were placed in the upper one-third, due to a tie in rank between the ninth and tenth students, nine were placed in the middle one-third, and nine were placed in the lower one-third. The class of 1951 was represented by thirty-six students. Twelve students were placed into each of the three groups. Each group will be treated separately as to vocational choice and further education in this study.

The upper one-third group

In this group, there were 22 graduates. Ten of the graduates were from the class of 1950 and 12 were graduates from the class of 1951. There were nine males and thirteen women.

The occupations of the nine males of this group at the present time are shown in Table 12. Three are teaching. Two are clergymen. One is in medical research. One is in business administration. One is an engineer and one is in sales. All of the males in the upper

Table 12. Occupational Choices of the Upper One-Third of the
Graduates of the Gettysburg High School
at the Present Time, 1960

Occupational choice	Number of students		Percent of total	
	Male	Female	Male	Female
Housewife	0	6		27.4
Teaching	3	1	13.7	4.5
Clergy	2	0	9.2	
Nursing	0	2		9.1
Service	0	2		9.1
Medicine	1	1	4.5	4.5
Business	1	0	4.5	
Engineering	1	0	4.5	
Sales	1	0	4.5	
Crafts	0	1		4.5
Total	9	13	40.9	59.1

one-third group attended college.

The occupations of the 13 females of this group at the present time are shown in Table 12. Six are housewives. Two are in nursing. Two are in services, one is an auditor's aid, and the other is a clerk in a drugstore. Ten females in this group are married and three are single. This group represents all of the single girls in the total group.

The fields of study of the nine males in this group after graduation are shown in Table 13. Three received bachelor degrees in teaching; one of this group has also received a master's degree. Two males

Table 13. Fields of Study of the Upper One-Third of the Graduates of the Gettysburg High School 1950 and 1951

Fields of study	Number of students		Percent of total	
	Male	Female	Male	Female
None	0	6		27.4
Teaching	3	4	13.7	18.1
Clergy	2	0	9.1	
Nursing		2		9.1
Business Adm.	2	0	9.1	
Medicine	1	1	4.5	4.5
Engineering	1	0	4.5	
Total	9	13	40.9	59.1

have entered the clergy; these men have spent eight years in further education. They have received a B.A. in the Bible and a B.D. in the ministry. Two have received degrees in business administration. One has received his doctor's degree in medical research. One male graduated in engineering.

The fields of study of the 13 females in this group are shown in Table 13. Six of the girls in this group had no further education. This would indicate that nearly one-half of the girls in this group did not seek further education. Seven girls did seek further education beyond high school. Four selected teaching as a career. Two of these teachers received degrees, the third received a three-year certificate, and the fourth received a teaching permit. Two girls received degrees as registered nurses, and one girl received a B.S. degree in medicine.

The middle one-third group

In this group, there were 21 students. Nine of the graduates were from the class of 1950 and 12 were graduates from the class of 1951. There were nine males and twelve females in this group.

The occupations of this group at the present time are shown in Table 14.

Table 14. Occupational Choices of the Middle One-Third of the Graduates of the Gettysburg High School at the Present Time, 1960

Occupational choice	Number of students		Percent of total	
	Males	Females	Males	Females
Housewife	0	12		57.0
Lawyer	2	0	9.5	
Ag. Technician	1	0	4.8	
Biologist	1	0	4.8	
Sales	2	0	9.5	
Engineer	1	0	4.8	
Armed Service	1	0	4.8	
Deceased	1	0	4.8	
Total	9	12	43.0	57.0

The occupations of the nine males in this group are shown in Table 14. Two are lawyers, two are in sales, one is an engineer, one is in the armed services flying aircraft, and one of the boys was killed in a farm accident in 1958. Seven of the male graduates are presently in occupations requiring at least four years of education beyond high school.

The occupation of the 12 females in this group is housewife.

The fields of study of this middle group after graduation are shown in Table 15.

Table 15. Fields of Study of the Middle One-Third of the Graduates of the Gettysburg High School, 1950 and 1951

Fields of study	Number of students		Percent of total	
	Male	Female	Male	Female
Law	2	0	9.5	
Ag. Technician	1	0	4.8	
Teaching	1	1	4.8	4.8
Biologist	1	0	4.8	
Engineer	2	0	9.5	
None	2	11	9.5	52.3
Total	9	12	42.9	57.1

The fields of study of the nine males in the middle group are shown in Table 15. Two received law degrees and are practicing law. Two received engineering degrees; one is an engineer and the other is in the armed forces. One each received college degrees in teaching, biology, and in agriculture. Seven of the boys in this group of nine boys received college degrees. Two did not seek further education.

The fields of study of the 12 females in the middle group may be seen in Table 15. The largest number, or 11, of the girls did not seek further education. One girl in this group took an eight-weeks teaching course. She received a teaching permit. All the girls in this group are married.

The lower one-third group

In this group there were 21 graduates. Nine of the graduates were from the class of 1950, and 12 were from the class of 1951. There were twelve males and nine females in this group.

The occupations of this lower group may be seen in Table 16.

Table 16. Occupational Choices of the Lower One-Third of the Graduates of the Gettysburg High School at the Present Time, 1960

Occupational choice	Number of students		Percent of total	
	Male	Female	Male	Female
Housewife	0	6		28.5
Services	4	1	19.0	4.8
Farming	3	0	14.2	
Teaching	1	0	4.8	
Nursing	0	1		4.8
Sales	2	0	9.5	
Crafts	1	1	4.8	4.8
Business	1	0	4.8	
Total	12	9	57.1	42.9

The occupations of the 12 male graduates in the lower third may be seen in Table 16. Four are in service occupations. Three are farming. Two are in sales, one is in teaching, one is in crafts, and one is in business. Of the four men in the service occupations, one is a clerk in a super market, the third owns a service station and the fourth is a barber. Three of the men in this group are in occupations which require a degree. Three of the men attended vocational schools.

The occupations of nine females in the lower third group are shown in Table 16. The largest number, or six, are housewives. One is in a service occupation. One is in nursing, and one is in crafts. All of the females in this group are married.

The fields of study of the 12 males in this lower third group are shown in Table 17. The largest number in this group, or six, did not seek any further education. This represents one-half of the men in this group. Three, or one-fourth, of the men took some college work. One of this group received a degree in teaching and is teaching at the present time. The second received a degree in animal husbandry and is presently in sales work selling feed. The third member attended business college and received an accounting degree; presently, this man sells insurance and real estate. Three of this group attended vocational schools. One is an accountant in business for himself. The second attended barber school and presently is a barber. The third attended a maintenance school provided by the Bell Telephone Company.

The fields of study of the nine females in the lower third group are shown in Table 17. Seven of the nine girls did not seek any further education. Of the remaining two girls, one graduated from nursing school after three years of study. The second graduated from a vocational school in hair styling.

The group as a whole

In studying the differences in the three groups, a clearer picture of the entire group can be made by putting them together into one table. Table 18 will show the occupational choices for all male graduates in the

Table 17. Fields of Study of the Lower One-Third of the Graduates of the Gettysburg High School, 1950 and 1951

Fields of study	Number of students		Percent of total	
	Male	Female	Male	Female
None	6	7	28.4	33.3
Accounting	2	0	9.5	
Ag. Technician	1	0	4.8	
Teaching	1	0	4.8	
Nursing	0	1		4.8
Barber	1	0	4.8	
Telephone	1	0	4.8	
Beauty Operator	0	1		4.8
Total	12	9	57.1	42.9

Table 18. Occupational Choices of the Male Graduates in the Three Groups in Scholarship from the Gettysburg High School at the Present Time, 1960

Occupational choice	Upper one-third		Middle one-third		Lower one-third	
	Number of students	Percent of males	Number of students	Percent of males	Number of students	Percent of males
Teaching	3	10.1	0		1	3.3
Clergy	2	6.7	0		0	
Medicine	1	3.3	0		0	
Engineering	1	3.3	1	3.4	0	
Business Adm.	1	3.3	0		1	3.3
Lawyer	0		2	6.7	0	
Sales	1	3.3	2	6.7	2	6.7
Ag. Technician	0		1	3.3	0	
Biologist	0		1	3.3	0	
Services	0		0		4	13.4
Farming	0		0		3	10.0
Crafts	0		0		1	3.3
Armed Service	0		1	3.3	0	
Deceased	0		1	3.3	0	
Total	9	30.0	9	30.0	12	40.0

three groups. There are 30 boys shown on this table. Thirty percent of the boys are in the upper one-third of their class. Thirty percent are in the middle third, and 40 percent of the boys are in the lower one-third of their class.

The nine boys in the upper one-third of the class are in professions requiring four or more years of education beyond high school. Teaching and the clergy represent the vocations in which the greatest number may be found at the present time. Seven of the nine boys in the middle one-third of the group are in professions requiring four or more years of education beyond high school. Three of the boys in the lower one-third of the group completed four years of college and are presently employed in teaching, business, and sales, respectively. Nine of the boys, or 75 percent, in the lower third of their class are employed in vocational occupations such as sales, services, farming and crafts.

The fields of study of the male graduates in the three groups may be compared in Table 19. Nine boys in the upper one-third, seven in the middle one-third, and three in the lower one-third of the group completed four or more years of college education. Three boys in the lower one-third attended vocational schools. Two boys in the middle group and six boys in the lower group did not seek further education.

The occupational choices of the female graduates are compared in Table 20. There are 34 girls in the three groups. The upper one-third is represented by 35.2 percent, or 12 girls, and the lower one-third is represented by 26.5 percent, or 9 girls. The table shows that 24 girls are housewives. Six may be found in the upper one-third; twelve, or all

Table 19. Fields of Study of the Male Graduates in the Three Groups in Scholarship from the Gettysburg High School, Classes of 1950 and 1951

Fields of study	Upper one-third		Middle one-third		Lower one-third	
	Number of students	Percent of males	Number of students	Percent of males	Number of students	Percent of males
Teaching	3	10.0	1	3.3	1	3.3
Clergy	2	6.7				
Business Adm.	2	6.7				
Medicine	1	3.3				
Engineering	1	3.3	2	6.7		
Law			2	6.7		
Ag. Technician			1	3.3	1	3.3
Biologist			1	3.3		
Accounting					2	6.8
Barber					1	3.3
Telephone					1	3.3
None			2	6.7	6	20.0
Total	9	30.0	9	30.0	12	40.0

Table 20. Occupational Choices of the Female Graduates in the Three Groups in Scholarship from the Gettysburg High School at the Present Time, 1960

Occupational choice	Upper one-third		Middle one-third		Lower one-third	
	Number of students	Percent total girls	Number of students	Percent total girls	Number of students	Percent total girls
Housewife	6	17.5	12	35.2	6	17.5
Teaching	1	3.0				
Nursing	2	5.9			1	3.0
Medicine	1	3.0				
Services	2	5.9			1	3.0
Crafts	1	3.0			1	3.0
Total	13	38.3	12	35.2	9	26.5

the girls in the middle group, are housewives, and six females in the lower one-third are housewives. The leading vocations chosen following housewife seem to be nursing and the services.

The fields of study for the female graduates in the three groups may be compared in Table 21. Seven girls in the upper one-third, one in the middle third, and two in the lower third chose to further their education. Twenty-four of the girls did not seek further education after high school. Six may be found in the upper one-third, eleven in the middle one-third, and seven in the lower one-third.

Summary

The study shows all the nine male graduates in the upper one-third of their class went to college and that all completed four to eight years of college. The nine male graduates all are presently employed in professions which require four or more years of education beyond high school.

In the middle one-third of the class, a large number of the male graduates went to college, and all seven completed four or more years of education beyond high school. The seven are presently employed in professions requiring four or more years of education beyond high school. Two of the boys did not go to college; one is a bread salesman, and the other is deceased.

In the lower one-third of the male graduates, three students went to college; three students went to vocational schools, and six students sought no further education.

The study shows that the vocational choice of male graduates is

Table 21. Fields of Study of the Female Graduates in the Three Groups in Scholarship from the
Gettysburg High School, Classes of 1950 and 1951

Fields of study	Upper one-third		Middle one-third		Lower one-third	
	Number of students	Percent total girls	Number of students	Percent total girls	Number of students	Percent total girls
Teaching	4	1.9	1	3.0		
Nursing	2	5.9			1	3.0
Medicine	1	3.0				
Beauty Operator					1	3.0
None	6	17.5	11	32.2	7	20.5
Total	13	38.3	12	35.2	9	26.5

directly related to rank in class. Most of the professional occupations requiring four or more years of education came from the upper two-thirds of their class, and that vocational occupations were the choice of the greatest number, approximately three-fourths, of the male students in the lower one-third of their class.

Of the 34 female graduates in this study, seven in the upper one-third of their class went to college and received their degrees, while one female in the middle one-third group and two in the lower one-third group continued their education. Teaching and nursing seem to be the leading vocational choices for girls seeking further education. The three single girls all ranked in the upper one-third of their class. Thirty-one of the girls are married. Twenty-four of the girls are housewives. Of the seven married women who are working, four are in the upper-third group, and three are in the lower one-third group.

CHAPTER VIII

SUMMARY, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER STUDY

Summary

Upon examination and tabulation of data received from the questionnaires used in this study, justifiable conclusions may be drawn. The following conclusions are based on findings in this study.

1. Vocational choices of graduates

The study shows that the group, as a whole, at graduation chose teaching and housewife as their leading choices of vocation. At the present time, housewife is the leading vocation and teaching ranks third as a vocation.

The leading vocational choices of the males at graduation were farming, teaching, and engineering. Now the leading vocations followed are sales, teaching, and services.

The leading vocational choice of the females at graduation was and presently is housewife.

Out of a class of 64 graduates, seven of the graduates had no choice of occupation at the time of graduation. Four of this group were males and three females. Twenty-five graduates had the same choice of occupation at graduation as at the present time. Nine of this group were male and 16 were female. Four boys and none of the girls wished to change occupations in the future.

2. Further education of graduates

The study shows that approximately 44 percent of the graduates went on to college. Two times as many males as females attended college. Three times as many men as women received degrees from college. Three of the males and one female attended vocational school.

Eight boys and 24 of the girls did not seek further education after graduating from high school. This group represents 50 percent of the graduating class.

3. High school curriculum for the classes studied

The curriculum offered the students during their four years in high school consisted of nine required subjects and 18 elective subjects.

Three majors were available to the students during their tenure in high school. Students taking four years of English, four years of science and three years of mathematics were considered taking an academic major. Vocational majors were offered in three years of Home Economics for girls and four years of Agriculture with shop for the boys. The students taking all the commercial subjects selected a commercial major.

Extracurricular activities offered the boys consisted of sports, physical education, music both vocal and instrumental, and dramatics. Extracurricular activities offered to the girls were music, consisting of vocal and instrumental, and dramatics.

4. Relationship of scholarship and out-of-school life

The study shows that all of the nine males in the upper one-third of their class went to college and that all completed four to eight years of college. In the middle one-third group, seven of the nine males attended college, and all seven completed four or more years of education beyond high school. In the lower one-third group, three students went to college, three students went to vocational school, and six students did not seek further education.

The vocational choices of the male graduates were directly related to rank in class. Most of the professional occupations requiring four or more years of college education came from the upper two-thirds of their class. Vocational occupations were the choice of approximately three-fourths of the male students in the lower third of their class.

Seven of the 13 females in the upper one-third of their class went on to college. One of the 12 females in the middle one-third went on to college, and two of the nine in the lower third went on to college. Thirty-one of the girls are married. Twenty-four of the girls are housewives. Teaching and nursing were the leading vocational choices for girls seeking further education.

Recommendations

1. Vocational choices of graduates

Twenty-five of the 64 graduates, or 39 percent, had the same choice of occupation at graduation and at the present time. If this percentage is to be raised, counseling and testing of the students during their

years of schooling seem to be an important part of the school curriculum.

Seven graduates had no choice of occupation at graduation. If proper counseling and a good vocational library were offered the students, then the background and the preparation of the student would necessarily be improved considerably. Therefore, the student may be stimulated to set a goal for later life.

2. Further education of graduates

Eight boys and 24 girls did not seek further education beyond high school. This represented 50 percent of the graduates in this study. If this percentage is to be lowered, good counseling, plus a good vocational library, may stimulate these students to further their education. The students who are intelligent enough to attend college should be encouraged to do so. The students of lower intelligence may be guided to attend vocational schools. This group would increase their income and be more helpful to society.

Girls should be encouraged to have further education as an economic protection in the case of the loss of the breadwinner.

3. High school curriculum for the classes studied

The high school curriculum offered three majors during the graduates' tenure in high school. To the academic major could be added foreign language and art. To the vocational major could be added shop and mechanical drawing. The commercial major seems to be sufficient. A good guidance program should be offered the students.

Because the school population includes such a cross section of

ability groups, all levels should be given an opportunity for training according to their ability.

4. Relationship of scholarship and out-of-school life

The study shows that the vocational choices of the male graduates are directly related to rank in class. Most of the professional occupations requiring four or more years of college education came from the upper two-thirds of the class. Therefore, it seems fitting that a good counseling and testing program will guide these average and above students to a higher plane in their chosen vocations.

Vocational occupations were the choice of approximately three-fourths of the males in the lower third of their class. It seems proper that these students could be guided by a good counseling program to attend vocational and trade schools to make them better fitted for the vocation of their choice.

It seems proper that all the girls should take Home Economics as about 90 percent of the girls in this study are married.

Implications for Further Study

One of the projects which could be carried out would be to ask the students why they changed vocational choices between graduation and the present time.

Another study which could prove quite interesting would be to compare the student's intelligence with his rank in class.

The study of the relationship of high grades in certain subjects to vocational choice would make an interesting project.

The following studies could also be of value:

- (1) The study of the migration of students after graduation.

Where do they find employment? It would be interesting to find out why people select the locale in which they finally settle.

- (2) A community survey to determine what job openings are present in the local community.

- (3) A study should be made of the drop-out students to find out the cause for drop-outs. Where did the school fail these students? What are these students doing at the present time?

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APPENDIX

Questionnaire

Name _____

Address _____

1. What was your vocational choice at graduation? _____

2. What is your occupation at the present time? _____

3. Did you follow the occupation of your choice? Yes No

4. Do you plan to enter another occupation? Yes No

5. If so, what occupation do you plan to enter? _____

6. If so, why do you plan to make this change? _____

7. Service Record - Branch of Service _____

Years in Service _____ Type of work _____

8. Employment Since Graduation:

Name of Employer

Type of Work

9. Did you complete any education beyond High School? Yes No

Type of School

Place

Degrees Earned or
Years Completed

Gettysburg, South Dakota

Dear Alumnus:

I am writing a research problem for graduate study at State College, Brookings, South Dakota on the follow-up of the graduates of Gettysburg High School for the years 1950 and 1951. This study is of real importance to future students of this high school for improving guidance services, your cooperation is a real necessity for this. Would you be kind enough to complete the attached questionnaire and return it to me as soon as possible?

Your name will not be used in this study only your replies to the questions will be used. Your early return of this data is urgently requested.

Best wishes to you on a successful future, and thank you for your cooperation.

Sincerely,

Stephen Polich
Ag Teacher
Gettysburg High School