1954

A follow-up study of the class of 1952 of Manchester High School West.

Glennon, Ann Millicent

Boston University

http://hdl.handle.net/2144/10418

Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A FOLLOW-UP STUDY OF THE CLASS OF 1952
OF
MANCHESTER HIGH SCHOOL WEST

Submitted by
Ann Millicent Glennon
(B. E., Plymouth Teachers College, 1931)

In partial fulfillment of the requirements
for the degree of
Master of Education
1954
First Reader:  Dugald S. Arbuckle
Professor of Education

Second Reader:  I. Douglass Brown
Assistant Professor of Education
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>STATEMENT OF THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>1</td>
</tr>
<tr>
<td>Justification of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Delimitations of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>Description of the School</td>
<td>5</td>
</tr>
<tr>
<td>Description of the Community</td>
<td>7</td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>REVIEW OF RESEARCH</td>
<td>9</td>
</tr>
<tr>
<td>Importance of the Follow-Up Study</td>
<td>12</td>
</tr>
<tr>
<td>Uses and Values of the Follow-Up</td>
<td>13</td>
</tr>
<tr>
<td>III</td>
<td></td>
</tr>
<tr>
<td>METHODS OF PROCEDURE</td>
<td>16</td>
</tr>
<tr>
<td>Preparation for the Follow-Up</td>
<td>16</td>
</tr>
<tr>
<td>Sources of Data</td>
<td>16</td>
</tr>
<tr>
<td>Procedure</td>
<td>18</td>
</tr>
<tr>
<td>Following Up the Questionnaire</td>
<td>18</td>
</tr>
<tr>
<td>Returns for the Study</td>
<td>19</td>
</tr>
<tr>
<td>IV</td>
<td></td>
</tr>
<tr>
<td>RESULTS OF THE SURVEY</td>
<td>20</td>
</tr>
<tr>
<td>Geographic Distribution of Respondents</td>
<td>20</td>
</tr>
<tr>
<td>Analysis of Educational Data</td>
<td>23</td>
</tr>
<tr>
<td>Analysis of Occupational Data</td>
<td>25</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>IV How Graduates Feel About Preparation Received</td>
<td>26</td>
</tr>
<tr>
<td>Comments, Criticisms, and Suggestions</td>
<td>26</td>
</tr>
<tr>
<td>High School Subjects Considered of Greatest Value</td>
<td>27</td>
</tr>
<tr>
<td>V SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS</td>
<td>30</td>
</tr>
<tr>
<td>Summary</td>
<td>30</td>
</tr>
<tr>
<td>Conclusions and Implications</td>
<td>31</td>
</tr>
<tr>
<td>Recommendations</td>
<td>33</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>35</td>
</tr>
<tr>
<td>Appendix A - The Questionnaire</td>
<td>36</td>
</tr>
<tr>
<td>Appendix B - The Letter of Transmittal</td>
<td>38</td>
</tr>
<tr>
<td>Appendix C - The Follow-Up Post Card</td>
<td>39</td>
</tr>
<tr>
<td>Appendix D - Curricula of Manchester High School West</td>
<td>40</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>41</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Total Number and Percent of Returns Made By Male and Female Graduates</td>
<td>20</td>
</tr>
<tr>
<td>II</td>
<td>Geographic Distribution of Male and Female Respondents in the Survey</td>
<td>21</td>
</tr>
<tr>
<td>III</td>
<td>General Status of Alumni at Time of Survey</td>
<td>22</td>
</tr>
<tr>
<td>IV</td>
<td>Courses Taken in High School By Respondents</td>
<td>23</td>
</tr>
<tr>
<td>V</td>
<td>Schools and Colleges Graduates Are Attending</td>
<td>24</td>
</tr>
<tr>
<td>VI</td>
<td>Employment Status of Graduates</td>
<td>25</td>
</tr>
<tr>
<td>VII</td>
<td>Subjects Considered By Male and Female Respondents to Be Most Useful Compared to Those Found Least Useful</td>
<td>28</td>
</tr>
</tbody>
</table>
CHAPTER I
STATEMENT OF THE PROBLEM

Purpose of the Study. The principal purpose of this follow-up study is to provide information concerning the vocational and educational adjustment of the graduates of Manchester High School West Class of 1952.

A secondary purpose is to determine their evaluation of certain phases of their high school education.

The specific questions considered in this study are as follows:

1. What becomes of our graduates after they leave Manchester High School West?
2. What kinds of further education do they seek?
3. What percent of the graduates do not seek any advanced training?
4. What kinds of occupations do our graduates enter?
5. How did our graduates obtain their first jobs?
6. What changes are recommended in curricula and in specific subject matter courses?
7. What suggestions are offered by the graduates for improvement of the guidance services of the school?
8. What extra-curricular activities gave the respondents the greatest satisfaction?
9. What can the high school do to help the student adapt himself to college or the job more efficiently?

10. What services should Manchester High School provide or improve for its former students?

**Justification of the Problem.** One of the most efficient ways of gathering data for use in the evaluation of the instructional and guidance programs of Manchester High School West is by a follow-up study. The chief criterion of the value of a guidance and educational program are their influence on the post-school lives of the individuals who have received these services. The administration of a school can have no clear idea of the worth of these programs or the mistakes that are being made unless data are available concerning what is happening to the graduates of our school.

A follow-up study at Manchester High School West at this time seems worthwhile for these reasons: (1) a checkup of the adequacy of the guidance activities of the high school; and (2) there have been no similar studies conducted at this school in the past. There is no provision for a systematic follow-up of its students at Manchester High School West at the present time.

Data collected should reveal those student needs which are being met and those which have been overlooked at Manchester High School West. Authorities in education in general and in guidance in particular agree such a study is not only valuable but necessary.
Erickson and Smith state the following:

"The realization by educators that the school has an interest in and a responsibility for the adjustment of its out-of-school youth, as well as those in school, has emphasized the necessity of studying each individual in order that the school may meet the needs of the individual and the demands of society."

According to Andree the follow-up is "that set of purposes and techniques which enables the school to learn of the problems and adjustments of post-school youth, which enables the school to continue the educational processes to such youth through guidance and which insures for those still in school a continued effort to interpret the difficulties of post-school life such as most youth encounter."

It is less difficult for a school to keep in touch with those students who go on to college because of the planned public relations programs carried on by the majority of post-secondary schools. In the case of the students who do not continue their education, beyond high school, the follow-up study is a valuable means of making contacts, obtaining information and being of further service to all students whether in college, on the job, or in the armed forces.

Froehlich writes that "the task of the guidance program is to facilitate the adjustment of the school to the pupil and the pupil to the school and to life."


The findings of a follow-up study can be used in the classrooms and in counseling procedures; and can be of much value in the betterment of classroom practices.

This study should be of value to present and future students of the high school, to the administration, faculty and to the guidance staff. It should supply information regarding the preparation of our youth to meet his objective in life. From this study Manchester High School West will obtain a knowledge of the specific ways the school can help students adapt themselves to college and to the job more efficiently.

Delimitations of the Problem. The students involved in this study include only those who graduated from Manchester High School West in 1952. Therefore, this follow-up study has the following limitations:

1. It does not include those members of the Class of 1952 who failed, for various reasons, to complete a high school education.

2. The graduates contributing data to this study have not been out of school long enough to have reached definite vocational or educational goals.

3. The respondents in this study had no previous information or explanation regarding the purpose of this survey.

4. No information regarding the number of marriages among the boys was obtained as this information was not
included in the questionnaire.

The total number to whom copies of the survey questionnaire were sent was ninety-one. The average membership of the school which the graduates attended in 1952, the year of their graduation, was approximately five hundred and twenty.

**Description of the School.** Manchester High School West is a four-year high school with an enrollment of five hundred and fifty students. The school building is a comparatively modern one equipped with auditorium, cafeteria, gymnasium, library, science laboratories, shop, home economics department with cooking and sewing rooms and provision for home making and nursing practice, a commercial department with modern office machines and equipment for practice and experience in office procedures, and classrooms. Adjacent to the school is a large athletic field which is used for school sports and for physical education work. Manchester High School West was established for the purpose of giving each student an opportunity to obtain a well-rounded high school education, to find a career for which he is best suited and to prepare him for active life in society.

There are five main curricula offered at Manchester High School West: Course A—Manual Arts, Course B—Home Economics, Course C—Commercial (including Clerical or Stenographic), Course D—College Preparatory, and Course E—General.

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The sports in which the students participate are: football, basketball, tennis, golf, cross country and baseball. Other extra-curricular activities include the publication of the school magazine, The Thesaurus, and the annual senior yearbook; dramatics, which include the annual senior play plus plays for under-graduates; operettas, minstrel shows, freshmen talent programs and musical programs.

Clubs and organizations of the school include the following: Art Club, Band, Biology Club, Cheerleaders, Chess Club, Future Teachers' Association, Glee Clubs and Choir, Language Club, Literary Club, Majorettes, National Honor Society, Orchestra, Physical Education Club, The Players, The Thesaurus, and the Traffic Squad. A Student Council is also a part of the school organization.

The Guidance Department of Manchester High School West is under the supervision of a Guidance Director. There are four teacher-counselors in the building each having two or more periods a day for guidance.

A fairly large percentage of Manchester High School West graduates do seek higher education. There has been a growing awareness, however, on the part of the faculty and administration that additional educational and vocational guidance would help many students at Manchester High School West to make more realistic choices in keeping with their demonstrated aptitudes and interests. A program of studies, with requirements for each curricula, is found in Appendix D of this study.
Description of the Community. Manchester, the largest industrial city in the state, is located in the southern part of New Hampshire, eighteen miles north of the Massachusetts line. The population according to the 1953 census is approximately 83,000.

The public school system consists of twenty elementary schools and two public high schools. There are also thirteen parochial elementary schools, four parochial high schools, a private boarding school, Notre Dame College for Girls, and St. Anselm's College which is coeducational. The New Hampshire School of Accounting and Finance and the Hesser Business College offer training for both men and women. Nurses' training courses may be taken at three of the four hospitals. The Veteran's Hospital, State Industrial School, the New Hampshire Technical Institute, Carpenter Public Library, Institute of Arts and Sciences, and the Currier Gallery of Art are also located here.

There are approximately 1,000 firms employing nearly 32,000 persons from Manchester primarily, with some commuting from nearby towns. There is a total quarterly payroll of more than eighteen million dollars.

Manchester's industrial firms manufacture a variety of products with cotton and woolen goods, clothing, shoes and cigars among its leaders.

It is also the commercial center of the state. There are 1160 retail stores and specialty shops and 50 wholesale establishments in the city.
There are four savings banks, three national banks, three trust companies, and three loan companies.

Church influence is strong in Manchester. The churches are of the following denominations: Baptist, 4; Christian Science, 1; Congregational, 4; Episcopal, 2; Friends, 1; Jewish, 2; Lutheran, 3; Methodist, 3; Presbyterian, 2; Roman Catholic, 18; Seventh Day Advent, 1; Swedenborgian, 1; Unitarian, 1; Universalist, 1; and Miscellaneous, 6.
CHAPTER II

REVIEW OF RESEARCH

Much has been written on the follow-up as a part of the total educational program and as a guidance service. It serves as a means by which contact may be kept with out-of-school youth for as long a period as is necessary. Authorities on education agree that the school has a responsibility for its students beyond the service given while they are in high school. Not all schools have made provision for a continuous follow-up service. However, some degree of follow-up service is given in most schools where there is a guidance program.

1

J. Dan Hull made this statement concerning contemporary public school education: "No nation has done better (than the United States), but it is still not enough." Increasing stress is being made on a kind of moral obligation of the school for guidance and assistance to its graduates until such time as they have made satisfactory adjustment in their chosen fields. This viewpoint is reflected by many educational leaders. It is this reasoning which has given stimulus to the numerous follow-up studies that have and are presently

being conducted throughout many high schools and colleges.

"The school has an interest in and a responsibility for the adjustment of its out-of-school youth as well as those in school," according to Erickson and Smith.

The United States Office of Education lists as one of the important activities of the guidance program "to check individual achievements for the purpose of rendering further aid and assistance."

Froehlich writes that the main purpose of the follow-up is to "facilitate the adjustment of the school to the pupil and the pupil to the school and to life." He also suggests that the follow-up is one of the ways in which public relations for the school can be fostered when he warns that while the guidance department is justified in keeping the public informed as to its progress, emphasis in the follow-up should be on how the entire school is using its findings.

According to Traxler there are four distinguishable aspects of the follow-up in guidance: (1) there is the incidental follow-up procedures carried on by the guidance workers as a part of their normal activities in the school; (2) the follow-up of pupils who have received corrective help in certain areas; (3) a systematic procedure for following up pupils from one unit of the school to the next higher one; and (4) the follow-up of graduates and school leavers. This last one has been much neglected in the past by a majority of schools. He states that one may well question whether a school has discharged its full guidance responsibilities if it gives careful attention to a student while in school, but terminates its interest immediately upon graduation.

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3. Ibid., 313-314.

Lefever states "guidance is a lifelong process." He also reflects the views of scores of his associates when he states that follow-up studies need not focus on the adequacy of vocational training alone, but may cut across every area of adjustment—vocational, avocational, emotional, physical and social.

Hoppock says the follow-up has no "geographical limits; it goes wherever the alumni go, it maps the true geography of the employment market of this group; it reveals the kinds of jobs the alumni have been able to get in the open competition of the employment market."

In a follow-up study made in Lansing, Michigan the responsibility of the high school in regard to school leavers who go directly into their occupational careers is stated as follows: "High school is a finishing school for the majority of the American citizens, there it has the responsibility in assisting and promoting the effectiveness of the adjustment from school to actual life situations."

Andree states that the follow-up is "that set of purposes and techniques which enables the school to learn of the problems and adjustments of post-school youth, which enables the school to continue the educational processes to such youth through guidance, and which insures for those still in school a continued effort to interpret the difficulties of post-school life such as most youth encounter."

At Boston University, in the School of Education, a large number of unpublished follow-up studies have been made by


students in the Graduate School. Follow-ups of this kind 1
have been made by Varnum, Zabriskie, and others for their
respective schools.

Importance of the Follow-Up Study. In the broad sense,
follow-up implies that the course of action decided upon and
carried out by a student in any situation involving planning,
interpreting, choosing, and adjusting is checked or evaluated
to see whether or not the choice, plan, interpretation, or
adjustment of the student has been adequate. 3

These follow-ups should be systematically made during
and after the pupil's school years, and always after a major
change has been made by the pupil. A major change while a
student is in school should be preceded and accompanied by
counseling, and the follow-up aspect is primarily a part of
the counseling situation.

A more specific follow-up activity to be considered is
a service of the guidance program through which the school
maintains systematic contacts with students after they have

1. Varnum, Lindzey C., A Follow-Up of the Graduates of
   Mary E. Wells High School Class of 1950, Unpublished Master's
   Thesis, Boston University, 1951.

2. Zabriskie, Marcia, A Follow-Up Study of Graduates and
   Non-Graduates of Bloomfield High School from 1941 to 1945,

3. Davis, Frank G., and others, Pupil Personnel Service,
   Scranton, Pennsylvania: The International Textbook Company,
   1948, 378-425.
left high school. It is becoming increasingly recognized that schools continue to have a responsibility for certain aspects of the welfare of the individual after he has left school, either through dropout or graduation. The school should be concerned with the degree of desirable and satisfactory adjustment and progress of its students as one of the measures of the effectiveness of the educative process. All persons concerned should always have a keen sense of responsibility for the further progress of the individual.

Follow-up services must be considered as more than the mere mechanics of obtaining data about former students. They are concerned, directly or indirectly, with providing assistance to individuals and further improving the educational and other offerings which are provided by the school and community organizations.

In the words of one educational leader, who reflects the views of scores of his associates, the follow-up study is justified by this reasoning:

"They (the schools) should at least be in possession of data concerning the students' experiences during the five or six years following their graduation. Follow-up studies need not focus on the adequacy of vocational training alone, but may cut across every area of adjustment—vocational, avocational, social, emotional and physical."

Uses and Values of the Follow-Up. Follow-up studies

form a basis for evaluation and provide material with which to further guidance services.

Hoppock says the follow-up "has the advantage of human interest, live material, and direct contact with original sources, and may be used for an entire course, a part of a course or a club program." He also claims the chief use of the follow-up is "to give the students a more realistic picture of the future by helping them to find out what has happened to those who have preceded them. It has no geographical limits; it goes wherever the alumni go, and it maps the true geography of the employment market of the group."

Hamrin and Erickson list the following values to be derived from a follow-up study:

1. "the salutary effect upon a graduate of knowing of the school's continued interest in his welfare; (2) the significance of the evaluation by the school of its work; (3) the resulting gain of confidence of employers secured by the school's demonstration of interest in its product; and (4) the public relations value in the community's confidence toward the school, its administrators, faculty, student body and graduates."

According to Ross there are two major objectives of the follow-up phase of the guidance program. Attention has been called to the fact that guidance is always in terms of probabilities, never in terms of certainties. Guidance attempts to aid the individual in making the best choice that is possible under the circumstances and in the light of the data.


available at the time. The guidance program should be continuous, not sporadic, and should extend beyond the period of formal schooling.
CHAPTER III
METHODS OF PROCEDURE

Preparation for the Follow-Up. A two-fold purpose for conducting a follow-up study at Manchester High School West has already been indicated.

Extensive readings in the area of guidance activities, with particular emphasis on the value of follow-up studies, revealed that many leading educators stress the importance of this phase of guidance services. Jones, Chisholm and Erickson emphasize the incompleteness and ineffectiveness of any guidance program which is lax about the follow-up. They admit the inadequacies of the inquiry form as the follow-up tool but they recognize the impossibility of the personal interview where large numbers are concerned. Therefore, the questionnaire, supplemented wherever possible by a personal interview, seems the most effective and practical technique.

A recognized limitation of all follow-up surveys, whether the data are collected through a personal interview or through a questionnaire, is its subjectivity.

Sources of Data. During this time work was started on

the questionnaire to be used in the study. Research was carried out and questionnaires of other follow-up studies were read and analyzed. Having decided to adopt the questionnaire method of conducting the survey, a thorough study of the structure and phraseology of a number of questionnaires was made, among them Koos' and Kefauver's dissertation of the Providence Follow-Up Program. A large number of unpublished follow-up studies at Boston University were also examined for suggestions in the construction of the questionnaire. A two-page questionnaire was written and submitted to the principal and to the guidance staff of the high school. Meetings were held for the purpose of discussing and revising the questionnaire. It was also decided to include only graduates and omit all school leavers of the original class.

After the revision of the questionnaire it was submitted to six seniors to insure understanding and readability. All students felt that the questionnaire was easily understood, not too personal and they would feel inclined to answer it.

Following the writing of the letter of transmittal, which was also approved by the guidance counselors, and a follow-up post card to be sent out two weeks from the mailing date of the letter of transmittal, envelopes for mailing and returning the questionnaire were addressed and stamped. To obtain the

most complete list of names and addresses of the members of the Class of 1952, the school office was most cooperative. In several instances, however, parents, high school students and friends of the graduates, whose whereabouts were unknown, were able to furnish the necessary information. The questionnaire, the letter and the post card were mimeographed. The letter and the questionnaire were mailed to the ninety-one graduates of the Class of 1952.

Procedure. In Manchester, New Hampshire, where this survey was made, there is no provision for a systematic follow-up of students. A type of follow-up is made whenever a reunion is held to gather incidental information such as present addresses but no check is made to discover whether former students have carried out the vocational plans they made while in high school. Neither is a continuous check made to determine the educational activities of the graduates as compared to their stated plans made while in school to bring the records up to date. In 1951, Joseph Bronstein, a teacher at Manchester High School Central, made a follow-up study of the commercial graduates only for the years 1949 and 1950. This study was limited to information regarding the types of clerical and secretarial work being done by the graduates. No other formal follow-up studies have been made in the city.

Following Up the Questionnaire. Within two weeks from the mailing date, 59 graduates or 65 percent of the 91 question-
naires comprising the survey group had been returned. During the next two weeks, the services of brothers, sisters, neighbors and friends were enlisted in reminding local graduates to return their questionnaires. The follow-up post card was mailed at this time. It was noted, however, that graduates located in the city often required more time to return the inquiry form than did those individuals located at distant points.

Returns for the Study. A total of 75 questionnaires or 82.4 percent of the 91 forms sent were received. The analysis of replies was started one week following the mailing of the follow-up post card, the results of which will be found in the next chapter.
CHAPTER IV
RESULTS OF THE SURVEY

Of the 91 graduates in the Class of 1952, 75 or 82.4 percent returned the questionnaire. Of this number, 32 or 76.1 percent were from the boys and 43 or 87.7 percent were received from the girls. The exact location of four servicemen to whom questionnaires were sent was not known, although the inquiry forms were not returned.

Table I. Total Number and Percent of Returns Made By Male and Female Graduates

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>Number of Forms Sent</th>
<th>Number of Forms Returned</th>
<th>Percent of Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>42</td>
<td>32</td>
<td>76.1</td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td>43</td>
<td>87.7</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>75</td>
<td>82.4</td>
</tr>
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Geographic Distribution of Respondents. The graduates of the Class of 1952 have been out of high school only one and a half years. It is not unusual that the majority of the respondents in this study reside in Manchester, as shown by Table II. This situation might be somewhat different were it not for the fact that a number of the graduates serving in the Armed Forces gave their home addresses. A few gave an address
other than Manchester which is only a temporary one, the address used in the service and which is subject to change at any time.

The location of the girls as shown in Table II might be considered more accurate, however, as only one girl replying was a member of the Armed Forces. Three of the married female respondents were residing in Pennsylvania, New York, and New Mexico respectively.

It is still too early to conclude that the majority of the graduates will remain in Manchester despite the fact that employment is available in this area.

Table II. Geographic Distribution of Male and Female Respondents in the Survey

<table>
<thead>
<tr>
<th>Place of Residence</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Manchester</td>
<td>32</td>
<td>17</td>
</tr>
<tr>
<td>Towns or Cities Within 40-Mile Radius of Manchester</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Other New England Towns or Cities</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Outside New England</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Foreign</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>100.0</td>
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</table>
At the time the survey was made only 9 or 21.4 percent of the boys in the class were seeking higher education. 14 or 29.5 percent of the 49 girls were attending a four-year college or nurses' training school.

These comparatively low percents of boys and girls seeking further education may be due to the fact that Manchester is an industrial city and as such offers many and varied opportunities for employment. Another reason may be due to the unsettled and undecided situation of the boys regarding their future plans due to their draft status.

The school should be concerned with the degree of desirable and satisfactory adjustment and development of its graduates as one of the measures of the effectiveness of its educational progress.

Table III. General Status of Alumni at Time of Survey

<table>
<thead>
<tr>
<th>Status</th>
<th>Boys Number</th>
<th>Boys Percent</th>
<th>Girls Number</th>
<th>Girls Percent</th>
<th>Total Number</th>
<th>Total Percent</th>
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<td>School (Full-Time)</td>
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<td>32.5</td>
<td>23</td>
<td>22.7</td>
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<td>Employed (Full-Time)</td>
<td>23</td>
<td>71.9</td>
<td>20</td>
<td>46.5</td>
<td>43</td>
<td>42.5</td>
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<td>Military Service</td>
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<td>0?</td>
<td>0.0?</td>
<td>13</td>
<td>30.2</td>
<td>13</td>
<td>12.8</td>
</tr>
<tr>
<td>Employed (Part-Time)</td>
<td>3</td>
<td>9.3</td>
<td>2</td>
<td>4.6</td>
<td>5</td>
<td>4.9</td>
</tr>
</tbody>
</table>
An Analysis of Educational Data. Table IV shows the enrollment of the graduates of the Class of 1952 in the different courses. The College Course had the largest number of boys with 15 or 46.8 percent of the male respondents. The largest number of girls were found in the Commercial Course with 20 or 46.5 percent. The Home Economics Course had the fewest number of girls while the General had the smallest number of male graduates.

In reply to the question in the inquiry form: "Do you think the course you took in high school was the best one for you?" the results were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td></td>
<td>36</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>YES</td>
<td>63</td>
<td>12</td>
</tr>
</tbody>
</table>

Table IV. Courses Taken in High School by Respondents

<table>
<thead>
<tr>
<th>Courses</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>College - D</td>
<td>15</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>Commercial - C</td>
<td>4</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>Home Econ. - B</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Manual Arts - A</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>General - E</td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>43</td>
<td>75</td>
</tr>
</tbody>
</table>

Table V lists the different educational institutions which the alumni attend. This table indicates which schools and
colleges draw the students from high school. The entrance requirements, of these institutions especially, should be studied carefully to insure entrance with a minimum of delay and the maintenance of a high standard of scholarship.

Table V. Schools and Colleges Graduates Are Attending

<table>
<thead>
<tr>
<th>Schools or Colleges</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dartmouth</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Mount St. Mary's</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Plymouth Teachers</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>University of New Hampshire</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Yale</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Forsyth School for Dental Hygienists</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Elliott School of Nursing</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>McLean School of Nursing</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Moore School of Nursing</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Notre Dame School of Nursing</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hesser Business</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>N. H. School of Accounting</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>14</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

Summarizing the educational data for the boys: 1, medicine; 1, architectural engineering; 1, civil engineering; 1, business administration; 2, chemical engineering; 1, male nurse; and 1, undecided. 28.1 percent of the boys are seeking higher education while 71.9 percent are not. The educational data for the girls is as follows: 1, dental hygienist; 4, teachers; 7, nurses; 1, secretary; 1, undecided. 32.5 percent of the girls are engaged in obtaining further education while 67.5 percent are working either full-time, part-time,
married or are unemployed.

Of the 11 boys in the Armed Forces, 5 indicated a desire for a college education upon completion of service. The one girl in the service plans to marry when her period of duty is completed.

An Analysis of Occupational Data. Occupational information on the questionnaire included the following: Are you employed? 23 boys and 20 girls said YES. Are you satisfied with your present position? 20 boys and 17 girls answered YES. Number of jobs held since leaving school? The number ranged from 1 (16) to 3 (3) for the boys and 1 (11) to 3 (1) for the girls. How did you get your first job?

<table>
<thead>
<tr>
<th>Through the School</th>
<th>boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through an Advertisement</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Through Friend or Relative</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Through Employment Agency</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Advertised Yourself</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Table VI shows the employment status of the graduates with 23 of the 32 boys returning the questionnaire employed in mechanical or industrial jobs; while 20 of the 45 girls were employed in bookkeeping, clerical or secretarial work.

Table VI. Employment Status of Graduates

<table>
<thead>
<tr>
<th>Status</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Employed</td>
<td>23</td>
<td>20</td>
<td>43</td>
</tr>
<tr>
<td>Employed but Desiring Help</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Unemployed and Desiring Help</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Unemployed but not desiring help</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Part-Time Employment</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>
How Graduates Feel About Preparation Received. Tabulation of results of this question showed that in the majority of cases and in most areas, the respondents felt they had been well prepared. However, many constructive comments, suggestions, and criticisms were made. In the listing of these, remarks and suggestions were written as given.

Comments, Criticisms, and Suggestions Offered by Graduates.

Comments

Math. courses are excellent.
School is doing a good job.
Students should be taught HOW TO STUDY.

Respondents are happy because this study is being made.
It shows an interest in the welfare of the graduates.

More varied language courses.

West's Math. courses stack up against any other high school in the country.

Stress the need of a high school education.
More modern methods of instruction.

More guidance in Grade 8 would help in selection of the right courses in high school.

Criticisms

English courses need some revision.

Two separate English groups: (1) college (2) non-college

College students should be subjected to more creative writing and literary analysis.

Improve marking system.
More group guidance in the homeroom.
Music Department needs improvement.
Faculty should be more understanding.

Commercial Department needs latest models and more varied equipment.
Improve certain phases of Science Department.
More efficient teachers.
Suggestions

Business subjects for college students (in order to earn living should college plans fail.)

Typewriting required of all high school students.
Course in sex education at the high school level.

Public Speaking in order to better express one's self and overcome self-consciousness.

Electronics to be made a part of a course if not a course in itself.

Provide smoking area for students.

Have a College Day when college students return to the high school to tell facts to future students and answer questions.

Teach How To Outline and Note Taking.
More training in office machines.
Midyear and final examinations in all subjects.
Alumni should be kept in closer contact with school.
More manual training.
Refresher course in Arithmetic in Grade 12.
Swimming required of everyone.
Commercial Law for all students.
More oral work.

More practice in independent home study in preparation for independent study later.

Orientation to military service to alleviate fears, develop healthy mental attitude and present the advantages offered.

High School Subjects Considered of Greatest Value. One of the major aims of this study was to obtain data which might aid the Manchester High School West staff in evaluating its offerings to high school students. Aware of the many limitations of this type of data and of its subjective nature, the responses may point out some significant reactions. In constructing the table, all answers were listed exactly as given. No attempt was made to weigh the answers.
Table VII shows the subjects considered most useful and least useful to the respondents.

Table VII. Subjects Considered by Male and Female Respondents to Be Most Useful Compared to Those Found Least Useful.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Most Useful</th>
<th>Lease Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>English</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>Mathematics</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Soc. Science</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Languages</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Shop</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Commerce</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Home Economics</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>14</td>
<td>16</td>
</tr>
</tbody>
</table>

To the question: What extra-curricular activities gave you the greatest satisfaction? The boys listed the following in order of preference: Sports; Literary Club, including magazine; Glee Club, Orchestra and Band; and Honor Society. The girls selected: Dramatics; Literary Club; Honor Society; and the Student Council.

Below are listed the answers to the question: In What Way Was the Guidance Services Helpful to You? In the majority of cases both boys and girls said the services offered were adequate. The following comments were taken verbatim from the inquiry forms:

(These are exact quotations)

Helped me find the correct school of nursing.
Helped me in the proper selection of courses and subjects.
Aided in the selection of major for college.
Helped me make a decision in the selection of colleges.

Gave me a chance to talk about the things that were bothering me.

Helped me with the selection of subjects and with personal problems.

Counselor helped me to find the way to a career.
They gave me a chance to give my opinion on things.

They helped me to speak freely without the fear of criticism or laughter.

I should have sought more guidance and counseling than I did.

They were very helpful.
The services were there but I didn't use them as I should.

They gave me the satisfaction of knowing that someone was interested in me and my career.
CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary. The particular purpose of this study was to learn to what extent Manchester High School West meets the needs of its youth, so far as could be shown by a year and a half follow-up of the graduates of the Class of 1952.

75 of the 91 graduates to whom questionnaires were sent replied. Of the number replying 33 or 45 percent were residents of Manchester. 11 boys and 1 girl from the class were serving in the Armed Forces. Of the 49 girls in the class 13 were married. The number of married men was unknown due to the fact that this information was not asked for in the questionnaire.

An analysis of the educational data showed 7 boys and 5 girls were attending a four-year college; 1 girl was attending dental school; 1 boy and 1 girl were attending business schools; and 1 boy and 7 girls were enrolled in nurses' training schools.

Regarding the occupational status of the respondents, 43 were employed full-time; 5 were unemployed but not desiring help; 6 were unsatisfactorily employed and 5 were part-time employees.

According to the analysis of the jobs held, the majority were employed in clerical, bookkeeping or secretarial work.
Most graduates held only one job since graduation. Their first jobs were obtained in the majority of cases through friends or relatives, although many got jobs through the high school.

In answer to the question regarding their high school preparation, the majority stated that in most areas they had been well prepared. Many comments, suggestions and constructive criticisms were given.

Conclusions and Implications. According to the results found in this study, Manchester High School West does, to a great extent, meet the needs of its students. The majority of the graduates stated they felt they had been well prepared for college, business, nurses' training school or for the job. The following are specific examples in which this was found to be true:

65 or 89 percent stated that in most areas they had been well prepared.

Several of the respondents attending college and who received scholarships are still holding them.

22 respondents who returned the questionnaire and are presently employed indicated their work as satisfactory.

The number of jobs held by the respondents since leaving high school was 1 in the majority of cases. This would tend to indicate stability in employment.

Regarding the adequacy of the guidance services offered the graduates, 61 or 67 percent said they were helpful and satis-
factory. 25 respondents or 26 percent suggested more group guidance.

12 percent of the graduates suggested a course in public speaking would improve the individual's ability to express and sell himself.

Graduates in the Armed Forces had, in most cases, been successful in training, and in their assignments.

While many of the respondents had not chosen courses which trained them specifically for an occupation, a large number had gone directly from high school to the job with success and satisfaction.

The most difficult problem encountered by college students was learning how to study. This would seem to have an implication for the faculty, administration, and the guidance staff.

It was suggested that there be two separate English courses, one for students planning to attend college and one for those terminating their education upon graduation.

Training in how to study was expressed repeatedly by a number of the graduates in the survey. Provision for training in correct study habits should be incorporated in all subjects throughout the high school.

The fact that graduates were able to find gainful employment on the basis of skills attained in high school attests to the effectiveness of the business and technical courses offered by the school.
In evaluating their high school courses both boys and girls reported English and Mathematics as the subjects of greatest value.

In making recommendations for improvement of specific courses, the graduates were more critical of English and Science than of another other courses.

A large number of the respondents gave credence to the school for satisfactory preparation in the ability to adapt themselves to college and the job efficiently.

Recommendations. The faculty, administration, and the guidance staff of the Manchester High School West realize that a majority of its graduates pursue advanced training after leaving high school. To guide more effectively its present students in course planning and to keep up to date on the requirements and educational policies of schools of higher learning, the staff must utilize every means of obtaining specific information. What criterion for evaluating the effectiveness of our present educational setup should be used? The follow-up is an excellent means of acquiring these data. Regular follow-ups for the public high schools of Manchester of college students and those employed in business and industry will enable the schools to keep informed on how well they are answering the needs of their youth. An established plan of 3- or 5-year follow-up in the public high schools would be of considerable use to the community in order to acquaint the citizenry with work being accomplished
in their schools. A more extensive survey could then be made, the results of which could serve as a criterion for measuring the progress being made in each school.

The responses from 91 graduates regarding their ability to adapt themselves to college and the job efficiently would seem to indicate that Manchester High School West provides the necessary and adequate training. However, the following suggestions for its program seem to be worthy of consideration.

1. Educational guidance, beginning at the 8th Grade level, should reach all students on both the group and the individual basis to insure careful planning of courses in helping with real interests and demonstrated aptitudes.

2. To continue to keep in touch with out-of-school youth through the establishment of regular scheduled follow-up studies. No single study bears lasting significance.

3. Training in how to study is necessary, since the lack of it was expressed repeatedly by the graduates in this survey. This type of educational assistance is a vital part of every teacher's responsibilities to his students.

4. Judging by the predominance of the respondents' recommendations for improvement in English and Science courses, it seems an appraisal of these subjects throughout the four years of high school is necessary.

5. To continue to serve more high school students by helping them choose and enter the school or college most suitable to their needs and future plans.
INQUIRY FORM FOR MANCHESTER HIGH SCHOOL WEST
FOLLOW-UP SURVEY OF THE CLASS OF 1952

I. GENERAL INFORMATION

Name__________________________ (married women give maiden name also)
Address________________________ Telephone________________
Date of graduation________________________

II. EDUCATIONAL INFORMATION

A. What course did you take in high school?  (CHECK ONE)
   Manual Arts____ Home Economics____ Commercial____
   College_____ General_____ 
B. Do you think it was the best one for you?___ If "NO", why not?________________________
   Which course would have been better?________________________
C. Are you attending school or college? Which one?____
   What course are you taking?________________________________
   What are your post-school or college plans?________________

III. ARMED SERVICE INFORMATION

Were you in the armed forces? YES____ NO____
Are you in the armed forces? YES____ NO____

IV. OCCUPATIONAL INFORMATION

A. Are you employed now? YES____ NO____
   Are you satisfied with your present position? Yes NO____
   If "NO", tell why________________________________
B. List jobs held since leaving our school:

   FIRM NAME  TYPE OF WORK  LENGTH OF TIME IN POSITION
   1.__________  ________________  ________________
   2.__________  ________________  ________________
   3.__________  ________________  ________________
D. How did you get your first job? (CHECK ONE)

Through high school ______ Published advertisement____
Through another school ______ Advertised myself ______
Employment agency ______ Through friend or relative____
Other way (explain) ________________________________

V. HIGH SCHOOL PREPARATION RECEIVED

A. Your estimate of the value of your school training. Rate M, most useful; F, fairly useful; L, least useful.

1. ______ English 5. ______ Languages 9. ______ Music
3. ______ Science 7. ______ Commerce 11. ______ Home Economics
4. ______ Soc. Science 8. ______ Driving 12. ______ Dramatics

B. List any subjects not offered in our high school which you think should be ____________________________

Reason_______________________________________

C. What extra-curricular activities gave you the greatest satisfaction? ________________________________

D. In what way was the guidance services helpful to you? ________________________________

E. To what extent was the school helpful in preparing you to meet your objective in life? (CHECK ONE)

Much________ Somewhat________ None________

F. What can the high school do to help students adapt themselves to college and the job more efficiently?

VI. SUGGESTIONS

Please give below a frank statement about improvements you think should be made in our high school, including curriculum, guidance services, and extra-curricular activities. (This information will be kept strictly confidential and may help future students.) Please use the space below to list or explain suggestions. If more space is needed, use the other side.

______________________________________________________________________________________

______________________________________________________________________________________

THANK YOU FOR YOUR HELP AND COOPERATION
October 30, 1953

Dear Alumnus:

We are making a follow-up study of the graduates of the Class of 1952. We feel that such information will be an important aid, assisting us in the improvement of our present school program and insuring progress in planning for the future.

The questionnaire which you have received along with this letter contains a number of items to which we would like to have you make responses. As far as possible, these items have been constructed so that they may be answered by a simple check (✓) mark. However, in a few instances, a written comment is requested. The information will be kept strictly confidential.

Will you take a few minutes right now, fill in your questionnaire, and return it AT ONCE in the enclosed self-addressed stamped envelope.

Your cooperation will be appreciated.

Sincerely yours,

Ann Glennon
Guidance Counselor

AG
Enclosure
Dear Alumnus:

Did you forget to return your FOLLOW-UP QUESTIONNAIRE? Please fill it out (it will take but a few minutes) and mail it IMMEDIATELY.

Sincerely yours,

Ann Glennon
Appendix D

CURRICULA OF MANCHESTER HIGH SCHOOL WEST
Course of Study

High Schools

Manchester, N. H.

Adopted May 25, 1934

Revised September, 1937
Revised September, 1941
Revised February, 1944
Revised February, 1947
Revised March, 1950
COURSE A — MANUAL ARTS

This course is for boys who are interested in tools and machinery. While some graduates from this course have been admitted to technical schools, this is not intended as a preparation for engineering colleges.

FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>General Science</td>
</tr>
<tr>
<td>Wood Work and Mechanical Drawing</td>
</tr>
</tbody>
</table>

Choose One

- General Mathematics
- Civics
- French I
- Art

SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Wood Work and Mechanical Drawing</td>
</tr>
<tr>
<td>General Mathematics (Not required if elected 1st year)</td>
</tr>
</tbody>
</table>

Choose

- History of Civilization
- Biology
- Algebra I
- French I or II
- German I
- Arts
- Harmony

THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Machine Shop or Printing</td>
</tr>
<tr>
<td>U. S. History</td>
</tr>
</tbody>
</table>

Choose One

- General Physics
- French II
- German II
- Algebra I
- Geometry
- Art
- Harmony

FOURTH YEAR

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Problems of Democracy</td>
</tr>
<tr>
<td>Electricity and Auto Repair or Printing</td>
</tr>
</tbody>
</table>

Choose One

- General Physics
- Aeronautics
- Algebra II
- Geometry
- General Chemistry
- College Chemistry
- Modern Age
- World Today
- Art
- Harmony

* Pupils must have the approval of the supervisor of this subject.

COURSE B — HOME ECONOMICS

This course is an excellent preparation for home making, or household arts teachers. Girls who wish to enter Training Schools for Nurses from this Course should check the requirements of the school which they hope to enter. In most cases two years each of Mathematics and Science are required, and one Science must be Chemistry. **

FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>General Science</td>
</tr>
<tr>
<td>Foods and Clothing</td>
</tr>
</tbody>
</table>

Choose One

- Civics
- French I
- General Mathematics
- Art

SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Foods and Clothing</td>
</tr>
</tbody>
</table>

Choose Two

- French I or II
- German I
- Spanish I
- History of Civilization
- Typewriting
- General Mathematics
- Algebra I
- Art
- Harmony

THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Home Management</td>
</tr>
<tr>
<td>U. S. History</td>
</tr>
</tbody>
</table>

Choose One

- French I, II or III
- German I or II
- Latin I or II
- Spanish II
- Modern Age
- World Today
- Stenography
- Biology
- Algebra I
- Geometry
- Art
- Harmony
FOURTH YEAR

English
Problems of Democracy
Family Relations

Choose One

- French II, III or IV
- German II
- Latin II or III
- Stenography
- College Chemistry
- General Chemistry
- Geometry
- Modern Age†
- World Today†
- Art*
- Harmony*

* Pupils must have the approval of the supervisor of this subject.

** Course D is recommended for girls who wish to enter Schools of Nursing.

*** Typewriting must be followed by Stenography or no credit will be given for it.

Early Ages†
Europe, from earliest times up to 1600.

History of Civilization†
The story of man from earliest times up to the present. Not open to students who have received credit for EARLY AGES.

Modern Age†
European history from 1600 up to the present.

World Today†
Study of the World from 1870 to present, with especial attention to China, Japan, Russia, India and United Nations. Open only to those students who have obtained a 75 average in History of Civilization or Modern Age.

COURSE C — COMMERCIAL

FIRST YEAR

English
General Science
Jr. Business Training

Choose One

- Civics
- French I
- Art*

SECOND YEAR

English
Typewriting
Commercial Geography

Choose Two

- French II
- History of Civilization†
- Biology
- Foods and Clothing (Sp)
- Art*

THIRD YEAR

English
U. S. History
Bookkeeping I
Stenography I

FOURTH YEAR Secretarial

English
Stenography II
Economics 1st Half year
Bookkeeping II 2nd Half year
Commercial Law 1st Half year
Office Training 2nd Half year

Clerical

English
Bookkeeping II
Economics

Choose One

- Family Relations
- Foods and Clothing (Sp)

* Pupils must have approval of the supervisor of this subject.
COURSE D — COLLEGE PREPARATORY

A course of study for those who wish to prepare for Liberal Arts Colleges - Scientific Schools - Technical Schools. (Examine entrance requirements of the college you wish to enter.)

FIRST YEAR

English
Algebra I

Choose Two

Latin I
French I
Early Ages†

General Science

Note: A Language should be taken the 1st year.

SECOND YEAR

English

Choose Three

Latin I or II
French I or II

German I
Spanish I
Geometry
Modern Age†

Biology
Art*
Harmony*

THIRD YEAR

English
Problems of Democracy or U.S. History

Choose Two

Latin I, II or III

German I or II
French I, II or III

Spanish II
College Chemistry

Algebra II

Modern Age†

World Today†

Foods and Clothing (Sp)

Art*
Harmony*

FOURTH YEAR

English
Problems of Democracy or U.S. History

Choose Two

Aeronautics
Latin II, III or IV

French II, III or IV

German II
College Physics or College Chemistry

Algebra II

Solid Geometry and Trigonometry

Foods and Clothing (Sp)

Family Relations

Art*
Harmony*

Either Physics or Chemistry is required the 3rd or 4th year.
* Pupils must have the approval of the supervisor of this subject.

COURSE E — GENERAL

FIRST YEAR

English
General Science
General Mathematics

Choose One

Early Ages†

Civics

French I

Art*

SECOND YEAR

English

Choose Three

Algebra I

Biology

French I or II

German I

Latin I

Spanish I

History of Civilization†

Modern Age†

Art*

Harmony*

THIRD YEAR

English
U.S. History

Choose Two

Algebra I or Plane Geometry

General Chemistry or College Chemistry

Foods and Clothing (Sp)

French I, II or III

German I or II

Latin I or II

Spanish II

Modern Age†

World Today†

Art*

Harmony*

FOURTH YEAR

English
Problems of Democracy

Choose Two

Aeronautics

Algebra II

Geometry

French II, III or IV

German II

Latin II or III

Foods and Clothing (Sp)

Family Relations

General Physics or College Physics

General Chemistry or College Chemistry

Modern Age†

World Today†

Art*

Harmony*

* Pupils must have approval of the supervisor of this subject.
BIBLIOGRAPHY


