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OCCUPATIONAL FOLLOW-UP STUDY

OF STUDENTS OF YATES CITY HIGH SCHOOL

(TITLE)

BY

George Ellis Tanner

B.S. in Education, Eastern Illinois University

1961

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION

AND PREPARED IN COURSE

Education 592

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1968

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

8-5-68

DATE

[REDACTED]

ADVISER

8-5-68

DATE

[REDACTED]

DEPARTMENT HEAD

TABLE OF CONTENTS

ACKNOWLEDGEMENTS. . . . . 11

LIST OF TABLES. . . . . iii

CHAPTER I-INTRODUCTION. . . . . 1  
    Statement of Purpose  
    Limitations of the Survey  
    Procedures and Treatment of Data

CHAPTER II-RELATED RESEARCH. . . . . 7

CHAPTER III-RESULTS OF THE GRADUATE QUESTIONNAIRE. . . . . 10

CHAPTER IV-SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. . . . . 35

APPENDICES. . . . . 39

BIBLIOGRAPHY. . . . . 47

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All alumni who completed and returned the questionnaires are also acknowledged, for without their help this paper would not have been possible.

LIST OF TABLES

|  |    |
|--|----|
| 1. All Jobs Ever Held by Yates City Graduates Surveyed. . . . .  | 13 |
| 2. Present Jobs Held by Yates City Graduates Surveyed. . . . .   | 15 |
| 3. High School's Role in Preparing Students for Occupations. . .   | 16 |
| 4. Educational Training Beyond High School. . . . .  | 18 |
| 5. Assistance with Vocational Plans Received by Students. . . . .  | 19 |
| 6. Comparison of High School Plans and Present Occupation<br>or Training. . . . .                          | 20 |
| 7. Graduates' Opinions of Techniques Used to Help Students<br>Choose Vocations. . . . .                    | 23 |
| 8. The School Counselor's Role in the Vocational Decisions<br>of Students. . . . .                         | 25 |
| 9. Vocational Guidance Aids Used by Students Surveyed. . . . .   | 26 |
| 10. Students' Use of School's Guidance Services. . . . .   | 28 |
| 11. High School Courses Which Were Considered to be of Much<br>Use, of Some Use, or of Little Use. . . . . | 30 |

CHAPTER I

INTRODUCTION

The problem of assisting students to decide upon their future employment and education continues to become more complex due to our ever changing modern society. The school cannot remain static in regard to the individual student's needs and keep pace with the technological, industrial, and social changes of the future. Ray Page recently wrote the following concerning the changing world of work:

The impact of technological change has been so great that it is not fully understood as yet. Some people believe that we can maneuver along the same old path without changing our course.

There is little room in the labor market for the uneducated, unskilled, young worker. Permit me to list the estimated changes of employment which will take place before the end of this decade:

|   |                |
|---|----------------|
| Professional and Technological Workers..... | 41%            |
| Clerical and Sales.....                     | 27%            |
| Skilled Workers.....                        | 24%            |
| Semi-Skilled Workers.....                   | 18%            |
| Service Workers.....                        | 25%            |
| Unskilled Workers.....                      | 0 <sup>1</sup> |

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<sup>1</sup> Ray Page, A Challenge to Vocational Education in Illinois, A Charge to the Planning Committee of the Occupational Research and Development Co-Ordinating Unit (Springfield: 1965) p.2.

Mr. Page points out some of the handicaps affecting the employment opportunities of young people. The lack of a basic education is one handicap. The several million young people who have dropped out of school have twice as high unemployment rates as those who have graduated. Not having a marketable skill or work experience will also affect their employment prospects.

Lack of knowledge of training and jobs that are available is another handicap. A great number of dropouts and even high school graduates reported that they had never been counseled by a school official or by a public employment officer about job training as to the kind of work to look for. My friends, I say that education and society must move quickly to bridge this gap. School officials and community agencies must assume and are assuming additional responsibilities for keeping youth informed about jobs but are we moving rapidly enough?

A final handicap is the growing number of new job seekers. This causes crowding in a work force already containing high teenage unemployment. Too often our school system are oriented toward college degrees rather than toward work needs. Our present day labor market requires job skills that the dropout cannot fill. Our young people need more adequate occupational education and vocational information than they are getting.<sup>2</sup>

This paper was written with the thought of evaluating the school's attempt at helping its students avoid some of the handicaps that were mentioned by Mr. Page. According to a College Entrance Examination Board publication the purpose of a follow-up study is as follows:

In few guidance or research projects can the individuality of a local school be made more evident than in follow-up studies. These studies may be used to provide answers to specific questions or data for comprehensive analysis of various school situations.

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<sup>2</sup>Ibid., 3.

In studying former students, a counselor can evaluate specific educational practices, the general impact of guidance services, need for curriculum revision, and many other facets of a school's operations.

Or follow-up studies may be used, after occupational information is given to students, as a means of assessing the impact of this information on their subsequent decision making.<sup>3</sup>

The information furnished by the graduates surveyed will be used in counseling present and future students, and it is hoped that similiar surveys can be done annually.

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<sup>3</sup>Research Guidelines for High School Counselors. (New York: College Entrance Examination Board, 1965) p. 100.



## STATEMENT OF PURPOSE

The purpose of this survey was to try to determine to what degree the Yates City High School system was meeting the occupational and educational needs of its graduates.

This survey attempted to answer the following questions:

- A. What kinds of occupation have Yates City graduates entered, and were they adequately prepared for these occupations?
- B. Did the Yates City graduates further their education after high school, and did the high school assist the graduates in gaining entrance into these educational institutions?
- C. When did the graduates decide their future occupations, were their occupational choices on the Illinois High School Test cards related to their present occupation, and should the school do more in assisting present students with their occupational decisions?
- D. Did the Yates City School's guidance program play more of a role in assisting the more recent graduates?
- E. What subjects the graduates felt were most or least valuable to them and which subjects should be revised, or added to, the curriculum?

## LIMITATIONS OF THE SURVEY

This survey was limited by the use of the questionnaire method. The use of personal interviews would have produced more accurate information, as well as, a greater percentage of return. But the expense involved in conducting personal interviews with all graduates to be surveyed, forced the writer to decide on the use of the questionnaire method.

Also, the survey was limited by the number of questionnaires which were completed and returned. The addresses of several students could not be located, and in some cases, both the student and their relation had left the area and could not be reached.

During the five year period surveyed, some of the Yates City High School students had not made an occupational choice on the Illinois High School Test, and this eliminated these graduates. A total of 102 former students were eligible to receive questionnaires, but it was believed that only 93 of these students received questionnaires. There were 76 students who returned completed questionnaires, giving a total return of 81.7%.

## PROCEDURES AND TREATMENT OF DATA

A plan for conducting this survey was developed during the winter of 1967. The questionnaire was approved by Mr. Charles Herridge, superintendent of Yates City High School, and then printed for mailing.

A copy of the questionnaire, accompanied by a letter of explanation, signed by Mr. Herridge and the writer of this paper, was mailed during February of 1968 to each graduate who had selected an occupation on the Illinois High School Test information card. Those graduates of the 1963, 1964, 1965, 1966, and 1967 classes who qualified were included in this survey.

The information gained from this survey has been compiled, condensed, and in several cases presented in a tabular form to enable quicker and easier interpretation.

An analysis was then made of the material to find what these alumni feel the school should do to make future improvements.

## CHAPTER II

### RELATED RESEARCH

Similar research papers had been done by other Eastern Illinois University students. In 1966, William LeRoy Myers surveyed Arlington High School students as to how well satisfied they were with the present guidance services.

Some of Mr. Myers' conclusions were as follows:

Because of the stable mean for the educational area, with the exception of the freshman girls' response for the service, "the help I have received in planning my high school career", the results indicated the groups surveyed were satisfied.

Because of the low degree of satisfaction indicated for the vocational and occupational area, it is evident that assistance is needed in this area.

Because of the number of blank responses for the vocational and occupational area, it was possible that the various groups were not aware of the services were available for them in this area.

Because of the relative high mean response indication for the service, "the information I have had provided to me during career day", it was evident that this service was providing useful information.

Because of the low mean response of 2.87 for the service, "the information available to me concerning college scholarships", it was evident that more information was needed in this area.

Because of the relative high degree of satisfaction for the testing area, it was evident that the groups were more satisfied than dissatisfied with this area.

Because of the high degree of satisfaction for

the personal problems area, it was evident that the sampling groups were extremely satisfied with this area.<sup>4</sup>

Mr. Myers recommended the school provide more information concerning girls' trade or professional schools, the continuation of career day as a method of conveying vocational information, and information concerning college scholarships be easier for all students to obtain. These particular recommendations are similiar to those reached by the writer of this paper.

Another study done in 1965 by Charles M. David survey the opinions of students, teachers, and parents at Chillicothe High School about the amount of time they would like the counselor to devote to the guidance services. Mr. David's paper concluded that:

The groups tended to want more time devoted to the services dealing with educational and occupational information than with the service of counseling for personal, social, and emotional adjustment.

Mr. David's study revealed the need of more available information about career and job opportunities in the Chillicothe area. There was an indicated need for giving the publics (students, teachers, and parents) more information about trade and vocational schools. More personal counseling was recommended for certain students: those with failing marks, potential dropouts, individuals with emotional problems, and those choosing a career. Interpreting standardized test results to

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<sup>4</sup>William LeRoy Myers, "A Survey of Students Opinions of the Guidance Program at Arlington High School" (unpublished Master's dissertation, Department of Education, Eastern Illinois University, 1966) pp. 40-41.

students was another guidance service found to important to those included in this survey.<sup>5</sup>

A study of the Kansas High School, a high school with an enrollment more similiar in size to that of Yates City High School, was done by Janet Holley in 1965. Although Holley's main purpose was to determine if Kansas High School could justify a guidance program, and if so, how it would be organized, many of her conclusions are related to the findings included in this paper.

Holley's conclusions included the following:

The writer believes that a definite need exists for a guidance program at Kansas High School.

There is a need for a good measure of scholastic ability.

There is a need for a trained counselor to be provided with an adequate amount of time for counseling purposes. Since sixty percent of the students seek a higher education, a great deal of counseling needs to be done with these students. The students need more information on college requirements, entrance procedures, what to expect from college, college costs and scholarships available.

The students need help in selecting vocations and further training, and the interpretation of test results to them in a meaningful manner.

In an area with a very limited occupational outlook, there is a pressing need to inform the students of the many opportunities in the world of work and how to prepare for them.<sup>6</sup>

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<sup>5</sup>Charles M. David, "A Survey of Student, Teacher, and Parent Opinions of the Guidance Services at Chillicothe High School" (unpublished Master's dissertation, Department of Education, Eastern Illinois University, 1965), p. 52.

<sup>6</sup>Janet Holley, "A Survey of Kansas High School Relative to Intiation of a Guidance Program" (unpublished Master's dissertation, Department of Education, Eastern Illinois University, 1965), pp. 72-73.

### CHAPTER III

#### RESULTS OF THE GRADUATE QUESTIONNAIRE

The total graduate questionnaire return was 81.7%. The class of 1963 included 19 graduates, but only 15 of these members had made an occupational decision on the Illinois High School Test. It was thought that all 15 graduates received questionnaires and 13 questionnaires were returned, 8 by boys and 5 by girls. The total return from this class was 86.6% which was the second greatest return by any of the classes surveyed.

Of the five classes surveyed the class of 1964 had the greatest return with 88.2%. It was believed that 17 members of the class of 1964 received questionnaires and 15 of the graduates returned completed questionnaires--8 coming from boys and 7 coming from girls.

There were 27 eligible members of the 1965 class and it was believed that 22 of these graduates received questionnaires. Several graduates had moved out of the area and their families could not be reached, for they too had left the area. There was a 68.1% return of the questionnaires by the 1965 class--7 returned by boys and 8 returned by girls.

There were 20 students in the 1966 graduating class who had listed an occupation during their junior year, but addresses for only 18 of these students could be determined. A total of 15 questionnaires

were returned by these 18 graduates. The total percentage return by the 1966 class was 83.3%. This percentage was composed of 10 girls and 5 boys.

It was believed that all 21 members of the 1967 graduating class who had made a definite occupational choice on the Illinois High School Test received questionnaires. A total of 18 questionnaires were returned by students of the class of 1967--10 returned by girls and 8 returned by boys. The return of the 1967 class was 85.7%.

Table I indicated more Yates City graduates chose to be students than any other occupation. One would note that 46.6% of all occupations listed by the 1967 class was that of a student. This would seem to indicate that a strong college bound program should be offered by the high school.

The job of being a secretary ranked second, and more students from the class of 1964 were working as secretaries than any other occupation. Also, many of the other occupations listed in Table I would be related to the high school business program such as typist, bookkeeper, receptionist, accounting clerk, stenographer, and IBM operator.

Table I indicated that a small percentage of four of the classes surveyed were working as laborers, but Table II indicates only 6.6% of the 1965 class were presently employed as laborers. Although much of the land surrounding Yates City is farmed, according to Tables I and II few students were ever employed on the farm, and only 7.6% of the 1963 class listed farming as their occupation. Likewise, although many Yates City residents commute to the Peoria



branch of Caterpillar Tractor Company for employment, only 6.8% of the 1963 class was ever employed at Caterpillar, and only 6.6% of both the 1964 and 1965 classes are presently employed by this firm.

Information in Table II indicates a steady increase in the number of students furthering their education, and 66.6% of the 18 graduates in the 1967 class are presently enrolled in some type of college program. Teaching was listed as the occupation of 23% of the 1963 class.

The results of Table III seem to indicate that the girls feel that the school is doing a better job of preparing them for what they are doing now than did the boys. Of the girls included in all five of the classes surveyed, 80% or more of each class felt they were fairly well or well prepared for what they are doing now. The boys were not as well satisfied, and 50% of these boys surveyed in the 1964 class felt they were poorly prepared for their present occupation or training. When the results of the five classes were totaled, the majority of both the boys and girls indicated they were fairly prepared for the present position.

Table IV does not show any sizeable increase in the number of boys attending college, but does reveal that more girls are seeking college training. There was no significant change in the number of boys who did not get additional training after high school,

TABLE I

## ALL JOBS EVER HELD BY YATES CITY GRADUATES SURVEYED

|                                   | 1963 |         | 1964 |         | 1965 |         | 1966 |         | 1967 |         |
|-----------------------------------|------|---------|------|---------|------|---------|------|---------|------|---------|
|                                   | No.  | Percent | No.  | Percent | No.  | Percent | No.  | Percent | No.  | Percent |
| Student                           | 5    | 15.6%   | 4    | 11.4%   | 3    | 9.3%    | 8    | 30.7%   | 14   | 46.6%   |
| Secretary                         | 2    | 6.2%    | 5    | 14.2%   | 2    | 6.6%    | 2    | 7.6%    | 1    | 3.3%    |
| Typist                            | 2    | 6.2%    | 0    | 0       | 1    | 3.1%    | 0    | 0       | 0    | 0       |
| Teacher                           | 3    | 9.3%    | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       |
| Bookkeeper                        | 3    | 9.3%    | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       |
| Waitress                          | 1    | 3.1%    | 1    | 2.8%    | 1    | 3.1%    | 1    | 3.8%    | 2    | 6.6%    |
| Housewife                         | 1    | 3.1%    | 0    | 0       | 2    | 6.2%    | 1    | 3.8%    | 0    | 0       |
| Sales Clerk                       | 1    | 3.1%    | 0    | 0       | 2    | 6.2%    | 0    | 0       | 1    | 3.3%    |
| Clerk                             | 1    | 3.1%    | 3    | 8.8%    | 0    | 0       | 1    | 3.8%    | 0    | 0       |
| Shipping Clerk                    | 0    | 0       | 1    | 2.8%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Mail Clerk                        | 0    | 0       | 0    | 0       | 2    | 6.2%    | 0    | 0       | 0    | 0       |
| Laborer                           | 3    | 9.3%    | 1    | 2.8%    | 3    | 9.3%    | 3    | 11.1%   | 0    | 0       |
| Mechanic                          | 2    | 6.2%    | 1    | 2.8%    | 1    | 3.1%    | 0    | 0       | 0    | 0       |
| Truck Driver                      | 1    | 3.1%    | 3    | 8.8%    | 0    | 0       | 0    | 0       | 1    | 3.3%    |
| Farmer                            | 1    | 3.1%    | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       |
| Farm Worker                       | 0    | 0       | 1    | 2.8%    | 1    | 3.1%    | 1    | 3.8%    | 2    | 6.6%    |
| Research Assistant                | 1    | 3.1%    | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       |
| Combine Operator                  | 1    | 3.1%    | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       |
| Welder                            | 1    | 3.1%    | 0    | 0       | 1    | 3.1%    | 0    | 0       | 0    | 0       |
| Surveyor                          | 1    | 3.1%    | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       |
| Electrician                       | 1    | 3.1%    | 1    | 2.8%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Station Attendant                 | 1    | 3.1%    | 1    | 2.8%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Material Handler<br>(Caterpillar) | 0    | 0       | 1    | 2.8%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Caterpillar                       | 0    | 0       | 1    | 2.8%    | 1    | 3.1%    | 0    | 0       | 0    | 0       |
| Office Clerk                      | 0    | 0       | 1    | 2.8%    | 2    | 6.2%    | 0    | 0       | 0    | 0       |
| Railroad Operator                 | 0    | 0       | 1    | 2.8%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Military                          | 0    | 0       | 0    | 0       | 1    | 3.1%    | 2    | 7.6%    | 0    | 0       |
| Newspaper Work                    | 0    | 0       | 1    | 2.8%    | 0    | 0       | 0    | 0       | 0    | 0       |

TABLE I (continued)

|                               | 1963 |         | 1964 |         | 1965 |         | 1966 |         | 1967 |         |
|-------------------------------|------|---------|------|---------|------|---------|------|---------|------|---------|
|                               | No.  | Percent | No.  | Percent | No.  | Percent | No.  | Percent | No.  | Percent |
| Grocery Clerk                 | 0    | 0       | 1    | 2.8%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Millright Apprentice          | 0    | 0       | 1    | 2.8%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Farm Advisor                  | 0    | 0       | 1    | 2.8%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Receptionist                  | 0    | 0       | 2    | 6.6%    | 0    | 0       | 2    | 7.6%    | 0    | 0       |
| Flight Hostess                | 0    | 0       | 1    | 2.8%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Dishwasher                    | 0    | 0       | 1    | 2.8%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Dietician                     | 0    | 0       | 1    | 2.8%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Heavy Equip. Operator         | 0    | 0       | 0    | 0       | 1    | 3.1%    | 0    | 0       | 0    | 0       |
| House Painter                 | 0    | 0       | 0    | 0       | 1    | 3.1%    | 0    | 0       | 1    | 3.3%    |
| Spray Painter                 | 0    | 0       | 0    | 0       | 1    | 3.1%    | 0    | 0       | 0    | 0       |
| Co-op Trainee<br>(Hyster Co.) | 0    | 0       | 0    | 0       | 1    | 3.1%    | 0    | 0       | 0    | 0       |
| Accounting Clerk              | 0    | 0       | 0    | 0       | 1    | 3.1%    | 0    | 0       | 0    | 0       |
| Stenographer                  | 0    | 0       | 0    | 0       | 1    | 3.1%    | 1    | 3.8%    | 1    | 3.3%    |
| Hiram Walker                  | 0    | 0       | 0    | 0       | 1    | 3.1%    | 0    | 0       | 0    | 0       |
| Gale Products                 | 0    | 0       | 0    | 0       | 1    | 3.1%    | 0    | 0       | 0    | 0       |
| IBM Operator                  | 0    | 0       | 0    | 0       | 1    | 3.1%    | 0    | 0       | 0    | 0       |
| Machinist                     | 0    | 0       | 0    | 0       | 0    | 0       | 1    | 3.8%    | 0    | 0       |
| Storekeeper                   | 0    | 0       | 0    | 0       | 0    | 0       | 1    | 3.8%    | 0    | 0       |
| Nurses' Aid                   | 0    | 0       | 0    | 0       | 0    | 0       | 1    | 3.8%    | 0    | 0       |
| Telephone Operator            | 0    | 0       | 0    | 0       | 0    | 0       | 1    | 3.8%    | 0    | 0       |
| Detassler                     | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 3    | 10%     |
| Janitor                       | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 1    | 3.3%    |
| Radio Announcer               | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 1    | 3.3%    |
| Railroad Switchman            | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 1    | 3.3%    |
| Hospital Orderly              | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 1    | 3.3%    |

TABLE 2

## PRESENT JOBS HELD BY YATES CITY GRADUATES SURVEYED

|                                      | 1963 |         | 1964 |         | 1965 |         | 1966 |         | 1967 |         |
|--------------------------------------|------|---------|------|---------|------|---------|------|---------|------|---------|
|                                      | No.  | Percent | No.  | Percent | No.  | Percent | No.  | Percent | No.  | Percent |
| Teacher                              | 3    | 23.0%   | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       |
| Housewife                            | 1    | 7.6%    | 0    | 0       | 2    | 13.3%   | 1    | 6.6%    | 0    | 0       |
| Sales Clerk or Clerk                 | 1    | 7.6%    | 0    | 0       | 0    | 0       | 1    | 6.6%    | 1    | 5.5%    |
| Secretary                            | 1    | 7.6%    | 4    | 26.6%   | 1    | 6.6%    | 2    | 13.3%   | 0    | 0       |
| Student                              | 3    | 23.0%   | 2    | 13.3%   | 3    | 20.0%   | 6    | 40.0%   | 12   | 66.6%   |
| Farmer                               | 1    | 7.6%    | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       |
| Welder                               | 1    | 7.6%    | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       |
| Station Attendant                    | 1    | 7.6%    | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       |
| Bookkeeper or<br>Accounting Clerk    | 1    | 7.6%    | 0    | 0       | 1    | 6.6%    | 0    | 0       | 0    | 0       |
| Electrician                          | 0    | 0       | 1    | 6.6%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Caterpillar                          | 0    | 0       | 1    | 6.6%    | 1    | 6.6%    | 0    | 0       | 0    | 0       |
| Military                             | 0    | 0       | 1    | 6.6%    | 1    | 6.6%    | 0    | 0       | 0    | 0       |
| Truck Driver                         | 0    | 0       | 1    | 6.6%    | 0    | 0       | 0    | 0       | 1    | 5.5%    |
| Newspaper Work                       | 0    | 0       | 1    | 6.6%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Apprenticeship or<br>Trainee Program | 0    | 0       | 1    | 6.6%    | 1    | 6.6%    | 0    | 0       | 0    | 0       |
| Waitress                             | 0    | 0       | 1    | 6.6%    | 1    | 6.6%    | 0    | 0       | 1    | 5.5%    |
| Flight Hostess                       | 0    | 0       | 1    | 6.6%    | 0    | 0       | 0    | 0       | 0    | 0       |
| Dietician                            | 0    | 0       | 1    | 6.6%    | 0    | 0       | 0    | 0       | 0    | 0       |
| House Painter                        | 0    | 0       | 0    | 0       | 1    | 6.6%    | 0    | 0       | 0    | 0       |
| Laborer                              | 0    | 0       | 0    | 0       | 1    | 6.6%    | 0    | 0       | 0    | 0       |
| Typist                               | 0    | 0       | 0    | 0       | 1    | 6.6%    | 0    | 0       | 0    | 0       |
| Stenographer                         | 0    | 0       | 0    | 0       | 1    | 6.6%    | 1    | 6.6%    | 1    | 5.5%    |
| Gale Products                        | 0    | 0       | 0    | 0       | 1    | 6.6%    | 0    | 0       | 0    | 0       |
| Receptionist                         | 0    | 0       | 0    | 0       | 0    | 0       | 1    | 6.6%    | 0    | 0       |
| Nurse's Aid                          | 0    | 0       | 0    | 0       | 0    | 0       | 1    | 6.6%    | 0    | 0       |
| Telephone Operator                   | 0    | 0       | 0    | 0       | 0    | 0       | 1    | 6.6%    | 0    | 0       |
| Railroad Switchman                   | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 1    | 5.5%    |
| Hospital Orderly                     | 0    | 0       | 0    | 0       | 0    | 0       | 0    | 0       | 1    | 5.5%    |

TABLE 3

## HIGH SCHOOL'S ROLE IN PREPARING STUDENTS FOR OCCUPATIONS

| YEAR<br>GRADUATED | WELL PREPARED       |            | FAIRLY WELL PREPARED       |            | POORLY PREPARED     |            | NOT PREPARED       |        |
|-------------------|---------------------|------------|----------------------------|------------|---------------------|------------|--------------------|--------|
|                   | BOY                 | GIRL       | BOY                        | GIRL       | BOY                 | GIRL       | BOY                | GIRL   |
| 1963              | 1<br>12.5%          | 3<br>60.0% | 6<br>75.0%                 | 2<br>40.0% | 1<br>12.5%          | 0<br>0     | 0<br>0             | 0<br>0 |
| 1964              | 0<br>0              | 1<br>14.2% | 4<br>50.0%                 | 5<br>71.4% | 4<br>50.0%          | 1<br>14.2% | 0<br>0             | 0<br>0 |
| 1965              | 2<br>28.5%          | 3<br>37.5% | 3<br>42.8%                 | 4<br>50.0% | 1<br>14.2%          | 1<br>12.5% | 1<br>14.2%         | 0<br>0 |
| 1966              | 0<br>0              | 1<br>10.0% | 4<br>80.0%                 | 9<br>90.0% | 1<br>20.0%          | 0<br>0     | 0<br>0             | 0<br>0 |
| 1967              | 1<br>12.5%          | 1<br>10.0% | 6<br>75.0%                 | 9<br>90.0% | 1<br>12.5%          | 0<br>0     | 0<br>0             | 0<br>0 |
|                   | TOTAL WELL PREPARED |            | TOTAL FAIRLY WELL PREPARED |            | TOTAL POOR PREPARED |            | TOTAL NOT PREPARED |        |
|                   | BOY                 | GIRL       | BOY                        | GIRL       | BOY                 | GIRL       | BOY                | GIRL   |
|                   | 11.1%               | 22.5%      | 63.8%                      | 72.5%      | 22.2%               | 5%         | 2.7%               | 0      |

nor was there any noticeable change in the number of boys entering the military.

There did seem to be a general trend toward an increase in the number of girls who go on to both regular college and business college. This might indicate that the recent female graduates are finding it more difficult to secure the occupation they wish without obtaining additional training. Also, one would note that 71% or more of the boys in the five classes surveyed are furthering their education, and all of the boys of the 1966 class continued their training beyond high school. With the exception of the 1964 class, the number of girl graduates seeking additional training has steadily increased during the recent years. Only 20% of female students in the 1967 class are not furthering their education.

The results of Table 5 indicate an alarming percentage of the students surveyed received help from no one in making a vocational choice during high school. The principal had assisted some students with their vocational plans, and a small percentage of the recent graduating students indicated their parents had influenced their vocational goals. Individual teachers seemed to be the more consistent source of vocational assistance for those students surveyed.

TABLE 4

## EDUCATIONAL TRAINING BEYOND HIGH SCHOOL

| Year Graduated | MALE                           |            |            |                            |                         | FEMALE                         |            |                  |                            |                |
|----------------|--------------------------------|------------|------------|----------------------------|-------------------------|--------------------------------|------------|------------------|----------------------------|----------------|
|                | None                           | College    | Military   | Business College           | Apprentice-ship Program | None                           | College    | Business College | Nursing                    | Airline School |
| 1963           | 2<br>25%                       | 5<br>62.5% | 1<br>12.5% |                            |                         | 4<br>80%                       | 1<br>20%   |                  |                            |                |
| 1964           | 2<br>25%                       | 3<br>37.5% | 2<br>25%   |                            | 1<br>12.5%              | 3<br>42.8%                     | 1<br>14.2% | 1<br>14.2%       | 1<br>14.2%                 | 1<br>14.2%     |
| 1965           | 2<br>28.5%                     | 3<br>42.8% | 2<br>28.5% |                            |                         | 7<br>87.5%                     |            | 1<br>12.5%       |                            |                |
| 1966           |                                | 3<br>60%   | 2<br>40%   |                            |                         | 4<br>40%                       | 2<br>20%   | 2<br>20%         | 2<br>20%                   |                |
| 1967           | 2<br>25%                       | 4<br>50%   |            | 2<br>25%                   |                         | 2<br>20%                       | 5<br>50%   | 3<br>30%         |                            |                |
|                | Total Not Furthering Education |            |            | Total Furthering Education |                         | Total Not Furthering Education |            |                  | Total Furthering Education |                |
| 1963           | 25%                            |            |            | 75%                        |                         | 80%                            |            |                  | 20%                        |                |
| 1964           | 25%                            |            |            | 75%                        |                         | 42.8%                          |            |                  | 56.8%                      |                |
| 1965           | 28.5%                          |            |            | 71%                        |                         | 87.5%                          |            |                  | 12.5%                      |                |
| 1966           | 0                              |            |            | 100%                       |                         | 40%                            |            |                  | 60%                        |                |
| 1967           | 25%                            |            |            | 75%                        |                         | 20%                            |            |                  | 80%                        |                |

Table 5 indicates no trend toward recent graduates receiving more assistance from the counselor when they planned for their vocations during high school. Although 60.9% of the 1967 class felt they had received some help from the counselor, 73.3% of the class of 1966 reported they received no counselor assistance when making vocational plans.

TABLE 5

## ASSISTANCE WITH VOCATIONAL PLANS RECEIVED BY STUDENTS

| Year Graduated | Who in high school helped you to choose a vocation? |           |           |         |       | How much influence did the counselor provide in assisting you? |       |             |       |
|----------------|---|-----------|-----------|---------|-------|--|-------|-------------|-------|
|                | No One  | Principal | Counselor | Teacher | Other | Very Much  | Some  | Very Little | None  |
| 1963           | 53.8%   | 0         | 15.3%     | 30.7%   | 0     | 15.3%  | 15.3% | 30.7%       | 38.4% |
| 1964           | 60%   | 13.3%     | 13.3%     | 13.3%   | 0     | 6.6%   | 33.3% | 13.3%       | 46.6% |
| 1965           | 40%   | 6.6%      | 0         | 40%     | 13.3% | 0  | 33.3% | 20%         | 46.6% |
| 1966           | 80%   | 6.6%      | 0         | 6.6%    | 6.6%  | 0  | 13.3% | 13.3%       | 73.3% |
| 1967           | 44.4%   | 0         | 22.2%     | 27.7%   | 5.5%  | 11%  | 22.2% | 27.7%       | 38.8% |

There did appear to be an increase in the percentage of students of the recent graduating classes who decided on their present occupations while in high school. A noticeable percentage of the students included in Table 6 had made their decision as to their present



occupation after high school, but the percentage doing so had declined slightly in the recent years. This information may mean that the high school in recent years has played more of a role in helping students with their vocational plans.

Also, as a part of the results of Table 6, a comparison was made of the occupational choice the students had listed on their Illinois High School Test card during their junior year in high school, and their present occupation or training. There was no exact criteria used to determine the relationship between the choice on the cards and the student's present occupation. One should keep in mind that this section of tabulation in Table 6 is based only on the writer's estimation of the relationship between the student's occupational choice on the Illinois High School Test card and the present occupation. The writer would say that in the majority of cases there was a rather clear relationship, or a lack of relationship, between the individual's Illinois High School Test card choice and the present occupation. More members of the 1966 and 1967 classes were either in, or training for, an occupation related to the occupation chosen during their junior year than were those members of the three earlier classes. This could mean that the more recent graduates are establishing more realistic occupational goals during high school.

Most of the students surveyed answered yes to the question, "Do you feel that the school should do more to help students choose

TABLE 6

## COMPARISON OF HIGH SCHOOL PLANS AND PRESENT OCCUPATION OR TRAINING

| Year<br>Grad-<br>uated | Decided on Present Occupation |                |                      |         | Relationship Between Present<br>Occupation and Occupation Chosen<br>on Illinois High School Tests |                |
|------------------------|-------------------------------|----------------|----------------------|---------|---|----------------|
|                        | Grade<br>School               | High<br>School | After High<br>School | College | Related   | Not<br>Related |
| 1963                   | 7.6%                          | 30.7%          | 46.1%                | 15.3%   | 53.8%   | 46.1%          |
| 1964                   | 20%                           | 20%            | 40%                  | 20%     | 53.3%   | 46.6%          |
| 1965                   | 0                             | 60%            | 33.3%                | 6.6%    | 40%   | 60%            |
| 1966                   | 20%                           | 53.3%          | 20%                  | 6.6%    | 60%   | 40%            |
| 1967                   | 5.5%                          | 61.1%          | 27.7%                | 5.5%    | 72.2%   | 27.7%          |

a vocation?" Some of those who answered maybe added that they felt this should not be overdone, for in the end the decision had to be made by the individual student.

There was a 100% endorsement of the policy of inviting speakers from various occupations to the school by the 1966 and 1967 classes. There were no negative replies to this question.

Table 7 also indicates that most of the students felt that achievement tests are of value when interpreted to the students. The Illinois High School achievement Test was taken by all the students surveyed, but a notable percentage of each class answering maybe to this question may indicate that not all of the students received interpretation of the results. Evidence of the student's failing to take full advantage of the achievement testing service is pointed out later in Table 10.

When the Yates City graduates were asked, "Should tests that help you better understand your behavior be included in the testing program?", most of the students answered either yes or maybe. Only a small percentage of two classes indicated these tests should not be added to the program.

Table 8 indicates that many students used parental help when planning their high school courses to meet the demands of their future goals. There was no definite trend toward the counselor as the principle source of assistance with planning courses, with the exception of the 1967 class, in which 33.3% of the students received help from the counselor.

TABLE 7

## GRADUATES' OPINIONS OF TECHNIQUES USED TO HELP STUDENTS CHOOSE VOCATIONS

| Year<br>Grad-<br>uated | Do you feel that<br>the school should<br>do more to help<br>students choose a<br>vocation? |      |       | Should the school encourage<br>speakers from various occu-<br>pations to come to the<br>school? |    |       | Do you feel that achieve-<br>ment tests, such as the<br>Illinois High School<br>Tests, are of value when<br>interpreted to the<br>students? |       |       | Should tests that<br>help you better<br>understand your<br>behavior be in-<br>cluded in the test-<br>ing program? |      |       |
|------------------------|--|------|-------|---|----|-------|---|-------|-------|---|------|-------|
|                        | Yes  | No   | Maybe | Yes   | No | Maybe | Yes   | No    | Maybe | Yes   | No   | Maybe |
| 1963                   | 76.9%  | 7.6% | 15.3% | 92.3%   | 0  | 7.6%  | 69.2%   | 0     | 30.7% | 69.2%   | 0    | 30.7% |
| 1964                   | 86.6%  | 0    | 13.3% | 93.3%   | 0  | 6.6%  | 46.6%   | 20%   | 33.3% | 73.3%   | 0    | 26.6% |
| 1965                   | 66.6%  | 20%  | 13.3% | 93.3%   | 0  | 6.6%  | 60%   | 13.3% | 26.6% | 66.6%   | 6.6% | 26.6% |
| 1966                   | 60%  | 6.6% | 33.3% | 100%  | 0  | 0     | 60%   | 0     | 40%   | 40%   | 6.6% | 53.3% |
| 1967                   | 88.8%  | 0    | 11.1% | 100%  | 0  | 0     | 72.3%   | 5.5%  | 22.2% | 88.8%   | 0    | 11.1% |

When asked, "How often did you visit the counselor while you were in high school?" the majority of the graduates stated they seldom visited the counselor. Although many of the students felt they received some or very little help with their problems about their future from the counselor, a high percentage of each class answered yes or maybe when asked, "If you had conferences with your counselor, do you think they were helpful?" This might suggest that the counselor is helping those students who participate in the counselor-student conferences. Also, when the graduates were asked if they felt it would be profitable for the school to provide more time for counselor-student conferences, a high percentage of each class answered yes. The percentage increased each year with the 1967 class having a high of 94.4%.

It seemed that many of the graduates included in Table 9 were not sure if the intelligence testing, occupational reference materials, or career or college day opportunities were available while they were in high school. Only 55.5% of the 1967 class indicated they had taken an intelligence test, but a much higher percentage of each earlier class felt they had taken such a test. One half or more of each class, with the exception of the 1964 class, indicated that they had received no interpretation of the test results. Although the tests may have been given for uses other than vocational counseling, this might suggest that the students were not offered the full advantage of the testing program.

TABLE 8

THE SCHOOL COUNSELOR'S ROLE IN THE VOCATIONAL DECISIONS OF STUDENTS

| Year Graduated | Who in high school helped you in planning your courses to best meet the demands of your future goals? |         |           |        |       | How often did you visit the counselor while you were in high school |        |       | How much help with your problems and questions about your future did the school counselor give you? |       |             | If you had conferences with your counselor, do you think they were helpful? |       |       | Do you feel it would help future students in high school if more time was provided for counselor-student conferences? |       |      |       |
|----------------|---|---------|-----------|--------|-------|---|--------|-------|---|-------|-------------|---|-------|-------|---|-------|------|-------|
|                | Principal   | Teacher | Counselor | Parent | Other | Frequently  | Seldom | Never | Very Much   | Some  | Very Little | None  | Yes   | No    | Maybe   | Yes   | No   | Maybe |
| 1963           | 12.5%   | 18.7%   | 25%       | 37.5%  | 6.2%  | 23%   | 76.9%  | 0     | 23%   | 7.6%  | 61.5%       | 7.6%  | 38.4% | 15.3% | 49.2%   | 61.5% | 0    | 38.4% |
| 1964           | 12.5%   | 12.5%   | 12.5%     | 37.5%  | 25%   | 0   | 73.3%  | 26.6% | 0   | 46.6% | 26.6%       | 26.6%   | 66.6% | 8.3%  | 25%   | 80%   | 0    | 20%   |
| 1965           | 23.5%   | 29.4%   | 17.6%     | 17.6%  | 11.7% | 6.6%  | 80%    | 13.3% | 21.4%   | 71.1% | 0           | 7.1%  | 85.7% | 0     | 14.2%   | 86.6% | 6.6% | 6.6%  |
| 1966           | 33.3%   | 11.1%   | 11.1%     | 27.7%  | 16.6% | 0   | 66.6%  | 33.3% | 7.1%  | 28.5% | 28.5%       | 35.7%   | 55.5% | 11.1% | 33.3%   | 93.3% | 0    | 6.6%  |
| 1967           | 23.8%   | 14.2%   | 33.3%     | 23.8%  | 4.7%  | 16.6%   | 72.2%  | 11.1% | 11.7%   | 58.5% | 23.5%       | 5.8%  | 75%   | 0     | 25%   | 94.4% | 0    | 5.5%  |

TABLE 9

## VOCATIONAL GUIDANCE AIDS USED BY STUDENTS SURVEYED

| Year Graduated | Did you take an intelligence test? |       | Did you find out the results and have them explained to you |       | Did the school make available certain materials concerning occupational information while you were in high school? |       |       | Did the school provide you career day or college day opportunities while you were in high school? |       |       | Did you attend? |       |
|----------------|------------------------------------|-------|---|-------|--|-------|-------|---|-------|-------|-----------------|-------|
|                | Yes                                | No    | Yes   | No    | Yes  | No    | Maybe | Yes   | No    | Maybe | Yes             | No    |
| 1963           | 83.3%                              | 16.6% | 45.4%   | 54.5% | 84.6%  | 15.3% | 0     | 61.5%   | 30.7% | 7.6%  | 75%             | 25%   |
| 1964           | 86.6%                              | 13.3% | 61.5%   | 38.4% | 66.6%  | 20%   | 13.3% | 46.6%   | 40%   | 13.3% | 62.5%           | 37.5% |
| 1965           | 92.1%                              | 7.6%  | 50%   | 50%   | 73.3%  | 0     | 26.6% | 46.6%   | 40%   | 13.3% | 50%             | 50%   |
| 1966           | 78.5%                              | 21.4% | 35.7%   | 64.2% | 60%  | 20%   | 20%   | 28.5%   | 64.2% | 7.1%  | 0               | 100%  |
| 1967           | 55.5%                              | 44.4% | 47.0%   | 52.9% | 94.4%  | 0     | 5.5%  | 83.3%   | 11.1% | 5.5%  | 25%             | 75%   |

The majority of the students surveyed indicated that the high school had made available reference material concerning occupational information, but some added that this particular part of the guidance program should be expanded. Also a sizeable percentage of most of the classes said that they were not provided career day or college day opportunities during high school. Although 83.3% of the 1967 class indicated they did receive these opportunities, 75% of this same class said they did not attend.

There was indication that during high school many of the graduates used the testing services, which included the achievement, intelligence, and aptitude batteries. The school's testing program has emphasized the achievement testing, and this might have influenced more students to check this particular part of the testing service.

Table 10 revealed no indication that the members of the recent graduating class were receiving more counseling as to their study habits or their military obligations. The small number of students in Table 4 who have received military training might have affected the use of this service.

The college bound students used the guidance services more than any other group. These students were counseled in the areas of college entrance procedures and possible scholarship opportunities. The least used services were those pertaining to occupational planning and social relations.



TABLE 10

## STUDENT'S USE OF SCHOOL'S GUIDANCE SERVICES

|                              | 1963 |         | 1964 |         | 1965 |         | 1966 |         | 1967 |         |
|------------------------------|------|---------|------|---------|------|---------|------|---------|------|---------|
|                              | No.  | Percent | No.  | Percent | No.  | Percent | No.  | Percent | No.  | Percent |
| Achievement Tests            | 8    | 61.5%   | 8    | 53.3%   | 9    | 60%     | 8    | 53.3%   | 11   | 61.6%   |
| IQ Tests                     | 4    | 30.7%   | 6    | 40%     | 6    | 40%     | 4    | 26.6%   | 6    | 33.3%   |
| Military Obligations         | 4    | 30.7%   | 4    | 26.6%   | 4    | 26.6%   | 0    | 0       | 2    | 11.1%   |
| College Entrance             | 7    | 53.8%   | 7    | 46.6%   | 6    | 40%     | 7    | 46.6%   | 8    | 44.4%   |
| Scholarships                 | 4    | 30.7%   | 3    | 20%     | 3    | 20%     | 4    | 26.6%   | 6    | 33.3%   |
| Study Habits                 | 1    | 7.6%    | 4    | 26.6%   | 5    | 33.3%   | 4    | 26.6%   | 3    | 16.6%   |
| Planning High School Courses | 4    | 30.7%   | 3    | 20%     | 8    | 53.3%   | 4    | 26.6%   | 11   | 61.6%   |
| Aptitude Tests (GATB Tests)  | 4    | 30.7%   | 3    | 20%     | 8    | 53.3%   | 5    | 33.3%   | 8    | 44.4%   |
| Occupational Planning        | 1    | 7.6%    | 0    | 0       | 2    | 13.3%   | 2    | 13.3%   | 4    | 22.2%   |
| Social Relations             | 2    | 15.3%   | 1    | 6.6%    | 2    | 13.3%   | 2    | 13.3%   | 3    | 16.6%   |

When examining Table 11, one should remember that students were to check only those subjects which they had taken. Also, one should keep in mind that some of the subjects, such as English, mathematics, history, science, and physical education are required, and thus were more often marked than the other subjects.

English was indicated to be very useful to the majority of the students in each of the classes surveyed. Several students felt the English courses should be revised and updated, or as stated by one student, "a more contemporary approach be used". When asked about course revision, several other students commented that the English teachers should devote more time to the writing of themes, essays, and research papers. These students felt that this would provide a background for college English courses.

There seemed to be a slight trend toward fewer recent graduates finding mathematics to be one of their most useful subjects. This might suggest that the mathematic courses should be revised to meet modern demands. Some students felt that additional courses in higher forms of mathematics should be included in the curriculum.

A large percentage of each class of students felt that the history and science courses were of some or little value in their present positions. A greater number of students in the 1967 class thought that these classes were very useful than did

TABLE 11

## HIGH SCHOOL COURSES WHICH WERE CONSIDERED TO BE OF MUCH USE, OF SOME USE, OR OF LITTLE USE

|                  | Class of 1963      |       |                    | Class of 1964      |                    |                    | Class of 1965      |                    |                    | Class of 1966      |                    |        | Class of 1967      |                    |        |
|------------------|--------------------|-------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------|--------------------|--------------------|--------|
|                  | Much               | Some  | Little             | Much               | Some               | Little             | Much               | Some               | Little             | Much               | Some               | Little | Much               | Some               | Little |
| English          | 69.2%              | 30.7% | 0                  | 53.3%              | 33 $\frac{1}{3}$ % | 13.3%              | 60%                | 33 $\frac{1}{3}$ % | 6.6%               | 60%                | 26.6%              | 13.3%  | 47%                | 41.1%              | 11.7%  |
| Mathematics      | 91.6%              | 8.3%  | 0                  | 53.3%              | 20%                | 26.6%              | 73.3%              | 26.6%              | 0                  | 51.7%              | 42.8%              | 0      | 47%                | 52.9%              | 0      |
| History          | 16.6%              | 50%   | 33 $\frac{1}{3}$ % | 21.4%              | 21.4%              | 56.2%              | 6.6%               | 40%                | 53.3%              | 0                  | 35.7%              | 64.2%  | 31.2%              | 43.7%              | 25%    |
| Psychology       |                    |       |                    |                    |                    |                    | 50%                | 0                  | 50%                | 62.5%              | 37.5%              | 0      | 44.4%              | 33 $\frac{1}{3}$ % | 22.2%  |
| Science          | 38.4%              | 53.8% | 7.6%               | 26.6%              | 26.6%              | 46.6%              | 26.6%              | 33 $\frac{1}{3}$ % | 40%                | 28.5%              | 42.8%              | 28.5%  | 50%                | 25%                | 25%    |
| Foreign Language | 20%                | 20%   | 60%                | 33 $\frac{1}{3}$ % | 0                  | 66 $\frac{2}{3}$ % | 0                  | 33 $\frac{1}{3}$ % | 66 $\frac{2}{3}$ % | 0                  | 0                  | 100%   | 12.5%              | 12.5%              | 75%    |
| Industrial Arts  | 66 $\frac{2}{3}$ % | 0     | 33 $\frac{1}{3}$ % | 14.2%              | 42.8%              | 42.8%              | 75%                | 0                  | 25%                | 66 $\frac{2}{3}$ % | 33 $\frac{1}{3}$ % | 0      |                    |                    |        |
| Agriculture      | 75%                | 0     | 25%                | 0                  | 100%               | 0                  | 0                  | 0                  | 100%               | 100%               | 0                  | 0      | 50%                | 25%                | 25%    |
| Music            | 14.2%              | 14.2% | 71.4%              | 11.1%              | 22.2%              | 66 $\frac{2}{3}$ % | 9%                 | 18.1%              | 72.7%              | 0                  | 0                  | 100%   | 12.5%              | 37.5%              | 50%    |
| Family Living    | 33 $\frac{1}{3}$ % | 0     | 66 $\frac{2}{3}$ % | 0                  | 50%                | 50%                | 42.8%              | 0                  | 57.1%              | 71.4%              | 28.5%              | 0      | 33 $\frac{1}{3}$ % | 55.5%              | 11.1%  |
| Speech           |                    |       |                    |                    |                    |                    | 66 $\frac{2}{3}$ % | 11.1%              | 22.2%              | 87.5%              | 12.5%              | 0      | 85.7%              | 14.2%              | 0      |

TABLE 11 (continued)

|                      | Class of 1963      |                    |                    | Class of 1964      |       |        | Class of 1965      |                    |                    | Class of 1966      |       |                    | Class of 1967 |                    |                    |
|----------------------|--------------------|--------------------|--------------------|--------------------|-------|--------|--------------------|--------------------|--------------------|--------------------|-------|--------------------|---------------|--------------------|--------------------|
|                      | Much               | Some               | Little             | Much               | Some  | Little | Much               | Some               | Little             | Much               | Some  | Little             | Much          | Some               | Little             |
| Shorthand            | 25%                | 0                  | 75%                | 56.2%              | 14.2% | 28.5%  | 42.8%              | 14.2%              | 42.8%              | 50%                | 16.6% | 33 $\frac{1}{3}$ % | 40%           | 60%                | 0                  |
| Bookkeeping          | 20%                | 60%                | 20%                | 40%                | 30%   | 30%    | 25%                | 25%                | 50%                | 33 $\frac{1}{3}$ % | 0     | 66 $\frac{2}{3}$ % | 37.5          | 12.5%              | 50%                |
| Typing               | 41.6%              | 33 $\frac{1}{3}$ % | 25%                | 69.2%              | 23%   | 7.6%   | 41.6%              | 41.6%              | 16.6%              | 53.8%              | 30.7% | 15.3%              | 64.2%         | 21.4%              | 14.2%              |
| Physical Ed.         | 36.3%              | 45.4%              | 18.1%              | 27.2%              | 9%    | 63.6%  | 13.3%              | 33 $\frac{1}{3}$ % | 53.3%              | 8.3%               | 41.6% | 50%                | 15.3%         | 30.7%              | 53.8%              |
| Home Economics       | 66 $\frac{2}{3}$ % | 0                  | 33 $\frac{1}{3}$ % | 56.2%              | 42.8% | 0      | 16.6%              | 16.6%              | 66 $\frac{2}{3}$ % | 25%                | 0     | 75%                | 50%           | 25%                | 25%                |
| Social<br>Activities | 60%                | 40%                | 0                  | 44.4%              | 11.1% | 44.4%  | 33 $\frac{1}{3}$ % | 22.2%              | 44.4%              | 30%                | 40%   | 30%                | 30%           | 50%                | 20%                |
| Athletics            | 20%                | 50%                | 20%                | 33 $\frac{1}{3}$ % | 16.6% | 50%    | 50%                | 0                  | 50%                | 25%                | 0     | 75%                | 25%           | 25%                | 50%                |
| Driver Ed.           | 50%                | 41.6%              | 8.3%               | 50%                | 25%   | 25%    | 53.8%              | 7.6%               | 38.4%              | 41.6%              | 0     | 58.3%              | 40%           | 13.3%              | 46.6%              |
| Economics            | 50%                | 50%                | 0                  | 20%                | 40%   | 40%    | 66 $\frac{2}{3}$ % | 0                  | 33 $\frac{1}{3}$ % |                    |       |                    | 0             | 66 $\frac{2}{3}$ % | 33 $\frac{1}{3}$ % |
| Geography            | 33 $\frac{1}{3}$ % | 0                  | 66 $\frac{2}{3}$ % | 20%                | 40%   | 40%    | 20%                | 40%                | 40%                |                    |       |                    |               |                    |                    |

the members of any one of the earlier classes. One graduate felt the history courses would be improved if more time were allowed for class discussion of topics. Students seemed to feel that the high school science courses were not preparing them well enough for college.

Foreign language was listed by most of the students surveyed as having little use to them in their present job or training. Some students felt they would have benefited more from this subject if it had been offered on a four year basis. Many graduates indicated that it would be more beneficial to students if a variety of languages were offered.

Of the three business courses surveyed: typing, bookkeeping, and shorthand, it seemed that typing was the most useful to the Yates City students. Students suggested office practice should be added to the curriculum, and a course in accounting should follow bookkeeping. Other graduates felt a course in office machines was necessary for present employment demands. A course in management or personal finance was suggested for those students not going to college.

Industrial arts, agriculture, and home economics are courses offered in the "vocational" program at Yates City High School. Industrial arts seemed to be the most useful course of the three. This course was dropped from the curriculum in 1967

because the teacher's position could not be filled. Presently a portion of its subject material is incorporated in the agriculture program. Several 1967 graduates felt industrial arts should again be offered, and other students mentioned the need for a more detailed mechanics course.

The 1966 and 1967 graduates seemed to find the family living course was of more use to them than did the members of the earlier three classes. One student felt this course should be taught in the junior high.

It was surprising to find large percentages of the recent graduates indicating driver education to be of little use. Physical education was another course that the recent classes found to have little use.

Social activities and athletics were two subject areas where the students surveyed displayed a wide range of varied opinions when asked to list the usefulness of particular courses. One graduate wrote, "athletics should place more emphasis on development of sportmanship, and less on winning".

Most of the students felt their training in music was of little use to them after their graduation. Several students thought this course would be more useful if music history and theory were included in the course.

Psychology, speech, economics, and geography are courses that have not been included in the Yates City High School cur-

riculum during all five years surveyed. Several members of earlier classes felt that speech and psychology were worthy additions to the curriculum, and wished that they might have taken them.

The alumni offered other suggestions for revisions in the present high school curriculum. One graduate felt more courses should be a semester in length, which would permit students to take a greater variety of subjects. Courses in sex education, anatomy, and library instruction were suggested additions. The former graduates felt the school should initiate a work-study program which would provide future students on-the-job training during the school day. A career planning course was another suggested addition to the school's present curriculum.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Based on the information presented on the previous pages, several conclusions can be drawn and recommendations can be made. Table 1 and Table 2 indicated that the greatest number of graduates became students in other educational institutions. Many graduates had been or presently are employed as secretaries or other related occupations such as: bookkeeper, typist, and receptionist.

Table 3 indicated the girls are better satisfied with the job the high school did in preparing them for their present occupations. The greatest number of both boys and girls felt they were fairly well prepared for their present position.

Table 4 indicated that more girls are continuing their education. More than 71% of the boys in each of the five classes are furthering their education.

Students had received some assistance from teachers when choosing a vocation, but the majority of graduates indicated they had received no vocational assistance. Few students are assisted by the counselor.



Table 6 indicates a greater number of the recent graduates chose their future occupation while in high school. Also, the occupational choices made by the recent graduates were more closely related to present occupations.

The alumni who answered the questionnaires felt the school should do more to help students choose a vocation, and that speakers from various occupations should be heard by the students. Although the high school had provided college day and career day opportunities for its students, many students did not attend.

There was indication that not all those students who had taken achievement and intelligence tests during high school had received interpretation of the test results. Many graduates were unsure of the value of a test to help students better understand their behavior.

Although former students indicated they had received little help from the counselor in planning for their futures, they did believe that their conferences with the counselor were helpful. Also, they strongly felt that more time should be provided for counselor-student conferences.

Table 10 indicates that achievement testing was the most used guidance service and then came college entrance, planning high school courses, aptitude testing, and intelligence testing, in that order. The least used services were occupational planning and social relations.

Table 11 indicates former students gave English, Mathematics, psychology, industrial arts, speech and typing high scores of usefulness. On the other hand, courses indicated to be only of some or little use to alumni were history, foreign language, music, physical education, and athletics. Home economics and driving education seemed to have been becoming less useful.

From this information several conclusions can be drawn:

- (1) The Yates City High School should offer a strong college oriented program since so many of its graduates are furthering their education. There seemed to be a need for an evaluation of present college preparatory courses and perhaps other courses added.
- (2) Since many graduates are entering business occupations, the business department should be evaluated and if necessary, adjustments made to better prepare students for these occupations.
- (3) Graduates received very little assistance from the counselor when planning for their vocations.
- (4) Most of the Yates City graduates had chosen their present occupation or training during high school, and a greater number of the more recent graduates are in or preparing for occupations they chose prior to their graduation.
- (5) A program to hear speakers from varied occupations, and additional occupational reference materials, should be provided for use by future students.

- (6) The college night and career night programs should be strengthened to encourage greater student attendance.
- (7) The guidance program does not seem to have been adequate in the area of test interpretation.
- (8) The high school should provide more time for the counselor-student conferences.
- (9) The guidance program had offered graduates little service in the areas of occupational planning and social relations.
- (10) Present student should be informed as to the scores of usefulness which were given to various subjects by graduates so that they might make desired adjustments in their programs.

The writer of this paper offers the following recommendations:

- (1) It is recommended that Yates City High School strengthen its guidance services. The school should employ a full time guidance counselor and provide him a budget adequate to this program's needs. The counselor should help students gain entrance into educational institutions, plan college preparatory and terminal educational curriculums, help students choose vocations, plan programs that will increase students knowledge of varied types of occupations, interpret tests, discuss personal problems, and follow-up graduates.
- (2) It is further recommended that other schools conduct studies similiar to this one done at Yates City in order to gain knowledge useful in future school improvement.

APPENDIX I

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Letter to Accompany Graduate Questionnaire

February 12, 1968

Yates City Community High School  
Unit No. 207  
Yates City, Illinois  
61572

Dear Alumnus,

You were selected from the list of our graduates to help us better prepare future students. Would you please complete the enclosed questionnaire and return it this week?

The results of this alumni survey will be instrumental in improving the educational opportunities for future students. Please give us your frank and unbiased opinion.

We appreciate your prompt help.

Very truly yours,

Mr. George Tanner  
Survey Conductor

Mr. Charles Herridge  
Superintendent

APPENDIX II

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Graduate Questionnaire

Name \_\_\_\_\_  
           Last                   First                   Middle                   Maiden                   Year Graduated

Permanent Address \_\_\_\_\_

What kinds of jobs have you had since your high school graduation including your present job or military training?

| <u>Mo.</u> | <u>Yr.</u> | <u>Mo.</u> | <u>Yr.</u> | <u>Employer or Business Firm</u> | <u>Your Position</u> |
|------------|------------|------------|------------|----------------------------------|----------------------|
| ---        | ---        | ---        | ---        | _____                            | _____                |
| ---        | ---        | ---        | ---        | _____                            | _____                |
| ---        | ---        | ---        | ---        | _____                            | _____                |
| ---        | ---        | ---        | ---        | _____                            | _____                |

If you are in a training program, what occupation do you have as your goal?

\_\_\_\_\_

\_\_\_\_\_

How well were you prepared by the high school for what you are doing now?  
 Circle one.

1. Well Prepared
2. Fairly Well Prepared
3. Poorly Prepared
4. Not Prepared

Who in high school helped you to choose a vocation? Circle one.

- No One
- Principal
- Counselor
- Teacher
- Other

When you were a junior in high school and took the Illinois High School test, you listed your future occupation as \_\_\_\_\_

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How much influence did the counselor provide in assisting you with this decision? Circle one.

1. Very Much
2. Some
3. Very Little
4. None

When did you decide to enter your present occupation? Circle one.

- Grade School
- High School
- After High School
- College

Do you feel that the school should do more to help students choose a vocation? Circle one.

Yes                      No                      Maybe

Mark the following list as to how much use or help each of these subjects have been to you in the job that you are doing or training for now. If you did not take the subject, do not mark it.

Put a "V" in the blank for very useful!

Put an "S" in the blank for some use!

Put an "L" in the blank for little use!

- |                           |                             |
|---------------------------|-----------------------------|
| _____ 1. English          | _____ 12. Shorthand         |
| _____ 2. Mathematics      | _____ 13. Bookkeeping       |
| _____ 3. History          | _____ 14. Typing            |
| _____ 4. Psychology       | _____ 15. P.E.              |
| _____ 5. Science          | _____ 16. Home Economics    |
| _____ 6. Foreign Language | _____ 17. Social Activities |
| _____ 7. Industrial Arts  | _____ 18. Athletics         |
| _____ 8. Agriculture      | _____ 19. Driver Training   |
| _____ 9. Music            | _____ 20. Economics         |
| _____ 10. Family Living   | _____ 21. Geography         |
| _____ 11. Speech          | _____ 22. Other _____       |



Please list the courses you feel should be revised or added to the Yates City program that would help the future graduates be better prepared. Explain briefly.

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Who in high school helped you in planning your courses to best meet the demands of your future goals?

Principal \_\_\_\_\_  
Teacher \_\_\_\_\_  
Counselor \_\_\_\_\_  
Parent \_\_\_\_\_  
Other \_\_\_\_\_

Should the school encourage speakers from various occupations to come to the school? Circle one.

Yes                      No                      Maybe

Did you take an IQ (intelligence) test?

Yes                      No

Did you find out the results and have them explained to you?

Yes                      No

Should tests that help you better understand your behavior be included in the testing program? Circle one.

Yes                      No                      Maybe

Do you feel that achievement tests, such as the Illinois High School Tests, are of value when interpreted to the students? Circle one.

Yes                      No                      Maybe

Did the school make available certain reference materials (films, career digests, college catalogues) concerning occupational information while you were in high school? Circle one.

Yes                      No                      Maybe

Did the school provide you career day or college day opportunities while you were in high school? Circle one.

Yes                      No                      Maybe

If yes above, did you attend?

Yes                      No

How often did you visit the counselor while you were in high school? Circle one.

Frequently

Seldom

Never

How much help with your problems and questions about your future did the school counselor give you? Circle one.

1. Very Much

2. Some

3. Very Little

4. None

If you had conferences with your counselor, do you think they were helpful. Circle one.

Yes                      No                      Maybe

Do you feel it would help future students in high school if more time was provided for counselor-student conferences? Circle one.

Yes                      No                      Maybe

Please check those high school guidance services that you used during or after high school.

|                   |  |       |
|-------------------|--|-------|
| Counseling as to: | Achievement Tests                              | _____ |
|                   | IQ Tests                                       | _____ |
|                   | Military Obligations                           | _____ |
|                   | College Entrance                               | _____ |
|                   | Scholarships                                   | _____ |
|                   | Study Habits                                   | _____ |
|                   | Planning High<br>School Courses                | _____ |
|                   | Aptitude Tests<br>(Illinois Employment Agency) | _____ |
|                   | Occupational Planning                          | _____ |
|                   | Social Relations                               | _____ |

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