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A follow-up study of six classes of graduates of Fryeburg Academy, covering a ten year period from 1941 to 1951.

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SCHOOL OF EDUCATION

Thesis

A FOLLOW-UP STUDY OF SIX CLASSES OF GRADUATES OF FRYEBURG
ACADEMY, COVERING A TEN YEAR PERIOD FROM 1941 TO 1951

Submitted by

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(A.B., University of Maine, 1949)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

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CHAPTER I

INTRODUCTION

Purpose.-- As a follow-up study, the major purposes of this research paper are two-fold: first, it is an organized attempt to discover what educational and vocational experiences the graduates of this area school have undergone over a period of ten years; second, it is done to determine the degree and type of value which these graduates place on their high school education. By sending a questionnaire to the graduates, it was believed that the desired information could best be gathered.

Source.-- During 1950-1951 at Fryeburg Academy in the freshmen civics class, a new unit entitled "Why Go To School?" was developed. It was clearly evident then that there are many pupils who lack understanding as to the value and place of their education in their future. If the information gathered through this survey were used only for this purpose -- of making present students aware of what is to come for them -- it would be worthwhile.

After entering Boston University this author realized there was an organized method for gaining information from graduates which could be effectively used for the improvement and evaluation of the school. It was decided that with the cooperation of faculty members and students a follow-up study could be made at Fryeburg Academy.

Justification.-- This school has always taken a great deal of interest in its graduates. Many graduates return regularly to discuss their plans and problems with the headmaster and various members of the faculty. They are always cordially received, and much valuable information is constantly being gained and passed on to the other faculty members and to the student body.

However, no organized attempt has ever been made to reach all the graduates, thus many have not been contacted since they graduated. The guidance program of the school is being developed slowly, and has been in the process of growing for the last five years. It was decided that a follow-up study which includes graduates from before and after the period when the organized guidance program was inaugurated should prove a valuable means of evaluating its contribution to the school.

Although the follow-up study as a device in evaluating the school program and as a means of gathering educational and occupational information is relatively new, there is much material in the field of guidance which supports its use. Nearly every outstanding writer in the field of guidance considers the follow-up study an essential part of the total guidance program of a school. In the second chapter there is a detailed account of the evidence available on follow-up studies. At this time it is sufficient to quote one outstanding worker in the field of guidance, Glenn E. Smith, who states:

"Follow-up studies provide a means of gathering two types of information of value to the school: (1) the kinds of educational, vocational, and training opportunities found desirable and profitable for former pupils; and, (2) information which provides appraisal of the experiences which former pupils had while in school."^{1/}

One should note that Smith states that follow-up studies are "...a means of gathering two types of information...."^{2/} It is essential to realize that follow-up studies are not a perfected method for evaluating and improving a school's offering, but they are in many cases the most effective and practical means available to a school.

Scope of study.— This study includes 351 graduates of Fryeburg Academy. The average graduating class numbers between 55 and 65 students. Every attempt was made to contact all the students who graduated in the six classes of 1941, 1942, 1943, 1949, 1950, and 1951. It was impossible to locate a small number of graduates, and it is felt that some of the former students, especially some of those who are in the service, may not have received the questionnaire.

The fact that much valuable information can be gained from drop-outs, as well as those who graduate, was not overlooked. However, since the study covers a time span of ten years, and since no records are kept of students who leave

^{1/}Glenn E. Smith, Principals and Practices of Guidance Program, The Macmillan Company, New York, 1951, p. 308.

^{2/}Ibid.

before graduation, it was decided that the only feasible plan was to limit this study to graduates.

The school and community.-- Fryeburg Academy is a small private school with a student body of approximately 280. This student body includes approximately 100 dormitory students (mostly from Maine, New Hampshire, and Massachusetts), 70 students from the town of Fryeburg itself, and 110 students who commute daily on one of the four school buses. As one might suspect, the backgrounds of these students are even more varied than one would expect to find in a rural school of this size. Thus, it is very difficult to provide for the needs of all the students.

Before this study was made, it was believed that approximately 60 per cent of the graduates continued their education beyond high school, and this study has borne out this belief. It is to be expected therefore that a large percentage of the students are enrolled in the traditional college preparatory curriculum.

The school is justly proud, however, of its vocational curricula. Although the number of students enrolled in some of these curricula is comparatively small, it is increasing each year, and many of the college preparatory and general students take some vocational courses. A complete curriculum is offered in commercial subjects, in home economics, in industrial arts, and in agriculture. The results of the

questionnaire carry out the belief that these curricula are valuable to many students. The complete list of courses offered at Fryeburg Academy is included in Appendix A.

The town of Fryeburg is a small community of 1,406 people according to the Maine Register.^{1/} Its major occupation is farming -- both dairy farming and market gardening. There are in the neighborhood a box factory and a corn shop, but employment is seasonal in both factories. Lumbering was the traditional livelihood for many persons in the community, but it is rapidly becoming extinct. Several summer camps are located around Fryeburg, and tourist trade in the summer is the major source of income for many. The Academy is a going organization which contributes much to the social and economic life of the community.

Two prominent townspeople serve on the board of trustees of Fryeburg Academy, thus although the school is a private institution, every effort is made to serve the townspeople and to make the students feel that the Academy is their high school.

The purpose of this survey is to discover how well the school is meeting the needs of all its students, and where the students believe that improvements might be made for the welfare of the present students. It also has the major

^{1/}Fred L. Tower, Maine Register, Fred L. Tower Company, Portland, Maine, 1947-1948, p. 4.

objective of discovering what the graduates of previous years are doing at the present time, so that a clearer understanding may be had by the present students, of what they will face when they graduate.

CHAPTER II

REVIEW OF RESEARCH

Purpose of reviewing research.-- Before a discussion of follow-up studies is presented, this author believes that it is necessary to see how they fit into the total picture of secondary education. In order to do this, one must understand the following breakdown process: (a) the goals of secondary education; (b) the place of guidance in attaining these goals; (c) the nature of guidance services which are necessary; (d) the need for evaluation and research to determine whether or not the guidance program is successfully working toward these goals; (e) the possible evaluation techniques; (f) the need for follow-up services; (g) the possible uses of follow-up services; and (h) the methods used to gain information through follow-up processes.

Goals of secondary education.-- Secondary education is today, and has been for many years, in the process of changing. More and more educators are realizing that they have the huge job of preparing their students to live a worthwhile and a satisfying life when they leave the school behind.

The task of meeting the needs of all the students is to some overwhelming, but stated briefly, it is still the goal of all education today. As the number of students increases,

and as the complexity of our society increases, the needs which must be met by the school are also increasing to make the job an even more difficult one.

Before any attempt can be made to evaluate the work of a school in meeting these needs, one must have a clear understanding of what they are. Much has been written about this subject, one of the most outstanding presentations being the work of the Educational Policies Commission. They classify them as follows:^{1/}

"1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end most youth need supervised work experience as well as education in the skill and knowledges of their occupations.

2. All youth need to develop good health and physical fitness.

3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of obligations as members of the community and citizens of the state and nation.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to understand how to purchase and use goods intelligently, understanding both the values received by the consumer and the economic consequences of their act.

6. All youth need to understand the methods of science and the influence of science on human life, and

^{1/}Educational Policies Commission, Education For All American Youth, National Educational Association, Washington, D.C., 1944, pp. 225-226.

the main scientific facts concerning the nature of the world and man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in insight into ethnical values, and to be able to live and work cooperatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly and to read and listen with understanding."

With these needs established as the goals of secondary education, it is necessary to decide upon a means of finding out how they can be met. In an attempt to come closer to their goals, more and more schools have inaugurated guidance programs.

Function of guidance in the total school program.-- The place of guidance in the total school program today has been the subject of many books, thus it may not be legitimate to state several principles as explaining the place of these services today. However, the object of doing this is only to make clear the place of follow-up in the much larger picture, therefore the opinions of only a few authorities are stated. Lefever, Turrell, and Weitzel ^{1/} define guidance in these terms:

1/Welty Lefever, Archie Turrell, and Henry Weitzel, Principles and Techniques of Guidance, Ronald Press Company, New York, 1950, p. 1.

"....that systematic, organized, phase of the educational process which helps youth grow in his power to give point and direction to his own life, to the end that he may gain richer personal experiences while making his own unique contribution to our democratic society."

If one accepts the goals of secondary education as stated previously, it seems that guidance as a "process" must permeate the whole school program, since it functions for the express purpose of helping the individual student to help himself. Certainly, guidance services cannot exist completely in a separate office in the school. This does not mean that the services should not be organized, but just that they must spread themselves throughout the school.

The degree and variety of services available under the name of guidance in different schools are limitless. Most authorities seem to agree, however, that no amount of time and energy expended will produce results unless the nature of guidance is understood by everyone connected with the school. Chislm^{1/} makes clear his views on the place of guidance in the following statements:

"Guidance not only is an essential part of the modern concept of education, but it is closely related to all other aspects of the work of the school. In fact, it is of greatest importance that guidance be

1/Leslie L. Chislm, Guiding Youth in the Secondary School, American Book Company, New York, 1945, p.13.

properly conceived as an integral part of the on-going process of modern education, if genuine progress is to be realized. The operation of a guidance program should be so smoothly integrated with the other work of the school that it is accepted as an essential normal activity instead of some isolated appendage to the work of the school. The failure of many schools to see guidance in this light is one of the chief reasons why the schools have not yet met their responsibility for guidance."

Having established the goals of secondary education and the place of guidance in realizing these goals, it is necessary to point out the nature of guidance services which must be available if guidance is to fulfill its place.

Nature of guidance services considered essential.-- The Occupational Information and Guidance Service of the United States Office of Education^{1/} suggests the following six activities to be carried on by a guidance program.

"I. Occupational Information

- A. To secure information concerning local occupational requirements and opportunities
- B. To organize and prepare for presentation the information secured relative to local occupations
- C. To present a general background of occupational information including requirements, opportunities, and trends locally and in the nation as a whole.

II. Personal Inventory

- A. To secure information about individuals by means of reports, records, tests and measurements, and personal interviews
- B. To record through the use of a cumulative record system information including
 - 1. School record
 - 2. Tests and measurements
 - a. Intelligence

^{1/}Occupational Information and Guidance Service, Bulletin 204, United States Office of Education, Vocational Division, Washington, D.C., 1939, pp. 29-30.

- b. Achievements
 - c. Aptitudes
 - d. Interests
- 3. Social and economic background
- 4. Trait ratings
- 5. Occupational Experiences
- 6. Recreational activities
- 7. Physical and health data
- 8. Other significant information
- C. To interpret personal inventory data as a basis for counseling by utilizing and extending the cumulative record system.

III. Counseling

- A. To assist the individual in the interpretation of his personal data
- B. To assist the individual in the identification of his ~~major~~ problems - vocational, educational, avocational, and personal
- C. To assist the individual in the planning of possible solutions to his problems
- D. To help the individual in making a start toward carrying out these plans
- E. To help the individual, when necessary, in the modification of his plans

IV. Exploration and Use of Training Opportunities

- To secure, record, and disseminate information concerning available training opportunities at all levels for all educational and occupational fields

V. Placement

- A. To assist individuals in securing employment through established agencies or direct service of the school or both
- B. To help individuals find part-time job opportunities

VI. Follow-up

- A. To maintain contacts with all school leavers for a period of years for the purpose of rendering further aid and assistance
- B. To check individual achievements for the purpose of evaluating and improving the guidance program
- C. To furnish information on a basis for the evaluation, and possible revision or enlargement, of the educational program in the light of school leavers experiences."

Need for evaluation and research.-- If any school is providing for all its students all of these services to the best of its ability, then one may probably be assured that its guidance program is adequate. It has been brought to the attention of this author, however, by many writers, that if any one area of these services is more often neglected by many schools, it is the area of evaluation. As Wrenn and Dugan have noted:^{1/}

"The evaluative phase of a guidance program is almost always left to the last, and frequently not completed. Actually, it should be considered when any change is planned, or when any new service or procedure is inaugurated. Evaluation is more than a description of what is being done. It includes establishing certain criteria or standards of behavior and then measuring actual performance against these criteria."

Jones,^{2/} in his more complete definition of evaluation, makes clear both the necessity for attempting to do it, and the inherent difficulties involved in the process.

"evaluation is concerned with setting up general objectives, stating the outcomes in terms of complex, integrated, human behavior, and determining the degree to which these objectives have been attained. It uses all possible instruments in arriving at its conclusions, but its final judgement is not merely a sum; it is a subjective judgment based upon the results of all these instruments and certain intangibles not readily tested, together with their interrelationships as revealing a general pattern of behavior. By its nature it should always be subjective, but to be reliable it should be based upon every reliable appraisal device that it is possible to use."

^{1/}Gilbert C. Wrenn, and Willis E. Dugan, Guidance Procedures in High School, University of Minnesota Press, Minneapolis, Minnesota, 1950, p. 59.

^{2/}A. J. Jones, Principles of Guidance, McGraw Hill Co., New York, 1945, pp. 563-564.

Possible evaluation techniques.-- The problem in the area of guidance has been one of discovering and setting up the means of gathering objective data on which to base subjective judgement. According to Smith^{1/} possible evaluating techniques include: pupil-problem checklists, where pupils check the areas in which they have problems - making it possible to tell where they have needs, and where their needs are being met; questionnaires to teachers and pupils, parents and community agencies, asking them to appraise the guidance services; evaluation through follow-up studies; and evaluation through "pilot" programs which try out various guidance techniques.

None of these techniques has, as yet, proved to be a completely satisfactory means of evaluating the guidance services of a school. Two basic factors which make evaluation difficult are: (1) the guidance program is or should be so thoroughly integrated into the total school program, that it is often difficult to attribute results to any particular service of the total program; (2) guidance is interested primarily in the unique individual and his individual long-term adjustment, therefore each person is a unique case, handled in a different way, with different results hoped-for, and group evaluation cannot seem to tell the true story.

However, because the techniques have not yet been perfected,

1/Op. cit., pp.345-350.

is no excuse for ignoring them. To date some of the most worthwhile evaluations have come from students who have since left the school behind.

Need for follow-up studies.-- All guidance workers today are accepting the responsibility for research and evaluation through follow-up as a part of the school guidance program. Two quotations should make clear the recognized need for some type of follow-up. Froehlich^{1/} states that "...these services are not just the frosting on the cake, they are basic ingredients. For too long guidance workers in large as well as small schools have neglected research and evaluation."

Traxler^{2/} also makes clear the need of these services. He divides the follow-up services into four aspects:

"(1) the incidental follow-up of pupils which counselors and leaders carry on as a part of their normal activities in the school....(2) follow-up work found in connection with individual pupils who have received intensive remedial help in certain fields.... (3) follow-up work in schools which have evolved a systematic procedure for following-up pupils from one unit of the school to the next higher one....and (4) the one toward which attention especially needs to be directed, because for the most part guidance programs leave much to be desired as far as this phase of the school program is concerned. This aspect of guidance has to do with the follow-up of graduates and other school leavers. Its importance in the development of a guidance program which actually functions in the lives of the individual young people can hardly be overemphasized."

^{1/}C. P. Froehlich, Guidance Services in Smaller Schools, McGraw Hill Book Company Inc., New York, 1950, p.308.

^{2/}Arthur E. Traxler, Techniques of Guidance, Harper and Brothers, New York, 1945, p. 317.

These quotations are only two of many which serve to point out the recognized need for follow-up services. It is clear that most authorities feel strongly that follow-up services are valuable in the total process of evaluation.

Use of follow-up services.-- The follow-up services are used for different purposes, depending upon the local situation, its needs, the guidance staff, and the administration. However, there is a similarity in the major uses made of these studies. Because Froehlich's book Guidance Services in Smaller Schools seems particularly applicable in this survey of the graduates of a rural community school, his division of the major uses to be derived from follow-up services is quoted.^{1/}

"(1) Using the results for curriculum revision
A manufacturer if he wants to stay in business, does not lose interest in his product as soon as it is sold. He follows the product into the consumer's hands to learn how it is working out under actual operating conditions....From such manufacturers the schools can take a lead. They, too, should follow up their products to discover needed revisions of the school's program....The follow-up study gives the school a basis for judging the extent to which it meets the life needs of the youth it serves. It also suggests the kind of needs which must be met....

(2) Using the results for improving the guidance program

The follow-up study made of the school leavers should be designed to furnish information which can be used to evaluate the effectiveness of the guidance program. Information pertaining to the person's educational (if he is still in school), or vocational (if he

1/Op. cit., pp. 310-314.

is employed), and personal adjustment should be collected. In addition, his opinion of the counseling is another clue to the effectiveness of the program....

(3) Identifying those in need of further service

The school has a continuing responsibility to its students....If the information secured about individuals is used for their benefit, it increases the value of the follow-up study. Schools which use the information only for statistical summaries are not getting full value for their follow-up dollar....

(4) Using the results with students

Twenty per cent of the typical high school seniors choose one of the professions as their future occupation. Less than five per cent of them choose 'blue collar' jobs....The follow-up study obtains statistics that have meaning for high school students....

(5) Closely related to the student use of follow-up data is the interpretation of these data to the faculty. It is probable that many so-called academic....teachers have lost sight of the student as a future citizen of the community. They view him only as a person preparing for more schooling. It is a safe bet that the follow-up results will not be consonant with this view. Thus, if teachers are helped to see the significance of the findings in terms of their own classroom practices, the guidance program contributes to their in-service training."

It is realized that this is the opinion of only one writer. However, it seems to cover the major uses of follow-up services as they are conducted today. Guidance authorities, depending upon the particular phase of guidance in which they are interested, place emphasis on different values to be made of follow-up studies.

For example, Baer and Rober ^{1/} make the point that few

1/Max F. Baer, and Edward C. Rober, Occupational Information, Its Nature and Use, Science Research Associates, Chicago, 1951, pp. 271-334.

surveys have emphasized the value of local occupational information, but they believe that as more counselors are employed in secondary schools greater emphasis on these studies as sources of local occupational information may be expected. They outline a possible questionnaire and tabulating form to guide counselors in gathering information in their follow-up studies which would be particularly valuable in occupational planning.

The many uses of follow-up studies in the classroom are detailed by Hoppock.^{1/}

"The follow-up technique may be used for orientation, educational guidance, or vocational guidance. It may be handled in a variety of ways. It has the advantage of human interest, live material, and direct contact with original sources. It has been used by this author with both high school and college students; both groups have been enthusiastic about it. It may be used for an entire course, a part of a course, or a club program independently of any course.

The major purpose 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 proceeded them."

And later:^{2/}

"It has no geographical limits, it goes wherever the alumni go, and it maps the true geography of the employment market for this group; it reveals the kinds of jobs that the alumni have been able to get in the open competition of the employment market."

1/Robert Hoppock, Group Guidance, Principles, Techniques, and Evaluation, Mc-Graw Hill Book Company Inc., New York, 1949, p. 40.

2/Ibid., p. 54.

Smith emphasizes ^{1/} regarding the evaluation of guidance services:

"Former pupils are in a position of having had experience in jobs or other educational situations in which their plans made while in school have been tested. Those experiences qualify many of them to evaluate the assistance they had while in school in planning for future education and a job. Likewise, many will be prepared to offer mature judgement of other aspects of the guidance program. This method of evaluation offers a real opportunity for planning guidance services on the basis of their worth to former pupils who have had experiences for which pupils in school are preparing."

It is clear that follow-up studies are an essential part of the guidance program, yet the majority of schools have no organized follow-up plan. The process of follow-up is time consuming and costly, however, the values to be derived seem to be great enough to make them worthwhile.

Methods used in follow-up studies.-- Various methods or combinations of methods are used to carry out follow-up studies. Chisolm ^{2/} includes the following: (1) the questionnaire or information blank; (2) class or alumni reunions; (3) personal letters usually accompanied by some type of information blank; (4) telephone calls; and (5) the interview.

Of the two most widely used methods, the questionnaire and the personal interview, Baer and Rober have this to say: ^{3/}

^{1/}Smith, Op.cit., p. 348.

^{2/}Chisolm, Op.cit., pp. 292-293.

^{3/}Baer and Rober, Op.cit., p. 282.

"The questionnaire technique has some advantages and some disadvantages. On the one hand the questionnaire saves time otherwise required for a personal interview with each school leaver. It may easily and inexpensively be delivered and returned by mail. On the other hand, the questionnaire may not be taken seriously by the person filling it in; if this is the case, the information supplied therein is unreliable. The questionnaire may be so long and involved that respondents do not take the time necessary to answer it. Questionnaire returns, usually representing a fractional part of all the school leavers, may not represent a true sample of all the school leavers.

The personal interview has not been as popular a method as it should be because an interview is time consuming and is difficult if not impossible to arrange for school leavers who no longer reside in the community. The personal interview yields more information than can be gained from an impersonal questionnaire. The reliability, of course, depends upon the skill of the interviewer. Its public relations values are relatively high."

It is emphasized by all writers that the methods to be used in a particular study must depend upon the conditions inherent in the existing situation. Pertinent information regarding the possible methods to be used must be revised and adapted to fit each school and its program. The procedure followed in this study is outlined in Chapter III.

Summary.---This chapter has outlined very briefly the place of follow-up in the total school program. Because this important service is so frequently left out of the guidance program, this author believes that its position must adequately be justified before this particular study is presented.

The follow-up of school leavers is only one technique in this much larger process of evaluating the guidance services

and of gaining material on which to base improvements in these services.

The guidance services are or should be an integral part of the total school program, for their function is to assist the individual so that he will be able to realize his particular needs; and the goals of secondary education in their entirety are to meet the needs of all the pupils.

Thus the follow-up service is one means of evaluating the whole school program, of determining what needs to be added -- subtracted -- or changed -- and of furnishing the necessary information to proceed in improving the school's offerings as they appeared to youth who have since left.

CHAPTER III

PROCEDURE

Preliminary preparations for the present study.-- The advisability of conducting a follow-up study at Fryeburg Academy was discussed with the headmaster and several members of the faculty, all of whom not only agreed that it would be valuable to the school, but offered their services and many of the facilities of the school. It was first decided that a survey of the three most recent classes of graduates would furnish the most valuable educational and occupational information. However, a review of many of the previous follow-up studies made in other schools, and a discussion of what information could be used by the school, brought about a decision to include also those classes which had had a chance to complete their education and decide upon a permanent occupation. Also it was felt that by combining two groups, one made up of the most recent graduates and one which went back to 1941, would furnish a basis for comparison and thus evaluation of the school's more recent innovations in curriculum and in guidance.

Preliminary preparations were started in November. The first step was the review of alumni records of graduating classes and the recording of names of all graduates with their addresses

as listed in the records. Since it was known that all the addresses were not up to date, the writer decided to prepare the try-out questionnaire and start the other necessary preliminary steps at the same time that addresses were being checked and corrected.

The content of the try-out questionnaire was discussed with the members of the faculty and after a review of many questionnaires used for similar studies a possible form was drawn up.

With the specific objectives of this study in mind, some questions were taken from a questionnaire which was developed and used by school in the St. Clair River (Michigan) Area Schools including the Marine City High School, and published in Baer and Rober's Occupational Information, Its Nature and Use.^{1/} Other questions were suggestions of faculty members.

During the Christmas holidays, the try-out questionnaire was dittoed and delivered to graduates living in the area who were in the classes of 1944, 1945, 1946, 1947, and 1948. Ten forms were used, and the graduates were asked to comment on the items in the questionnaire, and on the time which it took to fill out the complete form. Except for very minor changes in wording of the items there was only one question which caused confusion, and which was thus eliminated. The item was one which asked the graduates what length of time had elapsed

^{1/}Baer and Rober, Op.cit., pp. 308-315.

between their high school graduation and their first jobs. Since an overwhelming majority of the male graduates in the early classes went directly into service and then many went on to school after that, it was decided that the item would not be included because it was not significant enough for many respondents in this particular study. The length of time necessary for completion of the form was estimated as ten minutes by those who filled it out.

Through the combined efforts of members of the faculty, townspeople, and students, addresses were tracked down for most of the graduates. Of special help was the work of one member of the faculty who had just finished contacting the parents of graduates who were in the service, to get their present addresses for the alumni record. Also, since a large number of graduates had kept in touch with the school through the headmaster, his assistance was invaluable. By the first of February the preliminary work was completed and the final forms were prepared to send out.

Methods used to get returns.-- The last known address of each graduate included in this study, plus his home address if it was different, were placed on an index card. Provisions were made to check the card when a form was mailed to him, and if necessary when a reminder was sent, when a second questionnaire was sent, and, for all, when the form was returned. These cards were kept in a card file and removed when a response had been received and recorded.

The final questionnaire form was mimeographed, and a covering letter was prepared which was printed at the same time that the questionnaire was mimeographed. These forms, as they were mailed to the graduates, are included in the Appendix B. On February 9th and 10th all the questionnaires were mailed. Included was a questionnaire, a covering letter, and a stamped self-addressed envelope.

Returns came in immediately and the first results were very encouraging. By the middle of the second week, however, replies began to just dribble in. At the end of three weeks replies had been received from 177 graduates. Postcards, written by the author, were sent personally to the graduates who had not yet responded on March 1. By March 12 replies had been received from an additional 29 graduates. A second letter was composed and on March 14 a second questionnaire was sent out which was exactly like the first except that the covering letter was typed to each graduate. Again, at the end of three weeks, the replies had practically stopped coming in. The second questionnaire brought in replies from an additional 44 graduates.

The following table shows the number and percentage of graduates who responded to the first questionnaire, the postcard reminder, and the second questionnaire.

Table 1. Number and Percentage of Graduates Who Replied,
Arranged According to Type of Response

Type of Request	Date Sent	Time Elapsed Before Next Request	No. Who Replied	Per Cent of Total No. Who Replied
First questionnaire.....	Feb. 10	3 weeks	177	71
Postcard re- minder.....	March 1	2 weeks	29	12
Second question- naire.....	March 14	3 weeks	44	17

This table obviously indicates that the majority of those who intended to reply did so immediately. However, since 29 per cent answered to the postcard and the second questionnaire, these techniques or some variation of them seem to be necessary to get worthwhile results.

Number of returns received.-- A total of 56 days or eight weeks was spent getting returns to the questionnaire form. In the preliminary work, every attempt was made to find the address of each graduate. There was a total of 360 graduates in these six classes. A total of eight graduates, all in the earlier classes, were deceased. No address at all could be located for nine of the graduates, so they were not sent any form. Out of the remaining 343 graduates, 29 forms were returned with "address unknown" stamped on the front.

These forms were remailed to home addresses or if further information could be located to another address. When the returns had stopped coming in 10 of these graduates had answered, but there were still 19 graduates who had not received the form sent out to them.

Table 2 shows the number and percentage of the total number and percentage of graduates who could not be located, arranged according to classes.

Table 2. Number and Percentage of Graduates Who Could Not Be Located, Arranged According to Classes

Class	Number Deceased	Living - Sent a Form	Not Living - Not Reached	Sent Total No. Not Reached	Per Cent of Class Total
1941..	4	1	6	11	18
1942..	3	3	3	9	16
1943..	1	2	5	8	13
1949..	0	2	5	7	9
1950..	0	1	0	1	2
1951..	0	0	0	0	0
Totals	8	9	19	36	10

From this table it can be seen that the large percentages of graduates who could not be reached were in the earlier classes. There are at least three reasons which help to account for the numbers who could not be reached. These reasons are; (1) some

of them are in the service, either at sea or overseas; (2) a large number of Fryeburg people have gone to parts of Connecticut to work, and although it would seem to be an easy matter to get their addresses, some could not be located; (3) some of the graduates attended Fryeburg for only one year, a post-graduate course, and have since had no contact with the school. A number of graduates in each of these categories, who received the questionnaire, replied, but their addresses in many cases were very difficult to locate.

Of the 324 graduates who presumably received the questionnaire, a total of 250 replied before the study was closed on April 4th. As would be expected the number and percentage of graduates who replied were larger in the more recent classes to be considered in the study. An average of 86 per cent of the graduates who received the questionnaire in the classes of 1949, 1950, and 1951 replied. An average of only 63 per cent of the graduates who received the questionnaire in the classes of 1941, 1942, and 1943, responded. Nevertheless the information furnished by the earlier graduates proved to be very revealing, and should be of value.

Table 3 presents the number and percentage of graduates who replied to the questionnaire, and it is arranged according to classes.

Table 3. Number and Percentage of Graduates Who Returned the Questionnaire, Arranged According to Classes

Class	No. of Graduates	No. Received Questionnaire	No. Who Replied	Per Cent of Class Total	Per Cent of Those Who Received
1941....	60	49	39	65	80
1942....	55	46	28	51	61
1943....	62	54	32	52	59
1949....	76	69	60	79	87
1950....	52	51	43	83	84
1951....	55	55	48	87	87
Totals.	360	324	250	69	77

It is believed that some of the graduates, especially those who are in the service, did not receive the questionnaire. This factor cannot be considered in the total percentage, however, unless the questionnaire was returned unopened.

Although the total percentage of returns is not as high as the author had hoped, it is sufficient to be considered a representative sampling of all the graduates in those classes.

The difference in the percentage of boys who replied and girls who replied is not significant. More boys received the questionnaire than girls and more replied. The

following table presents the boys and girls who replied arranged according to classes.

Table 4. Number and Percentage of Boys and Girls Who Replied to the Questionnaire, Arranged According to Classes

Class	Boys		Girls	
	Answered	Did Not Answer	Answered	Did Not Answer
1941.....	23	8	15	3
1942.....	18	10	10	8
1943.....	16	8	16	14
1949.....	28	5	33	4
1950.....	22	5	21	3
1951.....	25	2	23	5
Totals...	132(79%)	38	118(76%)	37

Replies were received from 132 boys, or 79 per cent of all the boys who received the questionnaire. A total of 118 girls replied, or 76 per cent of all those who received the form. Percentages were not recorded for each group, since the total percentage of the number in each group who replied for each class is recorded in Table 3.

Methods of tabulating data.--- As soon as the questionnaire was prepared in its final form, a master tabulating sheet was also prepared. As responses were received they

were checked off and placed in another file. As the item were recorded on the master sheet, the cards were marked tabulated and the questionnaire itself was filed.

All the items which were answered in a multiple-choice manner were recorded on the general purpose tabulating sheet. The sheet had listed on it all the items and possible responses which were on the questionnaire. The responses were arranged according to men and women, and then subdivided in each case into either classes of 1941, 1942, and 1943, or classes of 1949, 1950, and 1951.

Items which required essay answers were recorded on separate sheets. Information such as schools attended and jobs held was objective in most cases, and most responses were recorded just as they were on the general purpose sheet. Some items, such as outstanding qualities of teachers, required interpretation by the author in order to classify them. Realizing that such interpretation can ruin the validity of the items, care was taken to be as objective and consistent as possible.

All the questionnaires which had added information and personal opinions about the education or present occupations of the respondents were marked; and this information was classified according to the subject to which it would be applicable.

In this manner, all the information taken from the

questionnaires could easily be studied, and significant results could be determined. Although the essay answers presented more of a problem of recording, they contained much information, and the time spent in classifying and studying this data, would seem to be time well-spent.

Presentation of data.-- This study covers a time span of 10 years. It was decided that in order to get valid data regarding opportunities and experiences of Fryeburg Academy graduates, it would be necessary to include at least five classes. As mentioned previously, it was decided that three classes dating back to 10 years ago and the last three classes of graduates would present comparable groups.

It is realized that world conditions have changed considerably during this period. Whether these changes are any greater than they would be during any ten year period in our world today is questionable. It is not assumed that the graduates have had the same experiences since they left Fryeburg Academy. Certainly every sane person hopes that the most recent graduates of our high schools will never have to face the experiences which the graduates of ten years ago have been through.

Nevertheless, some of our graduates are at least facing conditions which are on the surface comparable to those of earlier graduates. The earlier classes have made adjustments and had a chance to reflect upon and put into use their high

school education. It was hoped that information from this group, considered with that which has happened to the more recent graduates, would make it possible to present comparisons and make hypotheses concerning future opportunities and experiences for the present students.

In all cases data are presented for both groups, those in the classes of 1949, 1950, and 1951, and those in the classes of 1941, 1942, and 1943. Whenever it is feasible the total results are also presented. In this way information concerning immediate opportunities and possible future opportunities are both available. Also, a comparison of the job that the school is doing now for its graduates, and the job that it has done in the past, is possible.

This information is worthless unless it is carefully interpreted, and unless conclusions are drawn, and possible recommendations made. This information has been interpreted in this paper, but all changes must come through the entire faculty of the school. Since this author is no longer a member of the faculty of the school, it is believed that it is not her place to make specific recommendations. For this reason, specific recommendations, in spite of their value, are not emphasized in this paper. Since the whole faculty of the school is interested in doing as much as possible for the students, it is felt that the information will still be of value.

CHAPTER IV

GENERAL INFORMATION

Location of graduates.-- The geographic distribution of the graduates of a school is one of the most important factors to be considered when the development of a program for educational and vocational planning is considered. Without this basic information, such planning is, or may be, unrealistic. Of general interest to students and faculty alike is the location of the graduates.

Information furnished by the respondents shows that 35 per cent of the total number who replied are either in the service or in school. Only seven men in the classes of 1941, 1942, and 1943, fall in either of these categories, while 58 per cent of the men who graduated in the past three years are either in the service or in school. Only one girl is still in school in the classes of 1941, 1942, and 1943, while 21 of the girls in the more recent classes of graduates are in school, and one is in the service. These graduates were not considered in determining the location of graduates, because their permanent residences have not been established.

The location of the remaining 162 respondents is presented in Table 5. It may be noted that although Fryeburg is in a rural area, and offers very little industrial opportunity, 40 per cent of the graduates who are not in school or in the service

remain in this area. This percentage could be an incentive toward developing a more thorough study of local opportunities and local conditions in the future. Approximately one third of the graduates of Fryeburg Academy are dormitory students, but at least half of these students lived at the time they attended school within a 30 mile radius of Fryeburg.

Table 5. Location of Graduates, Excluding Those in School or in the Service, Arranged According to Classes

Location	Boys		Girls		Totals	
	1941	1949	1941	1949	No.	Per
	1942	1950	1942	1950		Cent
	1943	1951	1943	1951		
Within 30 mile radius of Fryeburg.....	16	12	13	25	65	40
Maine (excluding Fryeburg).....	14	0	9	9	32	20
New England.....	14	2	9	11	11	26
United States (outside N. E.).....	4	3	4	9	20	12
Outside United States...	2	0	0	1	3	2
Totals...	50	17	41	54	162	100
Either in school or in the service.....	7	58	1	22	88	35

It may also be noted that of those graduates who do not remain in the Fryeburg area, a larger percentage go on to one of the other New England states, rather than to other parts of Maine.

The percentage of graduates not in school or in the service who reside outside New England is small. It is of interest, however, to note where this 14 per cent of the group is now living.

Table 6. Geographic Distribution of Graduates Outside New England (Excluding Those in School or Service)

States and Countries	Number of Graduates
Florida.....	4
New York.....	4
California.....	3
New Jersey.....	3
Illinois.....	1
Indiana.....	1
Maryland.....	1
Montana.....	1
North Carolina.....	1
Ohio.....	1
Alaska.....	1
Puerto Rico.....	1
Panama Canal Zone.....	1
Total.....	23 (14% of Total No. of Graduates Considered)

Florida, New York, California, and New Jersey are the only states in which more than one of the respondents now resides. Fourteen of the twenty-three graduates living outside New England are located in these states. There are graduates whose residences are in six other states besides those already mentioned, and in three foreign countries.

Marital status.-- The marital status of the graduates of a school is also a factor of interest and importance to the school. The quality and amount of training offered in home economics, to some extent in manual training, and in marriage relations, should depend upon the percentage of graduates who get married and the time which elapses between their graduation and marriage.

Table 7 shows that 84 per cent of the graduates of the earlier classes of 1941, 1942, and 1943 are now married. Of the 15 graduates who are not married, 11 are boys and only four are girls.

Table 7. Marital Status of Respondents in Classes of 1941, 1942, and 1943

Marital Status	Boys		Girls		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Single.....	11	19	4	10	15	15.5
Married.....	45	79	38	90	83	83.5
Divorced.....	1	2	0	0	1	1
Totals....	57		42		99	

In the classes of 1949, 1950, and 1951, only 32 per cent of the graduates are now married. In this group there are only five boys who are married, while 27 girls have already married. It could not be said that this group is atypical in this respect, but the largest percentage of the boys are either in school or in the service, and this is probably one reason why so few of them are married.

Table 8. Marital Status of Respondents in Classes of 1949, 1950, and 1951

Marital Status	Boys		Girls		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Single.....	70	93	49	64	119	79
Married.....	5	7	27	35	32	21

The outstanding factor to be noted in Table 6 is that during the first three years after graduation from high school a much larger percentage of the girls married than boys. Even after ten years, as noted in Table 7, the percentage of men who have not married is almost twice as large as the percentage of women who have not married.

Table 9 indicates more accurately the amount of time which elapsed between graduation from high school and marriage for the 115 married respondents.

Table 9. Elapsed Time Between Graduation From High School and Marriage, Arranged by Sex and Classes

Length of Time	Boys				Girls			
	1941, 1942		1949, 1950		1941, 1942		1949, 1950	
	1943		1951		1943		1951	
	No.	%	No.	%	No.	%	No.	%
Before graduation.....	0	0	0	0	0	0	1	4
Within 1 year...	0	0	0	0	6	16	14	52
Within 3 years..	9	20	5	100	8	21	12	44
Within 5 years..	17	38	0	0	14	37	0	0
Within 10 years..	19	42	0	0	10	26	0	0

None of the male respondents reported being married within one year of graduation, while one of the female respondents was married a year before graduation, and 20 ~~were~~ were married within one year. Between one year and three years after graduation, 14 of the boys and 20 of the girls married. Between three years and five years after graduation 17 of the boys and 14 of the girls married, and between five and ten years after graduation 19 of the boys and 10 of the girls were married.

In the classes of 1941, 1942, and 1943, the percentage of boys married rose, with 42 per cent of the total married, during the period between five and ten years after graduation. The greatest percentage of the girls in these classes were married between three and five years after graduation. The

percentage during this period was 37, and it drooped to 26 per cent between five and ten years after graduation.

In the classes of 1949, 1950, and 1951, the total number of five boys were married between one and three years after graduation. With one of the girls married before her last year in school, a total of 15 girls or 56 per cent were married a year after they had graduated. Twelve girls, or 44 per cent, were married between one and three years after graduation.

These figures indicate that careful training in home economics and some course which discusses marital problems could be invaluable to a large percentage of the graduates of this secondary school. A large percentage of the girls, especially, marry so soon after graduation, that unless they are given the opportunity while they are at Fryeburg Academy, they will be a long time acquiring some of the knowledge and skills which would be helpful to them in married life. Results of the questionnaire, regarding the evaluation of school subjects, indicate that the girls who took home economics training in high school have found it very valuable since. More specific information about the opinions of graduates regarding the present course may be found in Chapter VII.

Armed services.-- Any follow-up study which includes graduates of the last 10 years, must include information regarding experiences in the armed services. The lives of all the men and women of this period have been profoundly affected by World War II,

and for a smaller number, but some to as great a degree, by the present fighting in Korea. It would be impossible to evaluate these experiences even by talking with each graduate. Certainly, a questionnaire cannot attempt to do this. However, it can gather some of the statistical data regarding the graduates who have served and are serving in the armed forces.

All educational institutions must take a realistic view of what happens to their graduates after they leave school. No amount of information can be considered significant unless it includes the experiences of all the graduates. Since the total percentage of all the respondents who have been or are at the present time in the armed services is 33 per cent, their experiences, and opinions as to the value of their high school education during the service, are of vital importance in this study.

The following table shows the total number and percentage of graduates who have served in the armed forces.

Table 10 Number and Percentage of Graduates Who Have Been or Are at the Present Time in the Armed Forces

	Boys		Girls		Total
	1941,1942 1943	1949,1950 1951	1941,1942 1943	1949,1950 1951	
Number.....	52	24	4	2	82
Percent.....	91	32	10	3	33

The above table indicates that 91 per cent of the boys in the classes of 1941, 1942, and 1943, have served in the armed forces. At the present time, 32 per cent of the boys in the classes of 1941, 1950, and 1951, are in the service.

Naturally the number of girls who have been in the service is much smaller, but 10 per cent of the girls in the classes of 1941, 1942, and 1943, were in the service; while only 3 per cent of the graduates in the most recent classes have joined the armed forces.

No real estimate can be made as to what percentage of the graduates will serve in the armed forces in the future. World affairs, and consequently federal law, may change the whole picture overnight. If the world is faced with another total war, then all of the boys and many of the girls may well see active service. Excluding this possibility, a large number of the graduates will still serve in the armed forces. The large majority of these will return to civilian life and choose careers, but the period in the service will undoubtedly affect their futures. Some will choose to remain in the service, finding opportunities for training and careers there that they did not find in civilian life. In view of this the school should furnish all possible information about the armed forces, and prepare its students in whatever way it can to be ready to gain the most from their experiences in the service.

Information from the questionnaire shows that in the earlier classes a much larger percentage of the men served in the Army, with the Navy and the United States Air Force following in that order. In the most recent classes the largest percentage of the group is in the Air Force, with the Navy and the Army following in descending order of frequency. This difference is undoubtedly due to the fact that the earlier group graduated during World War II, and were immediately drafted. The most recent graduates have enlisted, for the most part, so that they could choose the branch of the service in which they would serve. Many enlisted, however, only because they felt they would be drafted shortly.

Table 11. Branch of Service in Which Male Graduates Served, or Are Serving, Arranged in Order of Frequency

Branch of Service	1941, 1942, 1943		1949, 1950, 1951		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Army.....	28	54	4	17	32	42
Navy.....	14	27	9	38	23	31
Air Force.....	6	11	10	41	16	21
Marines.....	4	8	1	4	5	6
Coast Guard.....	0	0	0	0	0	0
Totals.....	52		24		76 (58% of Total Male Respondents)	

A combined total of all the male graduates serving in the armed forces at some time since graduation, shows that 58 per cent of all the men have, at one time or another, been in the service. Forty two per cent of the group have served in the Army, thirty one per cent in the Navy, and twenty one per cent in the Air Force. Only six per cent of the group have served in the Marines, and none of the respondents have served in the Coast Guard.

Table 12 indicates the distribution of women who have served in the armed forces.

Table 12. Branches of Armed Forces in Which Female Graduates Served or Are Serving

Branch of Service	No. in Classes 1941, 1942, 1943	No. in Classes 1949, 1950, 1951	Totals
Navy.....	2	1 ^{a/}	3
Army.....	2	0	2
Air Force.....	0	1	1
Totals.....	4	2	6 (5% of All Women)

^{a/}This respondent is in the active reserves; has received part of her training, and is now in college.

The Navy, the Army, and the Air Force, are the only branches of the service represented by this group. Although only six girls have served in the armed forces, this is five per cent of the total number of women respondents. It would seem that

at the present time, this possible choice of a career has not ^a been followed by a significant number of girls from this school. It is an area open to women who are interested in gaining certain types of training, and information about various branches of the service should be available for the girls as well as the boys. However, such information does not appear to be as valuable as does the corresponding information about the boys.

Although the variety and extent of the experiences of those graduates who have been in the service does not depend entirely upon the length of time which they served, this factor must have played a part in their planning after they have been discharged. For this reason, the length of time for which the earlier graduates were in the service was computed. The following table presents this information.

Table 13. Length of Active Service of Respondents in the Classes of 1941, 1942, and 1943

Length of Time	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
18 mos. or less.....	1	2	0	0	1	2
19 mos. to 3 years...	26	50	4	100	30	53
3 years-1 mo. to 4 years-6 mos.	15	29	0	0	15	25
4 years-7mos. or over.....	5	10	0	0	5	10
^{a/} Indefinite.....	5	10	0	0	5	10

^{a/}These respondents are still in active service. All except one definitely plan to make the service a career.

Over 50 per cent of the respondents were in the service between a year and one half and three years. Another 25 per cent of this group served between three years and four and one-half years. Since this was during World War II this time span could not be considered a very valuable indicator for present students.

Students in the more recent classes who are now in the service indicated in most cases that they do not know how long they will have to stay in. Most of the graduates have enlisted rather than wait to be drafted. They put on the questionnaire only the date when they went into the service, therefore information regarding their present expected length of service could not be determined. The length of service which is demanded by the various branches of the service may be discovered for present students from the enlistment centers.

All except one of the five respondents in the earlier classes who answered "indefinite" to this item did so because the service is their choice of a career. The other respondent has been recalled to active service but expects to go on with his civilian career when he is discharged.

Several respondents stated that they were in the reserves at the present time, but since this information was not asked for it could not be tabulated because it is not known whether or not other graduates may be in the same situation.

Another factor which is of interest to most present

students is the rank which it will be possible for them to attain when and if they enter the service. The early intention of the author was to classify each graduate in the service according to his rank. This proved to be impractical because of the great variety of ranks in the various branches. The result was a simple classification of the respondents who had served in armed forces into commissioned ranks and enlisted ranks.

Table 14. Division of Respondents in Service into Enlisted Ranks and Commissioned Officers

Division	1941, 1942, 1943		1949, 1950, 1951		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Enlisted ranks....	39	70	22	85	61	74
Commissioned.....	16	28	4	15	20	25
Didn't state.....	1	2	0	0	1	1

Almost twice as many of the graduates of the earlier classes became commissioned officers than have received commissions in the later classes. There are two possible reasons for this: (1) many stayed in the service long enough to earn commissions and (2) there were many varied programs during World War II which offered high school graduates the opportunity to get the necessary training for commissions combined with some college education.

Of the four graduates who are included as officers in the more recent classes, none are yet commissioned. Two of the boys are in the Army Officers' Candidate School, one will be an ensign in the Navy in June, 1952, and the third is a girl who will be a graduate midshipman when she finishes college in June, 1953.

Although the number of graduates in the earlier classes who are still in the service is small, information concerning their present status is significant to present students who are considering the service as a career. For this reason, more detailed information concerning these five respondents is presented below.

Table 15. Information Concerning Five Male Respondents in Classes of 1941, 1942, 1943, Who Are Still in Active Service

Branch of Service	High School Course	Education Beyond High School	Training in Service	Present Location	Present Rank	Future Plans
Marines	college	1 year college	Officers' Candidate School	California	1st Lieut.	Marine Corps
Air Force	agriculture	1 year college	none	not stated	Tech. Sgt.	Air Force
Air Force	general	none	none	South Dakota	Master Sgt.	Air Force
Navy	college	B. A.	college	New Hamp.	Lieut. J.G.	Engineer
Army	college	B. A. M. A.	college	Japan	1st Lieut.	Army Finance

It is interesting to note that all except one of these respondents received at least one year of college: one is a graduate; one received a master's degree; and two attended for one year. Each branch of the service is represented with two of the respondents in the Air Force. Only one of the respondents is overseas at the present time. Three of the respondents are commissioned officers, and the other two are sergeants.

All four of the graduates who have chosen the service as a career reported that they were highly satisfied with their choice of an occupation. The other respondent answered this item as it applied to his position before being recalled into the service in 1951.

This information, although it represents only a small number, would seem to point out that the service offers a very satisfying and profitable career to those who have chosen to remain in active duty.

Since 26 members of the classes of 1949, 1950, and 1951 are now in the service, 24 of them boys, out of the 75 boys who replied, information about this group should be considered when gathering data for occupational planning of present students. This group constitutes a larger percentage of the total male graduates who replied than does the group who are employed in civilian occupations. The following table is a summation of the information taken from the replies of this group:

Table 16. Summation of Information Pertaining to Graduates in the Service in the Classes of 1949, 1950, and 1951

Class	Sex	Branch	Rank	Location	H. S. Course	Training Not Service	Training Service	Future Plans
'49	M	Navy	MMFN	Not Given	general	none	machinist	mechanics
'49	M	Navy	Ensign	Castine	college	none	Maritime Academy	go to sea
'49	M	USAF	PFC	not given	indus-trial	none	parachute rigger	none
'49	M	Navy	FA	at sea	college	U.N.H.	electrician	none
'49	M	Navy	FA	at sea	agric.	none	engineman	none
'49	M	USAF	Corp.	New York	agric.	none	testing	agric.
'49	M	USAF	PFC	Georgia	general	Spring-field C.	none	not given
'49	M	USAF	PFC	Calif.	indus-trial	none	radar	none
'49	M	USAF	Corp.	Calif.	general	none	electronics cooking	not given
'49	M	USAF	Corp.	Texas	comm.	U. Me.	none	none
'49	M	Army	Pvt.	N. J.	college	Bates	none	not given
'49	M	Army	Sgt.	Maine	agric.	U. Me.	none	none
'49	F	Navy	Grad.Mid.	N. H.	college	U.N.H.	OCS	teaching
'50	M	Navy	AN	Florida	comm.	none	none	none
'50	M	USAF	PFC	Miss.	college	none	radar mech.	none
'50	M	Navy	ETSN	at sea	agric.	none	electronics	elect.
'50	M	Navy	Seaman	at sea	college	none	radar	not given
'50	M	Marines	PFC	N. C.	college	U. Me.	none	none
'50	M	Navy	AirmenApp.	R. I.	college	U. Me.	none	none
'50	M	Navy	SA	Va.	college	none	radio school	none
'50	M	Navy	ETSA	not given	college	Middlebury	electronics	none
'50	M	USAF	PFC	Mass.	general	U. Me.	powerman	none
'51	M	Navy	SA	at sea	comm.	none	none	coal bus.
'51	M	Army	OCS	not given	college	U. Me.	OCS	none
'51	M	Army	OCS	not given	college	U. Me.	OCS	none
'51	F	USAF	PFC	Oklahoma	home ec.	none	none	radar

Realizing that this chart is rather complicated at first glance, it seemed to be the only way to record the information furnished by this group. Several conclusions can be drawn about this group. The information about branch of service and rank is in another table and it is placed here only in order to relate it to the rest of the data.

It may be noted that 12 of these graduates out of the 26 took the college course, four were in the general course, two in industrial arts, four in agriculture, three in the commercial course and one in home economics.

Out of the twelve who were in the college course 8 attended college before they went into the service, and one went to the Maine Maritime Academy. Two of the graduates who were in the general course went on to college and two did not. Neither of the graduates in industrial arts went on to college before they went into the service. One of the agricultural course graduates went to college and three did not. One of the commercial students went on to college and two did not. The girl who took home economics went directly into the service out of high school.

A total of 13 of the graduates (one-half) out of 26 graduates received some college education before entering the service. Of the 13, only 2 stated specifically that they had any future occupational plans - one replied teaching and one said going to sea, which must mean that he plans to stay

in active service. Nine specifically stated that they had no future occupational plan and two of this group left the question blank.

This would seem to be a situation which is worthy of consideration. It is not possible to draw any specific conclusions but it may indicate that the large majority of the students who went on to college are completely unsettled as to what vocational choice they shall make in the future. It would seem that a group of students who had graduated from high school, gone on to college, and gone into the service, should have some clear picture of what they were planning for the future. If they had planned realistically while they were in high school it would not seem as though entering the service would disrupt their plans to the extent where a large majority indicated none at all.

Looking at the 13 graduates who did not go on to college before entering the service, it may be noted that five stated that they had future plans for an occupation, although they were all quite general. Six of this group stated that they had no occupational plan and two did not answer this item. Three of the occupational choices stated - mechanics, radar, and electronics - are closely related to the work which the graduates are now doing in the service, and the other two choices were undoubtedly made early in the high school careers of the respondents, since the one who answered the "coal business"

took the commercial course, and the one who answered "agriculture" took the agricultural course in high school. To a lesser degree, the same situation seems to be present as is present in the group who went to college. This total of 26 graduates, now in active service, seems to be startlingly lacking in any constructive plans for an occupation.

There is no question about the fact that occupational planning for boys today is difficult. Many students look ahead only to two, three, or four years in the service, and do not seem to plan further. Any school should seriously consider whether it has the responsibility of helping its students to plan for a future vocation, taking into consideration the factor of military service.

The types of training which this group has received in the service are varied. They include the following which would all be considered skills: mechanics, electronics, radar, cooking, radio school, and testing. These skills are all possibilities as occupations in civilian life, but certainly any boy or girl would have a much better chance of success and happiness both in the service and afterwards if he is trained in a skill for which he has the ability and the interest. Since the large majority of boys expect to spend several years in the service, information as to possible training programs would seem to be necessary in any school.

As might be expected these respondents are located all

over the United States. The five respondents who are listed as not answering this question all gave only their home address. Five of the respondents had Fleet Post Office Numbers meaning that they were on a ship, and they are listed as being at sea. Two are in Maine, two in California, and there is one each in Massachusetts, New Hampshire, Rhode Island, New York, New Jersey, Virginia, North Carolina, Oklahoma, Georgia, Texas, Mississippi, and Florida.

Naturally any graduates who are now in active service overseas could not reply to the questionnaire. Although some graduates were sent questionnaires when it was known that they were in Korea, it was only done with the hope that they might be in a position to reply by the time the form reached them. Since this group of 24 boys is more than one-fourth of all the boys who replied to the questionnaire in their classes, it is believed that they have furnished much significant information.

Two items on the questionnaire were asked of all those respondents who had been in the service. The first was asked with the objective in mind of discovering to just what extent these respondents feel that their education has been of value to them. Table Number 17 shows the results of this question.

It is possible to doubt the validity of any question which asks for an evaluation to be made in a multiple-choice manner. Nevertheless, the respondents have, throughout this

study, demonstrated that they have given each question their consideration and tried to answer it, being as far as possible to the school and to themselves.

Table 17. Degree of Value Placed on High School Education in Service

Degree	1941, 1942 1943	1949, 1950 1951	Totals	
			No.	Per cent
None.....	0	0	0	0
Very little.....	3	0	3	4
Some.....	13	8	21	26
Much.....	19	8	27	33
Very much.....	20	10	30	36
Did not answer.....	1	0	1	1

They have shown by their answers to the question that the greatest per cent of them, 36 per cent, feel that their high school education has been of great value to them while in the service. Thirty-three per cent said that it had been of "much" value, twenty-six per cent said that it had been of "some" value to them and only four per cent felt that it was of very little help to them during the time which they have spent in the service.

Even though it is difficult to attempt to put down such evaluative data in a simplified form, present students have

here something which should be worthwhile. Not only students, but even some teachers, feel that if a student is planning to join the service, he might as well leave sooner as later. This reasoning can only carry with it the idea that the education which they are getting in high school is not going to be of any value to them when they get in the service. Many teachers and guidance workers who have talked with students planning to go into the service have heard this argument for "quitting school."

In this single item the graduates of Fryeburg Academy have made it very clear that regardless of how they felt in school, once they were in the service, their total high school education proved to be of value to them.

In checking the experiences which they feel have been most helpful to them while in the service, many respondents checked more than one of the items listed in the questionnaire. It is not believed, however, that this cuts down the usefulness of the item in pointing out where the school has been most successful, and where it has been least successful, in aiding the graduates who served in the armed forces. In Table 18 the data taken from this item is summarized.

Of the total number of items checked, 49 per cent referred to subject matter in courses which they took as one of the most valuable outcomes of their high school experience, while in the service. Since the greatest amount of time and energy of high school students today is devoted to learning

subject matter, this would seem to refute, even more strongly than the information in Table 17, the argument that any student who is going into the service won't use his high school education. It would also seem to indicate that this school is doing a good job in preparing students who are going in the service, as far as offering them useful subject content is concerned.

Table 18. High School Experiences of Most Value While in Service, Listed in Order of Frequency Mentioned

Experience			Totals	
	1941, 1942 1943	1949, 1950 1951	No.	Per cent
Subject matter.....	65	18	82	49
Learning to get along with others.....	30	18	48	28
Extra-class activ- ities.....	18	2	20	12
Personal association with teachers.....	10	3	13	8
Help from teachers and headmaster.....	5	11	6	3

It is rather surprising that the respondents in the earlier classes placed much greater emphasis on subject matter than did the more recent graduates. The only possible explanation might be that, for the most part, they were in the service for a greater length of time, thus they had a

better chance to receive training and use their background of high school training, than have the more recent graduates so far.

"Learning to get along with others" was mentioned most frequently next to subject matter, and certainly this should be one of the most valuable experiences of all students during high school. The fact that "special help from teacher" is the least frequently mentioned experience is not too surprising but in considering the work of the school in meeting the individual needs of the students, it should be noted that a very small percentage of this particular group feel that any special attention which they might have received was of particular value to them.

Since subject matter in courses was the most frequently mentioned of all, it was decided to include Table 19, which lists in the order of frequency mentioned, the particular subjects noted on this item.

The large percentage of respondents who considered mathematics as the most useful subject to them while in the service, and the next largest percentage of respondents who considered chemistry and physics as their most useful subjects while in the service, should be noted for two reasons. One, it would seem to have significance from the guidance viewpoint. Present students who are considering the service, and most boys are, should be made aware of the fact that previous graduates feel

their training in these areas has been useful and helpful to them. Two, teachers in these subject matter areas deserve credit for doing a good job of preparing students by giving them a helpful background of usable skills and knowledge. With this creditable record, they also have the responsibility, since so many graduates feel this knowledge is essential, of encouraging present students who are planning to go into the service, and of presenting to them challenging work in these areas.

Table 19. Subjects of Most Value While in Service, Listed in Order of Frequency Mentioned

Subject	1941,1942,1943	1949,1950,1951
Mathematics.....	24	6
Physics and chemistry.....	15	6
English.....	6	2
Shorthand and typewriting..	3	3
Manual training.....	4	1
Latin.....	3	00
French.....	3	0
History.....	2	0
All social studies.....	2	0
Agriculture.....	1	0
All subjects.....	1	0

Status of respondents.-- It has been mentioned before that a considerable percentage of the men who replied among the more recent graduates are in the service; and that this group was considered at this time because they must, of necessity be left out of the group of employed respondents, and of the group in school. Before considering further any particular group, it is necessary to get a clear picture of the present status of all the graduates who replied to the questionnaire.

There is a great difference between the earlier group of graduates who replied and the more recent graduates. Table 20 presents the information taken from the questionnaire as to the status of all the male respondents, arranged so that the difference in status between the two groups may be noted.

Table 20. Present Status of All Male Respondents, Arranged in Two Groups, Classes of 1941, 1942, 1943 and Classes of 1949, 1950, 1951

Status	1941, 1942 1943		1949, 1950 1951		Totals	
	No.	Per cent	No.	Per cent	No.	Per cent
Employed for wages full time.....	40	70	13	17	53	40
Employed for wages part time.....	2	3	1	1	3	2
Unemployed and seek- ing work.....	0	0	2	3	2	1
Self-employed.....	8	15	0	0	8	7

(concluded on next page)

Table 20. (concluded)

Status	1941,1942		1949,1950		Totals	
	1943		1951			
	No.	Per cent	No.	Per cent	No.	Per cent
Unemployed but not seeking work.....	0	0	^{a/} 1	1	1	1
In armed forces.....	5	9	24	32	29	22
In school full time..	2	3	34	46	36	27

^{a/}Respondent just recovering from sickness.

In the earlier classes, 70 per cent are employed for wages full time, 15 per cent are self-employed, 9 per cent are in the armed forces, and 3 per cent of the total group are employed part time. This leaves only three per cent of the group who have not established themselves in an occupational field.

None of the respondents in the earlier classes are unemployed and seeking work. In a voluntary response survey of this type, it has been proven that as a general rule, the most successful graduates are the ones who reply. For this reason, it is not too surprising that none of the group is unemployed. Nevertheless, the percentage of graduates from this school who are unemployed must be very small, if no responses whatsoever indicate this status in the earlier classes.

The status of the graduates of the more recent classes presents an entirely different picture. The largest percentage of respondents, 46 per cent, are in school full-time. In light of the fact that one-half of the respondents who are now in the service attended college for at least a year before they went, this is an unusually large percentage of graduates going on to school. Only 17 per cent of the men graduates who have been out between one and three years are employed for wages full-time. None are self-employed; one is employed part-time; one is not working because of illness; and three graduates are unemployed and seeking work.

From the previously presented data on graduates in the armed forces, who make up 32 per cent of this group, it would seem that under normal conditions they would be approximately evenly divided between those who are employed and those who are in school. After observing the status of this group, one would expect that the major emphasis in the total guidance program is on educational planning. This is in fact the case, however, since 17 per cent of the group are employed for wages and since there are some graduates who are unemployed but seeking work, it is clear that there is a definite place for vocational planning - not only on a long-term basis, but also for those who want to enter an occupational field as soon as they graduate.

The totals are presented in this table only to give a

general picture of the present status of the graduates who have been out of school over the whole 10 year period. It is only reasonable to assume that if the missing classes were considered, the percentage of employed would be higher, and the percentage of those in school would be lower.

It is more important for present students to compare the two groups in this case rather than combine them. Comparison should be an incentive to look beyond either the service or school, to the point where in 10 years they will undoubtedly be in an occupation of one sort or another. The problem is not one of whether they will work or not - here is evidence that they will - but at what is some thing that they should be more than just wondering about.

For the girls the situation is a different one. An overwhelming percent - 79 - of the graduates of the earlier classes are married and at home. Over one-half of the girls in the earlier classes who are working are also married. There are three respondents in this group who are unmarried and working full-time. One respondent is still going to school. From a long-range point of view, the girls in school at the present time can expect to marry.

In the more recent classes the status of the girls, as with the boys, is much different than that of the earlier graduates. Twenty eight per cent of the graduates are married and at home; exactly the same percentage of these graduates

are in school; and thirty three per cent of these graduates are employed for wages full-time. One of the graduates in school is married, and five of those who are employed full-time are also married.

Table 21. Present Status of All Women Respondents, Arranged in Two Groups, Classes of 1941, 1942, 1943, and Classes of 1949, 1950, 1951

Status	1949, 1942 1943		1949, 1950 1951		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Employed for wages full-time.....	7	17	25	33	32	27
Employed for wages part-time.....	1	2	3	4	4	3
Unemployed and seeking work.....	0	0	2	2	2	2
Self-employed.....	0	0	0	0	0	0
Unemployed and not seeking work.....	0	0	^{a/} 3	4	3	2
Housewives (only)....	33	79	21	28	54	46
In armed forces.....	0	0	^{b/} 1	1	1	1
In school full-time..	1	2	21	28	22	19

^{a/}Two of these respondents are ill.

^{b/}There is another respondent in the active reserves, but since she is in college at the present time, she was considered in that group.

The status of these more recent graduates definitely points out the fact that girls cannot be neglected when

educational and vocational guidance are doind for the students what they should. Although most of the girls will get married, many of them will work or go to school first, therefore they should realistically plan for what they want to do and how they are going to do it.

CHAPTER V
EDUCATIONAL INFORMATION

Respondents attending various types of schools.-- The administration and teachers of Fryeburg Academy have always realized that a large percentage of their graduates went on to higher education of some kind. This is partly due to the fact that the school is a private academy where each year some students come to prepare specifically for college, and partly to the fact that the students have always been encouraged to continue their education and much has been done to assist them to get into school and to stay in school. The following tables summarize the information regarding the number and percentage of graduates who have attended some type of school after leaving Fryeburg Academy.

Table 22. Number and Percentage of Male Respondents Who Have Continued Their Education After Leaving Fryeburg

Type of Institution	1941,1942 1943		1949,1950 1951		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Four year college...	33	58	43	57	76	58
Graduate school.....	6	11				
Business school.....	3	5	2	3	5	4
Technical or trade schools.....	7	12	4	5	11	8
Totals in all schools (not grad. students)	43	75	49	65	92	70

Table 22 does not indicate the present status of the graduates. It is useful because it shows clearly that an extremely large percentage of the men who have graduated have continued their education beyond Fryeburg Academy. A total of 70 per cent of the men who replied to the questionnaire have gone to some type of school. The two groups are remarkably similar in both the total percentage who have attended school of some type, and in the percentage who have attended each major type of school. In the overall picture, the total percentage of boys in the more recent classes who have gone on to school is slightly less, but the author does not consider this difference significant, since a larger percentage of these respondents replied, and the tendency is for the graduates who went on to school to reply in larger percentages than those who did not. This means that in the more recent classes there is probably a truer picture of the actual percentages of those who go on to school than in the earlier classes. It would seem, however, that the difference is so slight, that the number of graduates who go on to school, and the types of schools they attended have not changed significantly over the whole 10 year period.

Over one-half of all the men graduates who replied to the questionnaire attended four year colleges. This figure does not include graduates who may have attended one or more colleges for a short time while in the service.

A much smaller percentage (eight per cent) have attended technical or trade schools. One might expect that the more recent graduates would be the ones who had gone more frequently to schools of this type, but this does not appear to be the case.

An even smaller percentage of the men have attended business colleges - only five per cent in the earlier classes and three per cent in the more recent classes.

One might have thought that benefits from the G. I. Bill would have influenced some graduates in the earlier classes to go on to school after they came out of the service. This might explain the difference in the percentages of graduates in the two groups who went to technical schools and to business schools. However, the percentage of graduates in the more recent classes who attended schools without these benefits is not significantly lower.

As might be expected, the percentage of girls who attended schools after they left Fryeburg Academy is not as high as is the percentages just given for the men. While the total percentage of all men was 70, the total percentage of all women is 58. The slight difference between the two groups of classes, is probably explainable, as with the men, by the difference in the total percentage of respondents in the two groups. The following table summarizes the information about the further education of the women graduates

in the six classes covered in this study.

Table 23. Number and Percentage of Women Respondents Who Continued Their Education Beyond Fryeburg

Type of Institution	1941,1942 1943		1949,1950 1951		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Four year colleges..	4	10	15	20	19	16
Graduate schools....	1	2				
Junior colleges.....	7	17	8	11	15	13
Business schools....	9	21	5	7	14	11
Technical and trade schools.....	6.	14	15	20	21	18
Totals (not counting graduate students).. <td>26</td> <td>62</td> <td>43</td> <td>57</td> <td>69</td> <td>58</td>	26	62	43	57	69	58

There are some significant points which should be made about the information in this table. As would be expected, a much smaller percentage of the women have attended four year colleges, than men. However, the percentage of the women who have gone on to four year colleges has doubled, from 10 per cent to 20 per cent, during this particular period from 1941 to 1951. The percentages are not based on large figures, therefore they may not be significant, nevertheless it seems to indicate that more girls in this particular school are attempting to gain a college education.

At the same time it should be noted that the number of girls who went on to business schools has decreased what may be a significant amount. These figures may show that while the percentage of girls who go on to schools of some type is not increasing, the areas in which they are interested have broadened. While 21 per cent of the girls who replied in the earlier classes attended business schools, preparation for stenographic and secretarial work only; only seven per cent of the more recent graduates have chosen to attend schools of this type. The increase in the later classes in the percentage of graduates who chose to attend technical and trade schools may also be an indication that the girls have become more aware of various occupational areas open to them. As a group they will want assistance in profitable educational planning.

The following table presents the total number and percentage of all the graduates who have attended or are attending at the present time some school beyond Fryeburg Academy. It is simply a summary of the information presented in Tables 22 and 23, but the classes are not separated since the differences have already been noted.

A total of 64 per cent of all the 250 respondents have attended or are now attending some type of school since they graduated from high school. Thirty five per cent of all the respondents went on to four year colleges, and 13 per cent went to technical or trade schools. The remaining 14 per

cent went to junior colleges and business schools.

As has been noted before, the percentage of men who went on to four year colleges is much higher than women - 58 per cent as compared to 16 per cent - but for all other types of educational institutions the percentage of women is larger than the percentage of men.

Table 24. Total Number and Percentage of Respondents Who Attended or Are Now Attending Some Type of Educational Institution Beyond High School

Type of Institution	Boys		Girls		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Four year colleges.....	76	58	19	16	95	35
Graduate and professional schools.....	6	11 ^{a/}	1	2 ^{a/}	7	
Junior colleges.....	0	0	15	13	15	6
Business schools.....	5	4	14	11	19	8
Technical and trade schools.....	11	8	21	18	32	13
Totals(not counting graduate students)...	92	70	69	58	161	64

^{a/}Percentage is only of respondents in earlier classes, since those in present classes have had no opportunity yet to attend graduate or professional schools.

Location of schools attended by graduates.-- The location of the schools attended by Fryeburg Academy graduates is of major importance. It is not sufficient to know how many

graduates go on to school. One must also know where they go to school, and how many go to what schools. From the questionnaires, summations were made which list all the schools attended by Fryeburg graduates. The totals equal more than the total number of graduates who continued their education because some graduates attended more than one school. In the following tables all the schools mentioned by graduates - excluding service schools - are included.

Table 25. Number of Schools Attended, and Number Who Attended Various Schools, Arranged According to Location

Type of School	Maine		N. E. (not Maine)		Outside N.E.		Totals	
	No.	No.	No.	No.	No.	No.	No.	No.
	of Schools	Who Atte	of Schools	Who Att.	of Schools	Who Att.	of Schools	Who Att.
Four year colleges....	7	73	13	24	8	8	28	105
Graduate and professional schools.....	1	1	4	4	2	2	7	7
Junior colleges	1	10	4	5	0	0	5	15
Business schools.....	4	13	6	10	2	2	12	25
Technical and trade schools.....	8	11	12	16	7	7	27	34
Totals.....	21	108	39	59	19	19	79	186

According to the above table, Fryeburg graduates have attended 79 different educational institutions throughout the country. Over one-half of the respondents have attended schools within the state of Maine, although the largest number of schools attended is in New England, outside the state of Maine. This is to be expected, since the number and variety of institutions within the state are much more limited than they are in other parts of New England, especially Massachusetts.

Although 19 different institutions have been attended by Fryeburg graduates in places outside New England, they have been attended by exactly the same number of graduates. This is not a very large percentage of the total group. For the most part the graduates have chosen to attend schools within the state, or at least within the New England states.

The widest variety of schools attended which are of the same type is noticeable among the four year colleges, with 28 different colleges having been the choices of 105 graduates. The number of graduates having attended technical and trade schools is much smaller - only 34 graduates - but these 34 graduates have gone to 27 different schools, 19 of them outside of Maine.

A larger number of business schools and junior colleges have been attended outside of Maine, rather than within the state, but the total number of those who attended the various schools does not equal the number who attended schools within the state.

When considering the information which should be available to students when they are planning for their further education, it would be nice to have anything and everything which they might possibly use. From a practical standpoint, however, it is necessary to pick and choose. A relatively complete store of information about Maine schools and those New England schools mentioned in this study, which is kept up to date and supplemented by current information, would seem to provide the most usable material for Fryeburg students.

To supplement Table 25 and provide more specific information, the following lists have been made. Each one is a list of all the schools of a certain type attended by the graduates. The number who have attended each school is also listed, and the schools are classified according to location.

From Table 26 it may be noted that the University of Maine is the four year college attended by the most graduates. Thirty seven students - thirty boys and six girls - have continued their education there. Bowdoin College, which is a men's college, can claim the next largest number of graduates in this group, with 17 men having chosen this school. Bates College has been attended by six graduates; Gorham State Teachers' College has been attended by seven graduates; and Colby College has been attended by four graduates. All three schools are co-educational. The other two Maine schools which grant degrees have been attended by one graduate each.

Table 26. Four Year Colleges Attended by Respondents,
Arranged According to Location

Location	School	Number of Boys	Number of Girls	Total Who Attended
Maine				
Brunswick	Bowdoin	17	0	17
Castine	Maine Maritime Academy	1	0	1
Gorham	Gorham St. Teachers'	4	3	7
Farmington	Farmington St. Teachers'	0	1	1
Lewiston	Bates	4	2	6
Orono	University of Maine	31	6	37
New England(excluding Maine)				
Conn.	Yale	1	0	1
Mass.	Harvard	2	0	2
Mass.	New England Conserva- tory of Music	0	2	2
Mass.	Northeastern	3	0	3
Mass.	Simmons	0	1	1
Mass.	Springfield	2	0	2
Mass.	Tufts	0	1	1
Mass.	University of Mass.	2	0	2
N.H.	Dartmouth	1	0	1
N.H.	University of N.H.	5	1	6
Vermont	Middlebury	2	0	2
Vermont	Norwich	1	0	1
Vermont	University of Vermont	1	0	1
Outside New England				
California	Fresno State	1	0	1
California	San Diego State	1	0	1
Colorado	University of Denver	1	0	1
Florida	University of Florida	1	0	1
Indiana	Butler University	0	1	1
Michigan	Michigan State Normal	0	1	1
New York	Columbia	1	0	1
Penn.	Franklin Marshall	1	0	1

Of the New England colleges, the University of New Hampshire, with six graduates having attended, has had the largest group of Fryeburg graduates. The rest of the respondents

are sprinkled out in many New England colleges, with Massachusetts the state to which the largest number of graduates have gone.

California is the only state outside New England in which more than one college has been attended by graduates, and these schools were both attended by the same graduate.

Table 27. Graduate and Professional Schools Attended by Respondents, Arranged According to Location

Location	School	Number of Boys	Number of Girls	Totals Who Attended
Maine				
Orono	University of Maine	1	0	1
New England(excluding Maine)				
Conn.	University of Conn.	0	1	1
Mass.	Boston University-Law	1	0	1
Mass.	Harvard Law	1	0	1
N.H.	Amos Tuck Sch. Of Bus.	1	0	1
Outside New England				
Maryland	Johns Hopkins	1	0	1
New York	Columbia Sch. Of Bus.	1	0	1

The seven graduates who have continued their education beyond college, have all chosen different schools. Two of these graduates attended law school; two have attended graduate schools of business; one graduated from the University of Maine in agriculture; one from the University of Connecticut in education; and one of the respondents is now attending Johns Hopkins working for his degree.

Table 28. Junior Colleges Attended by Respondents, Arranged According to Location

Location	School	Number of Girls
Maine		
Westbrook	Westbrook	10
New England (excluding Maine)		
Massachusetts	Becker	2
Massachusetts	Garland	1
Massachusetts	Lasell	1
Massachusetts	Mt. Ida	1

Westbrook Junior College in Westbrook, Maine, right outside of Portland, Maine, has been attended by ten of the fifteen girls who have gone to schools of this type. Portland is within 55 miles of Fryeburg. It is the largest city in Maine, and throughout the survey of the location of educational institutions attended by graduates, it is obvious that many of the graduates have taken advantage of its closeness and the opportunities offered there for further education. Becker Junior College in Worcester, Massachusetts, which is mainly a business school, is the only other school attended by more than one graduate.

Again, as in the case of junior colleges, the largest percentage of graduates who have gone to business schools, have attended schools in Portland. Five graduates attended Grey's Business School and six attended the Northeastern School of Business.

Table 29. Business Colleges and Schools Attended by Graduates,
Arranged According to Location

Location	School	Number of Boys	Number of Girls	Total Who Attended
Maine				
Bangor	Husson	1	0	1
Portland	Grey's	1	4	5
Portland	Northeastern Business	2	4	6
Sanford	Nasson	0	1	1
New England (excluding Maine)				
Mass.	Burdett	2	2	4
Mass.	Chandler	0	1	1
Mass.	Katherine Gibbs	0	1	1
Mass.	Salem	1	0	1
Mass.	Stratford	1	0	1
N.H.	Mac Intosh	2	0	2
Outside New England				
California	Hayward Adult School	0	1	1
New York	Packard School of Bus.	0	1	1

The only business schools outside of Maine which has been attended by more than one graduate is Burdett, which four graduates have attended. This is one of the outstanding business schools in the New England area, and it is located in Boston, Massachusetts.

The only technical or trade school to which more than two Fryeburg graduates have matriculated is Wentworth Institute in Boston, which offers a wide variety of technical training, although it is not a degree granting institution.

Seven of the girls have received training for nursing in six different hospitals - three of the hospitals in Maine,

two in Boston, Massachusetts, and one in Hartford, Connecticut.

Table 30. Technical and Trade Schools Attended by Respondents,
Arranged According to Location

Location	School	Number of Boys	Number of Girls	Total Who Attended
Maine				
Castine	Maine Maritime Academy	1	0	1
Gorham	Gorham Teachers' Training	0	2	2
Lewiston	Central Me. Sch. of Nursing	0	1	1
Lewiston	Pelletiers' Beauty Culture	0	2	2
Orono	U. of Me. (2 yr. agriculture)	0	1	1
Portland	Golden Beauty Culture	0	1	1
Portland	Me. General Sch. of Nursing	0	1	1
Portland	Mercy Hospital-Nursing	0	1	1
New England (excluding Maine)				
Conn.	Hartford Hospital-Nursing	0	2	2
Mass.	Beth Israel-Nursing	0	1	1
Mass.	Boston U. (Industrial Tech.)	1	0	1
Mass.	Bouve-Boston	0	1	1
Mass.	Chamberlain	0	1	1
Mass.	Faulkner Hospital-Nursing	0	1	1
Mass.	Household Nursing School	0	2	2
Mass.	New England Aircraft	1	0	1
Mass.	Wilfred Beauty Culture	0	1	1
Mass.	Wentworth Institute	3	0	3
N.H.	Laconia X-Ray School	0	1	1
R.I.	Providence Bible School	0	1	1
Outside New England				
Penn.	International Correspondence School	1	0	1
Penn.	University of Penn.	0	1	1
New York	East Coast Aviation School	1	0	1
New York	N.Y.S.U. of Brooklyn (Hotel Administration)	1	0	1
New York	Pace Institute	1	0	1
New York	Pratt Institute	0	1	1
New York	R.C.A. Sound School	1	0	1

Several of the schools listed here as technical or trade schools - the Maine Maritime Academy, Gorham Teachers' College, University of Maine, Bouve-Boston, Boston University, New York State University, and the University of Pennsylvania - are degree granting colleges. The courses taken by the respondents were three years or less, and did not grant degrees, therefore the schools are considered in this category.

Since the Maine schools are by far the most commonly attended by Fryeburg graduates, the number of graduates who attended in the earlier classes, as compared with the number of graduates who attended in the more recent classes, is significant only for these schools. Also it would be a waste of time to compare the two groups of classes unless a total of more than two graduates have attended. This excludes all the graduate schools, all the technical schools, and discounts many of the other schools mentioned in previous tables. In fact it leaves only eight of the twenty one Maine schools attended by Fryeburg graduates. Any shifts in emphasis upon certain schools may be observed by studying Table 31.

There are only two schools, Bowdoin College and Grey's Business School, where more of the graduates of earlier classes have attended, than graduates of the more recent classes. These numbers are all small, a difference of eleven boys as to six, and a difference of five as to none. Nevertheless, considering the fact that the total number of respond-

ents in the earlier classes was quite a bit smaller than the total number of respondents in the later classes, these figures may indicate that a larger percentage of graduates were choosing to attend these schools 10 years ago, than are choosing to attend these same schools at the present time.

Table 31. Number of Graduates Who Attended Several Maine Schools, Arranged in Two Groups

Schools	Boys		Girls		Totals	
	1941	1949	1941	1949	1941	1949
	1942	1950	1942	1950	1942	1950
	1943	1951	1943	1951	1943	1951
Four year colleges						
Bates.....	2	2	1	1	3	3
Bowdoin.....	11	6			11	6
Colby.....	2	0	0	2	2	2
Gorham.....	2	2	1	2	3	4
University of Maine	14	17	5	5	19	22
Junior colleges						
Westbrook.....			5	5	5	5
Business schools						
Grey's.....	1	0	4	0	5	0
Northeastern.....	1	1	3	1	4	2

There is a slight rise in the number of graduates attending the University of Maine in the more recent classes, and a total drop in the number attending business schools. This information is not sufficient to support any reliable hypotheses, but this author believes that it is sufficient to at least bring out two questions. Are the graduates of

the present willing to accept the established philosophy of the value of a strictly liberal arts education? Are they satisfied to go to schools which can prepare them in only one area? Certainly either type of education has outstanding advantages for many students, but neither appears to be the most widely accepted type of preparation for vocational life among the graduates of the more recent classes.

Respondents who completed or are still attending school.--

Realizing that a total of 161 of the 250 respondents, or 64 per cent, attended some type of school after they left Fryeburg Academy as graduates, it is also necessary to determine how many of this group completed the course or courses which they undertook; or, if they have not completed them, if they are still attending.

In the earlier classes there are only three respondents who are still in school. One boy is an undergraduate at a four year college; one is a graduate student; and one girl is attending a technical school.

In these classes a total of 56 graduates, or 75 per cent of those who undertook courses, have completed the courses or are still in the process of doing so. The largest percentages, excluding the graduate and professional school group, of those who completed their courses are those who attended four year colleges. Seventy nine per cent of the boys and 100 per cent of the girls who attended college, either earned a degree or are still working for one. This does not necessarily mean that

they graduated from the first school which they attended. As was noted in Table 25, some graduates attended more than one school. In Tables 32 and 33 the graduate students are counted twice since they completed two courses, all other respondents are counted only once, unless specifically noted otherwise. Thus the numbers and percentages in these tables may be compared with the numbers and percentages found in Tables 22, 23, and 24.

Table 32. Number and Percentage of Graduates Who Attended Schools, Who Have Completed Courses or Are Still Attending, in Classes of 1941, 1942, and 1943

Types of Schools	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Four year colleges...	26	79	4	100	30	81
Professional and graduate schools....	6	100	1	100	7	100
Junior colleges.....	1		3	43	3	43
Business schools.....	1	33	5	56	6	50
Technical and trade schools.....	5	71	5	83	10	77
Totals..	38	78	18	67	56	75

The total percentage of girls who completed course they undertook, 67 per cent, is less than the total percentage of boys, which is 78 per cent. The type of schools out of

which the largest percentage of girls dropped, before completing their courses, was junior colleges, where only 56 per cent of the girls completed their courses. For men the smallest percentage of courses completed in any type of school was in business schools, where only 33 per cent of the group who attended completed their courses.

The large percentage of the respondents who did complete courses in the earlier classes, would seem to be a good indicator that they were properly prepared at Fryeburg Academy to continue their education if they wished.

Table 33 presents the information about the graduates of the more recent classes.

Table 33. Number and Percentage of Graduates Who Attended Schools, Who Have Completed Courses or Are Still Attending, in the Classes of 1949, 1950, and 1951

Types of Schools	Boys		Girls		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Four year colleges.....	29	67	11	73	40	69
Junior colleges.....			7	88	7	88
Business schools.....	3 ^{a/}	100	3	60	6	86
Technical and trade schools.....	4	100	12	80	16	84
Totals....	36	73	33	76	69	75

^{a/}Is counted as in college in Table 22 - dropped that and went to business school

The total percentage of respondents in the more recent classes who attended schools after leaving Fryeburg is somewhat

lower than it was in the earlier classes. The difference is larger between the two groups of boys than it is between the two groups of girls, and may be partly explainable by the fact that some of the boys in the earlier classes attended school after they came out of the service, as some of the boys in the more recent classes may. However, the total percentage of respondents who are still in school or have already completed their course, out of the ones who attended, is exactly the same as it was in the earlier classes - 75 per cent.

These classes differ from the earlier ones in several respects. First, the total percentage of girls who have either completed a course or are still attending is slightly higher than the same percentage of boys. The difference between 76 per cent of the girls and 73 per cent of the boys means that in these classes, at the present time, at least as many girls, if not a few more, are continuing their education towards completion.

Secondly, a much larger percentage of the girls who attended junior colleges, and a larger percentage of the boys who attended business schools and technical and trade schools, are continuing their education or have already completed it in these classes, than was true in the earlier classes.

Although the total percentage of respondents who attended school and stayed until completing their courses or are still attending are alike for the two groups, the picture of

the courses which have been dropped is different in the two groups. The smaller percentage of graduates in the later classes who have either completed or are continuing their courses in the four year colleges suggests two things: (1) many of the boys in the more recent classes have left college to go into the service, and may well plan to complete their courses when they get out; and, (2) since many more girls are entering college now, than were 10 years ago, it is logical to expect that there would be more who would start but not complete their courses.

Table 34 will sum up this section. It presents the totals of all respondents who have completed a course beyond high school.

Table 34. Number and Percentage of All Respondents Who Have Completed A Course Beyond High School, or Who Are Still Attending

Respondents	1941, 1942, 1943		1949, 1950, 1951		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Boys.....	38	67	36	48	74	56
Girls.....	18	42	33	43	51	43
Totals....	56	56	69	46	125	50

A total of 50 per cent of all the respondents to this questionnaire completed some course beyond high school. The

overall percentages of boys and girls in all classes who completed courses are very similar. Fifty six per cent of all the boys, and forty three per cent of all the girls, have not dropped the course which they undertook after leaving Fryeburg Academy.

Summary of educational information.-- In concluding this information several points should be emphasized.

1. A total of 64 per cent of the respondents, graduates of Fryeburg Academy over a 10 year period, have attended school beyond high school - 70 per cent of the boys who replied, and 58 per cent of the girls.

2. Over 50 per cent of the boys in both groups have attended four year colleges, while only 10 per cent of the girls in the earlier classes and 20 per cent of the girls in the later classes have attended degree granting institutions.

3. Over half of the graduates who attended schools went to schools in Maine.

4. The largest variety of schools attended was in schools which are four year colleges, but there was only one more institution of this type mentioned than there were technical and trade schools.

5. The school with the largest number of Fryeburg graduates as students during this period, was the University of Maine. The second most widely attended school was Bowdoin, and the third was Westbrook Junior College.

6. Seventy five per cent of the graduates who have attended or are still attending school completed their courses or are in the process of doing so. In the earlier classes a larger percentage of boys completed their courses, than girls; in the more recent classes a slightly larger percentage of girls are either still in school or have completed their course, than boys.

7. A total of 50 per cent of all the respondents in these six classes have completed a course, or are still in school working to complete one, beyond high school.

CHAPTER VI

OCCUPATIONAL INFORMATION

Status of employed respondents.-- The information in this chapter is based on the returns of those respondents who are employed for wages full-time, those employed for wages part-time, and those who are self-employed. This is a total of 100 respondents. Although the status of all the respondents is in Chapter IV, for the purpose of easy reference in this chapter, the status of those who are employed is presented below.

Table 35. Employment Status of 100 Respondents

Status	Boys		Girls		Totals	
	1941	1949	1941	1949	1941	1949
	1942	1950	1942	1950	1942	1950
	1943	1951	1943	1951	1943	1951
Employed for wages full-time.....	40	13	7	25	47	38
Employed for wages part-time.....	2	1	1	3	3	4
Self-employed.....	8	0	0	0	8	0
Totals.....	50	14	8	28	58	42

Fifty respondents, or one half of the total group of employed persons, are men in the classes of 1941, 1942, and 1943. In this group 40, or 80 per cent of the group, are employed for wages full-time, and eight, or 16 per cent, are self-employed. This group is the only one in which any of the respondents are self-employed, therefore these eight respondents are considered both separately and as a part of the total group.

Seven out of all the respondents are employed for wages part-time, three boys and four girls, and their occupations are also considered not only as a part of the total group, but also separately.

In the earlier classes the number of men who are employed - 50 - is much larger than the number of women - eight. In the more recent classes, however, there are twice as many women who are employed, as there are men. This is undoubtedly due to the fact that a large percentage of the men are either in the service or in school.

From an overall standpoint, the most worthwhile information concerning entry jobs should come from the more recent graduates in the classes of 1949, 1950, and 1951. Information concerning long range occupational outlook can come only from the earlier classes, graduates who have been out for eight, nine, and ten years, and thus had a chance to establish themselves in the occupational world.

Occupations of 100 respondents.-- The present occupations of these 100 respondents have been classified according to the Dictionary of Occupational Titles, Part IV,^{1/} a booklet prepared by the Division of Occupational Analysis in the War Manpower Commission. This publication is a classification of entry jobs - those occupations which applicants can enter "...on some other basis other than prior work experience or fully qualifying training."^{2/} It is realized that many of the occupations of this group, considered in this study, are not entry occupations. However, the D.O.T. classifications "...describe fields of work, and not specific occupations..."^{3/}, therefore it is the most applicable classification of occupations for this study.

Classifications of occupations in the booklet are carried out to five and six digits. Each additional digit is a more specific classification of the occupation. On the basis of the information available from the replies of the graduates, it was possible to classify occupations only on a three digit basis. This is considered to "...represent the basic or broadest level of classification..."^{4/} Nevertheless, even classification on this level required some subjective judgement on the part of the author, although all respondents named their occupations.

1/Division of Occupational Analysis, Dictionary of Occupational Titles, Part IV, U.S. Government, Washington, D.C., 1944, 242pp.

2/Ibid, p. VI.

3/Ibid, p. VI.

4/Ibid, p. 13.

In order that readers unfamiliar with the D.O.T., Part IV may understand the content of each classification used in this study, the classifications are defined. These definitions are taken directly from the D.O.T. It should be understood that all of the three digit code is not used, only because none of the respondents were employed in occupations which came in these categories. Those left out in the first major classification, O-X Professional, Technical, and Managerial Work, are O-X1 Artistic Work, O-X2 Musical Work, O-X3 Literary Work, and O-X4 Entertainment Work. Under the second major classification 1-X Clerical and Sales Work, the three digit classification 1-X1 Computing Work was omitted.^{1/} All other three digit classifications are used.

"O-X Professional, Technical, and Managerial Work....requiring the capacity to acquire and apply special knowledges invoved in artistic creation, entertainment, social service work, teaching, scientific study, research, engineering, law, medecine, business relations, or management."^{2/}

"O-X6 Public Service Work....involves educating, instructing, guiding, protecting, and counseling individuals in the interest of their physical, mental, or spiritual well-being, and requires the capacity to apply the special knowledges necessary for the education of others, for the amelioration and solution of social, economic, and personal problems, or for the protection of other through the enforcement of laws or other regulations governing society.

"O-X7 Technical Work....involves the capacity to acquire and apply systematized knowledge in scientific

1/Ibid, p. 2.

2/Ibid, p. 13.

study, research, technical phases of drafting and engineering, medical or legal practice, business promotion, and similar activities.

O-X8 Managerial Work....involves dealing with people in planning, supervising, and coordinating the activities of an organization, either in accordance with specified policies and principles or on one's own initiative and authority."1/

"1-X Clerical and Sales Work....involving recording, transcribing, composing, compiling, transmitting, and systematizing written communications and records, computing or compiling mathematical and statistical data, or dealing with the public in business situations to effect sales, give information, or perform other commercial or administrative services."2/

"1-X2 Recording Work....involves entering, transcribing, or verifying mathematical or verbal data in the performance of such tasks as recording transactions, posting entries in ledgers, checking receipts, expenditures, and production records, making inventories of stocks, taking dictation and transcribing shorthand notes, typing and completing forms.

1-X4 General Clerical Work....involves filing, sorting, classifying, mechanically reproducing, routing, or delivering clerical records and related data.

1-X5 Public Contact Work....involves dealing with the public for the purpose of making sales, demonstrating merchandise, supplying information, adjusting complaints, making collections, or performing other commercial services."3/

"2-X Service Work....involves ministering to the needs of other in preparing food, serving meals, caring for children, and in other types of personal service activities."4/

"2-X1 Cooking....involves the preparation, handling, or cooking of food in homes or public eating places.

1/Ibid, p.17.

2/Ibid, p.13.

3/Ibid, p.37.

4/Ibid, p.13.

2-X3 Child Care....involves the care, amusement, and proper development of children.

2-X5 Personal Service....involves attending to the needs and desires of others as regards their comfort, convenience, health, food service, appearance, or cleanliness."1

"3-X Agricultural, Marine, and Forestry Work....involving the raising and harvesting of crops, the breedings, care, catching, and hunting of fish and other products, and other related outdoor activities."2

"3-X1 Farming....requiring initiative and independent judgement in planting, raising, and harvesting crops or in breeding and caring for poultry, livestock, or other farm animals.

3-X8 Marine Work....requiring initiative and independent judgement in handling boats, and in related tasks connected with water transportation, naval defense, or the exploitation of marine or inland resources.

3-X9 Forestry Work....involves the cultivation, preservation, and care of forest products."3

"4-X Mechanical Work....in which the independent judgement of the worker determines the machine and manual operations to be performed in obtaining the proper form, quality, and quantity of material to be produced. Workers may be required to lay out work, to estimate quality, suitability, and needed quantities of material, to make precise measurements, to read blueprints or other specifications, and to make the necessary computations or mechanical adjustments to control or regulate processes."4

"4-X2 Machine Trades....involving the planning and performance of tasks that require skillful use of tools and equipment and an understanding of how machines operate. This understanding may be needed to maintain, adjust, or repair equipment, or to perform complex machine operations.

1/Ibid, p.49.

2/Ibid, p.13.

3/Ibid, p.53.

4/Ibid, p.14.

4-X6 Crafts....involve the planning and performing of tasks that require the skillful use of hands, hand tools, or equipment. Workers may also be required to control processes and to exercise judgement in maintaining standards of production. Machines may be used by the worker as aids in the accomplishment of tasks, but the worker is not normally required to maintain the machines or to repair them, nor to understand the mechanical principles upon which machines operate."^{1/}

"6-X Manual Work....work in which the form, quality, and quantity of the work depend primarily on prescribed methods and on the performance of machines or equipment or on the use of hands or hand tools. Workers may be required to observe the operation of machines, to feed the machines, and to perform other repetitive physical tasks."^{2/}

"6-X2 Observational Work....requiring alertness and close attention (1) in watching machine processes, (2) in inspecting, testing, or otherwise detecting irregularities in the operation of machines or in workmanship, or (3) in tending or guarding, under specific instructions, equipment, property, materials, or persons, against damage, impairment, loss or injury. Where machine work is involved workers are not required to set up or make complicated adjustments to machines, but they may perform incidental manipulative tasks in the feeding, loading, or starting machines.

6-X4 Manipulative Work....requiring coordination and dexterity in the use of hands, arms, feet, or other parts of the body, usually in the rapid performance of repetitive tasks. The work may involve such tasks as assembling packaging, sorting, or manually feeding a repeating machine.

6-X6 Elemental Work....involving the performance of simple tasks, usually of a physical nature, in accordance with specific instructions. Such work may involve the supplying or leading of machines, the transferring of material, or the use of hand tools when these activities do not involve close observation or a marked degree of manipulative ability. The work may be performed in a private home, an institution, on a farm, or in some type of commercial, industrial, or construction enterprise."^{3/}

^{1/}Ibid, p.63

^{2/}Ibid, p.14.

^{3/}Ibid, p.115.

On the basis of these definitions the 100 respondents were classified. Table 36 presents the information. Rather than take each class separately, since the earlier classes were similar, and since the more recent classes were very much alike, they are divided into only two groups, and then subdivided into men and women.

Table 36. Classification of Occupations of 100 Respondents, According to Dictionary of Occupational Titles, Part IV

Classification	1941,1942 1943		1949,1950 1951		Totals	
	Men	Wo- men	Men	Wo- men	Men	Wo- men
0-X Professional, Technical and Managerial Work						
0-X6 Public Service Work.....	7	2	0	0	7	2
0-X7 Technical Work.....	10	0	0	1	10	1
0-X8 Managerial Work.....	8	0	0	0	8	0
1-X Clerical and Sales Work						
1-X2 Recording Work.....	1	3	0	8	1	11
1-X4 General Clerical Work...	0	0	0	1	0	1
1-X5 Public Contact Work.....	3	0	0	6	3	6
2-X Service Work						
2-X1 Cooking.....	1	0	0	0	1	0
2-X3 Child Care.....	0	0	0	4	0	4
2-X6 Personal Service.....	1	0	1	5	2	5
3-X Agricultural, Marine, and Forestry Work						
3-X1 Farming.....	5	0	5	0	10	0
3-X8 Marine.....	1	0	0	0	1	0
3-X9 Forestry.....	3	0	0	0	3	0
4-X Mechanical Work						
4-X2 Machine Trades.....	4	0	1	0	5	0
4-X6 Crafts.....	2	0	3	3	5	3
6-X Manual Work						
6-X2 Observational Work.....	3	1	1	0	4	1
6-X4 Manipulative Work.....	0	2	2	0	2	2
6-X6 Elemental Work.....	1	0	1	0	2	0

This classification of all employed respondents should point out some significant factors regarding the probable vocational outlook for the graduates of Fryeburg Academy.

First, consideration may be given to the short range vocational future of graduates, based on the supposition that they will face conditions similar to those faced by the graduates of the last three years, and that they are similarly prepared to face the occupational world. Of the 14 men who are gainfully employed, five are farming; one is in personal service work; four are doing mechanical work of more than semi-skilled nature; and four are doing manual work. These results are as might be expected for recent high school graduates in a rural area. The percentage in farming is much larger than would be found in a more settled area than Fryeburg, and much larger than the overall figures for the country. Since the chief livelihood of the area is farming, it would be expected that at least as many graduates as are noted, would have chosen this as an occupation. Elemental farm work is classified as labor, therefore this is only those who are doing farm work which requires personal judgement and responsibility. Although Fryeburg is a rural area, four of the men in these classes out of the 14 who are employed, have found work of a mechanical nature, three of them in occupations which are considered skilled crafts, and four of them in occupations of the semi-skilled nature or simple manual labor.

The early occupations of the women who have graduated in the last three years distinctly fall in two groups - 15 of the 28 women are employed in the clerical and sales area - eight are doing work which is classified as recording work, typing, shorthand, and general office work - one in general clerical work - and, six in sales work. Nine of the 28 girls are in service work. Four are in occupations classified as child care, and five in personal service work, which is "housekeeping." There are three girls working in occupations classified as crafts, and one in technical work. The large majority of graduates, then can expect to find occupations in either the clerical and sales area or in service work, if they plan to work as soon as they leave high school.

The picture of the long range occupational status of the graduates of this school is an entirely different one. It has already been noted in Chapter V that 75 per cent of the respondents went on to schools of some type after they left Fryeburg. With this fact in mind, it might be expected that a larger percentage than is usually found in a follow-up study of high school graduates would be classified as technical, professional, and managerial workers. However, the percentage of respondents classified in this group is still surprisingly high. Twenty five men out of fifty men employed in these classes are in either professional, technical, or managerial work. This is one half of all the men in these classes who are gainfully employed.

The classification which includes the next largest number of men in these classes is 3-X Agricultural, Marine, and Forestry Work. Nine members of the 50 employed men are employed in this area. There are six men working in mechanical areas; four in the clerical and sales area; four in manual work; and two in service work.

For the women in the earlier classes, two out of the eight who are employed are in professional work - both teachers. Three of them are doing recording work, and three of them are employed in work which is classified as manual work. This is an almost even distribution of the women into these three areas.

It should be mentioned here that guidance workers in a school are continually warned to make clear to their students the true overall picture of the distribution of workers, both on a national level, and on the basis of local occupational information. It is true that the percentage of all workers in the country who would be classified as professional, technical and managerial workers would probably not be more than 10 per cent. Nevertheless, that facts here are evidence that among the group of students who graduate from Fryeburg Academy - especially among the boys - a much larger percentage of graduates can aim for work in these areas without being unrealistic. On the other hand, graduates should also be made aware of the fact that they cannot hope, on the basis of the information.

gathered here, to step into positions of these types upon graduating from high school.

The largest percentage of women - 18 out of the 36 employed women in all classes - have found work in the clerical and sales area. This is not unusual since this is undoubtedly the area in which women are most needed - if employment offices and want ads can be taken as indications of occupational openings.

These two major classifications include the largest number of graduates from this school, with the 3-X classification next, and the rest of the entire group of employed workers spread out among the other broad areas.

Wage range of employed respondents.-- Another factor which is of major interest to present students in the process of occupational planning is the possible wages or salary which they may expect to earn. Because the cost of living and the value of money fluctuate so rapidly, the earnings of previous graduates are not always a valid indication upon which to base possible earnings. Still, the picture of what previous graduates are earning is probably as good an indicator as any available of what future graduates can expect. The fact that possible changes in our economy may make the information completely obsolete is no more true in this case than it is about all the information regarding occupational planning.

The following tables are a classification of earnings of present full-time employed respondents.

Table 37. Full-time Employment Earnings of Respondents in classes of 1949, 1950, and 1951

Wage Range	Boys		Girls		Totals	
	No.	Per cent	No.	Per cent	No.	Per cent
\$20-\$30 a week.....1	8	12	48	13	34	
\$31-\$40 a week.....3	23	8	32	11	29	
\$41-\$50 a week.....5	38	2	8	7	18	
\$51-\$60 a week.....3	23	1	4	4	11	
\$61-\$70 a week.....0	0	0	0	0	0	
\$71 or over a week..0	0	0	0	0	0	
Didn't say.....1	8	2	8	3	8	

At the present time the graduates of the past three years who are working full-time are all earning between \$20 and \$60 a week, with only three boys, which is 23 per cent of the 13 boys employed full-time earning between \$51 and \$60 a week. Only one boy is earning under \$31 a week, but 12 girls or 48 per cent of all the girls who are working full-time are earning between \$20-\$30 a week.

The largest percentage of the boys in these classes - 38 per cent or 5 boys - earning between \$41-\$50, and the median wage for the 12 boys who answered this item, is \$45 a week.

For the girls in the same classes, the largest number are in the range from \$21-\$30 a week, eight or 32 per cent are earning between \$31 and \$40 a week, with only three girls or 12 per cent going above \$40 a week. The approximate median wage for the 23 girls who replied to this item is \$29 a week. This means that the boys as individuals in this group are earning almost twice as much per week as the girls who are working full-time.

Naturally the earnings of the graduates who have been out of school for a much longer time are higher.

Table 38. Full-time Employment Earnings of Respondents in Classes of 1941, 1942, 1943.

Wage Range	Boys		Girls		Totals	
	No.	Per cent	No.	Per cent	No.	Per cent
\$20-\$30 a week.....	0	0	0	0	0	0
\$31-\$40 a week.....	1	2	1	14	2	4
\$41-\$50 a week.....	5	10	3	43	8	14
\$51-\$60 a week.....	11	23	1	14	12	22
\$61-\$70 a week.....	6	13	0	0	6	11
\$71 or over a week..	20	42	2	29	22	40
Didn't say.....	5	10	0	0	5	9

Almost one-half of the 43 boys considered in this table are in the group which earns over \$71 per week. The median wage for the men in the earlier classes is \$69 per week, for

the women it is \$49 per week.

This is certainly much higher than the full-time earnings of the graduates of the more recent classes. The median wage for the women is double that of the women in the later classes, and the median wage for the men is considerably higher. Since the item did not ask for information beyond \$71 a week, it is possible that if such information had been requested the median wage would have been even higher.

Many high school graduates are discouraged by the fact that positions open to them upon graduation from school are not high paying ones. There are innumerable factors to be considered in explaining why the earlier graduates are earning so much more. The major ones of course are their superior training and experience. This should indicate to graduates, however, that whatever position they take after graduation, their chances of earning much more over a period of years appear to be good.

Location of employment.-- The total 100 respondents working both full and part time are considered here. The gripes about opportunities and openings in the world of work are familiar to any high school teacher. Particularly in a rural area, many students scoff at the idea of remaining in the locality and working. There is no possible reason why most students should not feel free to go to whatever part of the country they want to, to seek their respective fortunes.

On the other hand, it is the job of the school to help students to face realistically the futures which seem most likely to be theirs.

Real figures as to where their predecessors have settled to work, perhaps temporarily, but for many permanently, might help them to face their own situations more realistically.

Table 39. Location of Employment for 100 Respondents

Location	1941,1942		1949,1950		Totals	
	1943		1951			
	Boys	Girls	Boys	Girls	Boys	Girls
Within 30 miles of Fryeburg.....	16	1	10	8	26	9
Maine (excluding Fryeburg area).....	14	1	0	6	14	7
New England (excluding Maine).....	14	4	2	10	16	14
United States (outside New England).....	4	2	2	4	6	6
Outside United States.	2	0	0	0	2	0

First, let us consider the men who are employed. In both groups, the earlier and the more recent classes, the largest number are employed in the Fryeburg area. The number of boys in the more recent classes who are employed around Fryeburg is more than twice as many as are working elsewhere. This is not true in the earlier classes, since the number employed in

the Fryeburg area, in Maine outside of Fryeburg, and New England outside of Maine, is approximately equal with only a small number seeking employment beyond New England.

From the above table one could assume that the women who are employed at the present time have gone further afield for their positions than the men. In both groups, the earlier classes and the more recent classes, the largest number of women are employed in New England, excluding the state of Maine entirely. In the earlier classes 75 per cent of the women who are employed are working outside of Maine. In the more recent classes 50 per cent of the employed women are working outside of the state.

A total of 35 of the 100 respondents are working within the 30 mile radius of Fryeburg, and a total of 21 of the 100 respondents are in Maine outside of Fryeburg. This means 56 or over half of the whole group do stay within the state.

For some reasons a large percentage of the graduates have found positions outside the area in which they lived and went to school. Forty four of the one hundred respondents are now working outside the state of Maine; thirty in New England, and fourteen outside New England. Especially the girls seem to have found more jobs beyond the Fryeburg area.

A large number of responses were received from graduates now workin in Connecticut in industries that have expanded during World War II and the present Korean War. The positions

are, for many, not permanent; but they are high paying employment for unskilled and semi-skilled laborers, as well as skilled laborers. It is believed that without this very small migration from the Fryeburg area to these plants, the numbers employed around Fryeburg, or at least in Maine, would be higher. However, this particular conclusion points out a fact of which students should be aware. For the most part and area such as Fryeburg, or for that matter the whole state of Maine with few exceptions, does not offer opportunities for employment of unskilled and semi-skilled labor which can compare with the opportunities offered in industrial areas.

Methods by which respondents obtained first positions.--

Whether or not a secondary school should organize an elaborate placement service is often questionable. Many guidance workers have found that close collaboration with other organized employment services - both private and public - may be more worthwhile. In any case, one of the functions of guidance is definitely placement in whatever manner the school may find the most successful. From a practical standpoint it is necessary to know how students are obtaining their first positions when they leave school. This may be used only as an indicator of how influential the school has been in the single factor of placement. It does not necessarily indicate how much, more or less, the school should develop placement services. This can only be decided by considering all the vocational information combined.

This table shows only by what means graduates in the classes of 1941, 1942, and 1943 obtained their first full time positions. The total number of respondents is larger than the total number now employed in civilian occupations, because many of the women have married and many of the men are either in school or in the service.

Table 40. Number and Percentage of Respondents Who Obtained First Full Time Positions Through Various Means in Classes of 1941, 1942, and 1943

Means Used	Boys		Girls		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Through family or friend...	13	23	13	36	26	29
Private employment agency..	3	5	2	6	5	5
Public employment agency...	6	11	2	6	8	9
Newspaper advertisement....	1	2	2	6	3	3
School (Fryeburg).....	2	4	0	0	2	2
Found it myself.....	30	55	17	46	47	52
Totals.....	55	96 of all boys in classes	36	86 of all boys in classes	91	91 Of all in classes

The largest percentage of respondents in these classes - over 50 per cent - found their jobs and the next largest number found their positions through either members of their families or through friends. A total of 14 per cent found entry jobs through employment agencies and only two per cent

two boys - stated that they found their jobs through the school.

From this table it may also be noted that 91 per cent of all the respondents in these classes - 96 per cent of all the men and 86 per cent of all the women - have held full time positions at one time or another since they graduated from high school. This may well mean that practical help and guidance regarding job seeking, interviewing, etc. would be useful for almost all the students if they could realize that they are learning something which they will need in the future.

The percentages of respondents who found full time positions through various means are very similar for the more recent group of graduates who replied to the questionnaire.

Table 41. Number and Percentage of Respondents Who Obtained First Full Time Positions Through Various Means in Classes of 1949, 1950, and 1951

Means Used	Boys		Girls		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Through family or friend....	7	35	16	30	23	32
Private employment agency...	0	0	3	6	3	4
Public employment agency....	2	10	4	7	6	8
Newspaper advertisement.....	0	0	4	7	4	5
School (Fryeburg).....	0	0	3	6	3	4
Found it myself.....	11	55	23	41	34	47
Totals.....	20	27 of 53 all boys in classes	67 of 73 all girls in classes	48 of all in classes		

Again in these classes the largest percentage of graduates - 44 per cent - found their first full time positions themselves, while the next largest group found their positions with the aid of their families or friends. Three girls were helped to find their first positions by the school, and a total of 12 per cent used employment agencies.

In these classes the percentage of graduates who have held full time positions is much smaller than were the percentages in the earlier classes. Only 27 per cent of all the boys who replied have held full time jobs, but 67 per cent of all the girls have held positions since they graduated.

The overall numbers show that the school has not so far functioned to any significant degree in this area of placement. It is generally believed that the secondary school has some obligation in this area, but to what extent it should itself place students in special positions must be based on many other factors.

Degree which present work is like what was expected.-- One of the major objectives of vocational guidance is to help students think seriously about their future occupations and decide what area or areas of work they are best suited for. This is a difficult job in secondary schools. Many students do not want to look ahead. Others are really interested in their future, but they are apt to look towards occupations for which they do not have the necessary qualifications or in which

opportunities are limited.

To determine the extent to which respondents working at the present time were in occupations which they had decided on in high school, a multiple-choice question was put in the questionnaire.

In the earlier classes the following results are tabulated.

Table 42. Extent Which Work Is Like What Respondents Expected in High School, for Classes of 1941, 1942, and 1943

Extent Like What Was Expected	Boys		Girls		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Not related at all.....	17	34	4	50	21	36
Somewhat related.....	11	22	2	25	13	22.5
Closely related but not what I expected.....	12	24	1	12.5	13	22.5
Exactly what I thought I would get.....	7	14	1	12.5	8	14
Didn't answer.....	3	6	0	0	3	5

Thirty four per cent of the boys and fifty per cent of the girls in these classes, or thirty six per cent of the whole group, are in occupations at the present time which are not in any way related to the occupations which they expected to go into when they were in high school. Another 22.5 per cent of the group are in occupations which are somewhat related; 22.5 per cent

are in occupations which are closely related; and 14 per cent are in occupations which are exactly what they thought they would be doing.

It is not to be expected that a very large percentage would be in **the** exact occupation which they expected to be in , in high school. With a larged percentage going on to college or to some other typed of school, the exact choice of an occupation is, and often should be, prolonged until the individual has a chance to decide through further training and perhaps experience exactly where he will be happiest and most successful.

Nevertheless, the large percentage who are in occupations which are in no way related to what they expected to do would seem to indicate that there was, at the time these respondents were in school, a real need for vocational information and guidance which they did not get.

Table 43. Extent Which Work Is Like What Expected in High School, for Respondents in Classes of 1949, 1950, 1951

Extent Like What Was Expected	Boys		Girls		Totals	
	No.	Percent	No.	Percent	No.	Percent
Not related at all.....	4	28.5	11	40	15	36
Somewhat related.....	5	36	99	32	14	34
Closely related but not what I expected.....	1	7	4	14	5	12
Exactly what I thought I would get.....	4	28.5	4	14	8	16

In these classes, the total percentage of those respondents who are working in positions totally unrelated to what they expected to do when they were in high school is 36 - exactly the same percentage as came in this category in the earlier classes. The percentage of graduates in these classes who are in work which is somewhat related to what they expected to do is 34 per cent as compared to 22.5 per cent in the earlier classes; 12 per cent are in work which is closely related to what they expected to do, as compared to 22.5 per cent in the earlier classes; and 16 per cent are doing exactly what they expected to do as compare to 14 per cent in the earlier classes.

In both groups the percentage of women who are working in occupations which are completely unrelated to what they expected to do is higher than the percentage of men in the same category. Also, the percentage of men who are in work which is exactly like what they expected to do is higher than women in the same category.

The results of both these tables would seem to indicate that the vocational planning of these graduates while they were in high school was not what it might have been, or what the students undoubtedly need. Both men and women when they are in high school should be giving serious consideration to what they are planning for the future. They should become familiar with the occupations available and center their

studies and experiences areas which seem to be promising for them as individuals. Their chances of success and happiness in any occupation are much better when their occupational choices are made over a period of years and guided by someone who understands both the individuals and the occupational fields.

Degree of job satisfaction.-- In an attempt to discover the extent to which respondents were satisfied with their present occupations another multiple-choice item was used. This is a question which some respondents might have felt they could not answer honestly. Everyone certainly has "ups and downs" in any occupation. Furthermore, some respondents, since they all put their names on the questionnaires which were returned, might have felt they could not express their real feelings. Nevertheless, the amount of frankness found on many questionnaires, the many opinions expressed which were added to the answers expressly asked for, led the author to believe that the results may be expected to be a good indication of the present degree of job satisfaction of the respondents.

In spite of the fact that almost 60 per cent of all the respondents working in these classes were in occupations which are not all related or only somewhat related to what they had expected to do, very few express dissatisfaction with their present work. A total of only nine per cent - all men - said that they were either extremely dissatisfied, somewhat

dissatisfied, or indifferent, while 59 per cent stated that they were reasonably well satisfied and 30 per cent said that they were highly satisfied.

Table 44. Degree of Satisfaction With Work For Respondents in Classes of 1941, 1942, and 1943

Degree of Satisfaction	Boys		Girls		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Very dissatisfied.....	2	4	0	0	2	3
Somewhat dissatisfied...	2	4	0	0	2	3
Indifferent.....	2	4	0	0	2	3
Reasonably well satisfied.....	29	58	5	63	34	59
Highly satisfied.....	14	28	3	37	17	30
Didn't answer.....	1	2	0	0	1	2

These figures show that over a period of years, regardless of their early lack of vocational planning, they have found occupations in which for the most part they are satisfied. The results of these two questions do not really coincide, yet it is a fact that given sufficient time and opportunity to acquire training and information, the average well-adjusted individual will make a successful vocational choice. The respondents in these classes seem to have done that. The results of this question do not remove some of the responsibility for guidance in vocational planning from the secondary

schools, however, in a school such as Fryeburg Academy, where a large percentage of students continue their education, two facts might be kept in mind. One, specific vocational choices should be made by students who plan no further training or education beyond high school. Second, for those students going to school, vocational planning might well be more worthwhile if students pointed toward broader areas of occupations so that educational planning would be constructive and valuable to them. In the case of students choosing schools which prepare for only one occupation then vocational planning must be specific.

Table 45. Degree of Satisfaction With Work For Respondents in Classes of 1949, 1950, and 1951

Degree of Satisfaction	Boys		Girls		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Very dissatisfied.....	1	7	2	7	3	7
Somewhat dissatisfied..	1	7	4	14	5	12
Indifferent.....	0	0	0	0	0	0
Reasonably well satisfied.....	9	64	13	47	22	52
Highly satisfied.....	32	22	9	32	12	29

In these classes respondents who have been out of high school for one to three years reported that 52 per cent of them were reasonably well satisfied with their present

employment, and 29 per cent were highly satisfied. These figures indicate that even though these respondents have not had a long time to make the occupational adjustments or try various occupations, they are for the most part satisfied with their work.

A total of 19 per cent are either extremely dissatisfied or somewhat dissatisfied which indicates that there may be work to be done in this area of guidance; or that for other reasons, perhaps because of conditions which the school cannot eliviate, these graduates cannot make the necessary adjustments now that they have left school.

Self-employed.-- There are eight respondents in the classes of 1941, 1942, and 1943, who are self-employed. Because the thought of working for yourself, rather than for a business or industry, is often appealing to students, it was decided that the information concerning this group would be listed separately, although they are considered in all the tables of all employed workers.

Three of the respondents who are self-employed are farmers, and they received no education beyond high school where they all majored in agriculture. Two are lawyers who graduated from law schools; one is a real estate agent, and one is in publishing - both graduated from college; and one respondent who owns and manages his own store and trucking business at the present time did not go on in school after graduation from high school.

Table 46. Information Concerning Eight Respondents Who Are Self-employed

Present Position	High School Major	Training Beyond High School	No. of Previous Positions	Degree of Job Satisfaction	Location	Permanent Occupation Choice
Lawyer	college	college	none	highly	Cape	law
Lawyer	college	L.L.B.	listed	satis.	Neddick	law
Farmer	agric.	B.A.	none	highly	Frye-	law
Farmer	agric.	L.L.B.	listed	satis.	burg	agriculture
Farmer	agric.	none	none	highly	West	agriculture
Farmer	agric.	none	listed	satis.	Baldwin	agriculture
Farmer	agric.	none	one	highly	North	agriculture
Farmer	agric.	none	none	satis.	Frye-	burg
Real Estate Owner-Manager-Store	college	none	listed	didn't	Frye-	didn't
Publishing	college	B.A.	none	answer	burg	answer
	college	none	listed	highly	Ogun-	real
	college	none	listed	satis.	quit	estate
	college	none	none	highly	East	present
	college	none	listed	satis.	Baldwin	business
	college	B.A.	none	highly	Cam-	publishing
	college	B.A.	none	highly	bridge,	
	college	B.A.	none	highly	Mass.	

None of the graduates had held more than one other position (full time) besides their present work; all except one reported that they were highly satisfied with their positions, and all except one stated that they planned to continue in the same work.

Only one of this group is located outside the state of Maine, and five of the group are in the Fryeburg area.

This information can only indicate very tentatively, since it is based on a very small group. Nevertheless, it

would seem that those graduates who are self-employed had decided without much trial and error what they wanted to do; that the amount of education necessary depended entirely upon the occupation undertaken; and that once established in their particular choices they are a very well-adjusted occupational group.

Respondents employed part-time.-- Another group considered separately was the respondents employed in part-time positions. The information furnished by this group can be contrasted with those employed full-time or those who are self-employed. Some significant differences may be noted.

In this group there are four girls and three boys - two boys and one girl from the classes of 1941, 1942, and 1943; and three girls and one boy from the classes of 1949, 1950, and 1951.

In the earlier classes the girl who is working part-time is also a housewife, and although she is highly satisfied with her present work, her future plans are to keep house. The two men - one a college graduate and one who did not go on to school - were not so well satisfied with their present work, and stated that they did not know what they planned to do in the future.

In the later classes two of the three girls who are working part-time are doing so now only to go on in school. They both have definite plans for the future and their present

Table 47. Information Concerning Respondents Employed Part-time

Class	Sex	High School Major	Traing. Beyond H.S.	No. of Previous Positions	Present Location	Present Occupation	Degree of Job Satisfaction	Future Occupational Plans
1942	M	agric.	none	two	Lovell	caretaker	reasonably well-satisfied	don't know
1942	M	college	B.A.	one	Ogunquit	crewman-- fishing vessel	indifferent	don't know
1943	F	comm.	none	two	Fryeburg	bookkeeper	highly satis.	housewife
1949	F	college	college	two	Rhode Island	care of children	reasonably well-satisfied	missionary
1951	F	home ec.	beauty culture	three	Portland	housekeeping	highly satis.	hairstresser
1951	F	home ec.	none	one	Baldwin	housekeeping	somewhat dissatisfied	no answer
1951	M	agric.	none	none	N.Chatham	farming	highly satis.	farmer

work is obviously only to fill in. The third girl who is working part-time is dissatisfied and has no future occupational plan. The only boy in this group who is farming now is highly satisfied with his work and plans to continue working in agriculture in the future.

Those who are working part-time for their livelihood - with the exception of the one boy who is a farmer - do not seem to be too well-satisfied with their work or clear about their objectives. Part-time work can be a perfectly legitimate occupational choice, but in these cases it does not seem to have satisfied the members of the group although their particular choices of the type of part-time work which they shall do are varied.

Summary.--- Information which would appear to be of particular significance in this chapter includes the following.

1. Early entry occupations for men have been for the most part in farming, in the mechanical area of skilled or semi-skilled workers, and in various types of manual labor.
2. Early occupations for girls have been almost entirely in either the clerical or sales area, or in personal service work.
3. The largest number of workers in the ~~earlier~~ classes are in the professional, technical, and managerial area; with the next largest number in agriculture, marine, and forestry work.

4. The men as a group are earning almost twice as much per week as the women; the graduates in the earlier classes are earning twice as much, at least, as the graduates of the more recent classes.

5. Over one-half of the respondents who are working are working within the state of Maine; 35 per cent are within a 30 mile radius of Fryeburg. More women than men as a group have gone beyond the Fryeburg area and beyond Maine to work.

6. The largest number of respondents found their jobs for themselves. Another large group got positions through families or friends. The school had little to do with placement of these respondents.

7. Although a very small percentage of the respondents are doing work similar to what they expected to do when they were in high school, a very large percentage reported that they were satisfied with their present choices of occupations.

8. Respondents who are self-employed are well satisfied with their work and plan to continue in it.

9. Only a very small number are employed part-time, unless they are women who are going to continue their schooling or are married. Those who are employed part-time for their livelihood did not seem to be too well satisfied as a group.

10. In this area of vocational guidance, the school seems to have, to some extent, neglected vocational planning and information, undoubtedly in favor of educational guidance which is the more immediate need of the largest number of students.

CHAPTER VII

EVALUATION OF HIGH SCHOOL EDUCATION

One of the major reasons for conducting follow-up studies is to get graduates' opinions regarding the importance of their high school education - its outstanding strengths and weaknesses from their own personal viewpoints. This information is not fact like the largest part of the information regarding post high school educational and vocational experiences. It is largely subjective judgement on the part of the 250 graduates who replied to the questionnaire. Nevertheless, it is one of the best means yet devised to help the school to evaluate its contributions to the lives of the students who attend.

Distribution according to courses.-- First, the total group might be considered according to the curricula which they took when they were in high school. The school knows how many students are in each course each year, but it is interesting to see what changes have taken place during the 10 year period which this group covers.

In the earlier classes the men all took either the college preparatory curriculum, the agricultural curriculum, or the general curriculum. Sixty one per cent of all the men in these classes replied that they graduated in the

college preparatory curriculum. In the more recent classes 49 per cent of all the men who replied majored in the college preparatory curriculum, with the next largest percentage - 17 per cent - taking industrial arts. Sixteen per cent were in the general curriculum, twelve per cent were in the agricultural curriculum, and four per cent took the commercial curriculum.

Table 48. Distribution of Men According to Curricula Which They Took in High School

Curricula	1941, 1942, 1943		1949, 1950, 1951		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
College.....	35	61	37	49	72	55
Commercial.....	0	0	3	4	3	2
Industrial arts....	0	0	13	17	13	10
Agriculture.....	11	19	9	12	20	15
General.....	11	19	12	16	23	17
Don't remember.....	0	0	1	1	1	1

The biggest shift in the two groups is the drop of 12 per cent in the number taking the college preparatory curriculum, and the spreading out of the respondents into other curricula. Industrial arts as a complete curriculum was not offered at Fryeburg Academy when the earlier classes were in the school. Manual training was one of the subjects offered to

Among the women 16 per cent went on to four year colleges after they left Fryeburg, and a total of 58 per cent went to schools of one type or another after they graduated from high school. Thus, as with the men, the fact that the largest percentage of graduates majored in the college preparatory curriculum would seem to be no undue emphasis on this curriculum in this school.

Considering also the fact that 35 per cent of the women in the more recent classes have married during the first three years that they have been out of school, the large percentage of graduates - 29 per cent - who have taken home economics seems more than warranted.

In general, many educators feel that a multiple-curricula type of organization in high school leads to unwarranted rigidity in selection of courses. They feel that many students in this type of organization are not allowed to take courses which would benefit them. However, at Fryeburg, it is felt by this that each student gets a good deal of individual guidance in his selection of courses, and because a student is in a certain curriculum does not mean that he cannot take a variety of courses in many areas.

Most valuable subjects.-- The complete list of subjects offered at Fryeburg Academy is in Appendix A. The results presented here are only cursory statements which attempt to throw some light upon the major problems of deciding what subjects, offered in the curriculum, the students feel are worthwhile.

In some cases respondents indicated why they felt the subject was valuable, so that these results should be some indications of how present students feel about the value of some of the courses which they have taken or are taking.

Table 50. Subjects Which Respondents Mentioned As Most Valuable, Listed in Order of Frequency

Subjects Mentioned	1941, 1942, 1943	1949, 1950, 1951	Totals
Mathematics.....	27	18	45
Problems of democracy.....	1	44	45
English.....	14	24	38
Home economics.....	15	22	37
Physics.....	9	9	18
Chemistry.....	1	13	14
Manual training.....	7	7	14
Typing.....	5	9	14
Shorthand.....	3	7	10
History.....	3	4	7
Bookkeeping.....	2	4	6
Agriculture.....	2	3	5
Science subjects.....	4	1	5
Contemporary history.....	0	4	4
Industrial arts.....	0	4	4
Biology.....	0	3	3
Latin.....	2	1	3
Chemistry B.....	0	2	2
English IV.....	2	0	2
Drafting.....	1	1	2
American history.....	1	0	1
Art.....	1	0	1
Economics.....	0	1	1
English grammar.....	0	1	1
English literature.....	1	0	1
English(learning to read).....	1	0	1
French.....	0	1	1
Sewing.....	1	0	1
All helpful.....	4	11	15

Mathematics and problems of democracy are the two courses most frequently mentioned. Each one was named 45 times as either the most or one of the most valuable subjects taken by the respondent when he was in school. Mathematics was the most frequently mentioned course among the respondents in the classes of 1941, 1942, and 1943. Mathematics includes algebra, geometry, solid geometry and trigonometry, and general mathematics, but very few respondents designated a specific subject here beyond mathematics so the various courses were not differentiated. In the earlier classes only one individual mentioned problems of democracy, but in the classes of 1941, 1950, and 1951, 44 respondents mentioned this course and many wrote comments explaining their opinions of its value to them. Problems of democracy and mathematics, except one year for each student, are optional.

Other subjects which were mentioned many times include English - by 38 respondents; home economics mentioned by 37 respondents; physics mentioned by 18 respondents; and chemistry, manual training, and typing, each mentioned by 14 respondents. All of these courses except English are optional courses which all students need not take. English, as in most schools, is required for four years. Home economics and typing are the courses mentioned most frequently by the women; manual training was mentioned only by men, since they are the only ones who can take it. Although the women in the earlier classes did not mention physics and chemistry, both subjects were

mentioned by women in the more recent classes as well as the men.

Many respondents in all classes commented on the value of their high school education to them generally, or on the value of some particular curriculum, or some particular subject. In the earlier classes some of the opinions of the majorities are listed below.

"English is the most important course offered in high school...."

"I retained little factual knowledge in any area.... rather outlines of fields and impressions...."

"The general course is the best for all boys unless they are sure of exactly what they want to do...."

"Everyone should take subjects which will make him eligible for college...."

"I found the commercial course at Fryeburg far superior to that at _____ Junior College. Wasted a year taking things I had already learned."

"Every girl should take home economics for at least one year. I believe that the Fryeburg Academy course is one of the most extensive and helpful offered anywhere."

"All girls in high school try to avoid mathematics. They shouldn't be allowed to because they will need it later."

"It never fails to amaze me the amount of basic knowledge I acquired in four years."

"I have found that all the required subjects have been invaluable to me in later life."

In the classes of 1949, 1950, and 1951, the following comments are indicative of the group, regarding the value of their classes.

"There is only one education - the classics."

"Problems (of democracy) helped me most of all---
to straighten out some of my ideas and prejudices...."

"....need four years of mathematics in the Navy....
great hindrance not to have it."

"If in doubt take college preparatory course....has
the subjects."

"Everyone should take math. for four years."

"I have found home economics very helpful."

"Girls should take geometry---helps them to con-
centrate and think clearly."

"Problems should be made compulsory."

"Every girl should have some typing and shorthand---
it as helpful in school or in business."

"In everyday life problems is the most valuable course---
in school, mathematics."

"Small classes in all subjects were very helpful to me."

There has been every attempt not to slant these comments any one way. They may be taken as reflecting the opinions of the group, and as emphasizing Table 50. In general they follow closely the information in this table. It was noticeable that the respondents had definite opinions regarding the value of certain subjects, and felt that their reasons were valid enough so that students in school at the present time should not even be allowed to make a choice as to whether to take the courses or not. Comments on the whole were similar for the two groups of classes except for the noticeable emphasis on the value of problems of democracy in the more recent classes.

Subjects of least value.-- Of as much interest and value as discovering what subjects graduates feel are most valuable, is finding out from graduates directly what courses they think were of least value to them. A large number of respondents did not answer this item on the questionnaire, either stating that all were helpful or leaving it blank.

Table 51. Subjects Which Respondents Mentioned As Least Valuable, Listed in Order of Frequency

Subjects Mentioned	1941,1942 1943	1949,1950 1951	Totals
History.....	11	12	23
French.....	9	13	22
Latin.....	4	10	14
Biology.....	5	6	11
English.....	2	9	11
Algebra.....	5	4	9
Chemistry.....	0	8	8
Ancient history.....	5	2	7
Geometry.....	3	4	7
United States history.....	0	7	7
Shorthand.....	2	4	6
Civics.....	2	3	5
Agriculture.....	3	1	4
General Mathematics.....	0	4	4
Problems of democracy.....	3	1	4
Business training.....	0	3	3
Economics.....	0	3	3
English (IV year).....	0	3	3
Freshmen science.....	3	0	3
Physics.....	0	3	3
Bookkeeping.....	1	1	2
English literature.....	1	1	2
Farm accounting.....	0	2	2
Foreign languages.....	2	0	2
Manual training.....	1	1	2

Those subjects mentioned most frequently as having been of little value, in the minds of the respondents, include history - not designated, but probably meaning United States History in most cases - French, Latin, Biology, and English. Those subjects which are required of all students, United States History and English in this case, are fairly high on both the lists of subjects which are most valuable and least valuable. However, English is much more frequently mentioned as being of the most value rather than least valuable. It is significant that a considerably larger number of respondents felt that history courses were of little value to them, rather than of outstanding value, since it is a law in the state of Maine that all secondary students must take one year of United States History. The languages - French and Latin - are often felt, by many students who do not use them in further schooling, to be of little value. This is definitely noticeable here.

Some of the statements furnished by respondents regarding various subjects which they personally felt were of little value are included here. In the earlier classes of 1941, 1942, and 1943, the following remarks were noted.

"English should include studying how to write compositions---not essays, but practical facts like letter writing....emphasizing clarity, etc."

"College seniors should be taught on a college basis.... lectures, exams and all."

"Teaching social studies to college-bound students is a waste of their time---the trend toward practical education is dangerous."

"High school course prepares only for college.... school should create interest and desire to learn but it doesn't."

"Preparation for college in basic subjects is inadequate."

"Should have better history courses."

In the more recent classes the following remarks were noted.

"English should teach one how to read. If you can read well you will learn grammar correctly. Too much grammar makes student dislike all English."

"Need closer contacts with individual in high schools. Otherwise the students won't learn anything."

"English is weak....should have more papers - more research."

"Couldn't take certain subjects I wanted because I had failed others....don't think that is fair."

"History courses are weak....told me in college I was very weak in it....teacher read parts of the book out-loud, that's about all."

"Should be more emphasis on taking notes in all courses."

"Commercial course should allow more time to get general background---science, history, etc."

These comments cannot be said to reflect the opinions of the large majority of graduates in many cases. For the most part respondents were much more complimentary than they were derogatory. These comments should, however, offer "food for thought" regarding certain courses, parts of courses, or curricula. In most cases respondents seemed to be making a definite effort to point out weaknesses in a constructive way, and the comments should be used in this manner.

Subjects not offered.-- A wide variety of suggestions were made by respondents as to course which were not offered, which

they felt would have been valuable. First is given a list of only those which were mentioned a sufficient number of times to be considered at all significant.

Table 52. Subjects Which Respondents Said Would Have Been Valuable, Listed in Order of Frequency Mentioned

Subjects Mentioned	1941, 1942 1943	1949, 1950 1951	Totals
Guidance (personal and vocational).....	7	9	16
Speech - public speaking..	2	12	14
How to study.....	6	0	6
Manual training for girls.	1	4	5
Psychology.....	1	4	5
Driver education.....	0	4	4
Agriculture for girls.....	1	2	3
Music appreciation.....	1	2	3

Heading the above list of subjects which respondents felt would have been helpful to them had they been offered, is guidance. This is a broad term and care was taken to include under this heading only suggestions which definitely meant a course which would aid the individuals to adjust and plan successfully either vocationally, educationally, personally, or all three. It was felt that suggestions such as a course in citizenship should not be included here, although it might well be incorporated

as a part of a group guidance course. In spite of the fact that the area covered as group guidance was not as broad as it might have been, it was the most frequently mentioned subject.

Next, and almost as frequently mentioned in additional comments, was the value which could be gained by students from a course in speech or public speaking. Particularly respondents who went on to school mentioned this.

A course in how to study was mentioned by graduates in the earlier classes. The fact that it was not mentioned in the more recent classes may well indicate that the need of the students has been met to a satisfactory extent, although the school does not offer a separate course.

Women in all classes, but particularly the more recent graduates, mentioned that they could have obtained much value from the courses offered in the school in manual training and agriculture.

Graduates in all classes who went on to school emphasized the need for typing and often shorthand in school and in business. Very few students outside of those in the commercial course get a chance to take typing, however.

The more recent graduates also expressed a desire to have had a course in driver education, and a few respondents mentioned that they would have liked a course in music appreciation.

The subjects mentioned above are only ones which are suggested by more than two respondents. Other suggestions covered almost every conceivable course that a secondary school might offer. Besides the possible courses mentioned in Table 52, other suggestions were: in the area of English - more grammar, special college preparatory English class, critical essay writing, more spelling, more compositions, more reading, remedial reading, and more emphasis on vocabulary; for trades - electrical science, mechanics, auto-mechanics, and radio; for commercial subjects - commercial law, penmanship, letter writing, office machines, and one year of required bookkeeping; sciences - anatomy, astronomy, and botany; social sciences - citizenship, political science, medieval history, public relations, and current events; languages - German and Spanish; and miscellaneous - required business mathematics, child care, fine arts, forestry, health, practical nursing, first aid, religion, R.O.T.C., and sex education.

There are few if any of the subject-matter areas mentioned by the respondents which could not have decided value to some students. Nevertheless, in a small school, many of these subjects must be incorporated into broader areas which will be of more value to more students. The suggestions might all be helpful in deciding upon what units shall be emphasized in various courses, but the subjects or courses which should be given the most serious consideration are those mentioned in Table 52.

The comments made by respondents regarding the courses or subjects which they have since felt they need, and which they feel the high school could furnish, impress more clearly the consensus of the group.

In the classes of 1941, 1942, and 1943, the following comments seemed significant.

"On a broad basis Fryeburg could make a great contribution by teaching students how to study---how to approach and solve problems."

"There are two holes in my education---which it seems as though high school might have picked up.... spelling and simple arithmetic."

"Some course should drive home to students the duties of a citizen."

"Students should be taught how to study....take notes, organization of material, how to use the library, how to read faster, etc.

"All college students should take typing."

"Training in citizenship and responsibilities is essential, especially for those who are not going on to school."

"A good course in how to learn would simplify teaching."

"A course in typing for all and a course in shorthand for college preparatory students would be much more helpful than many of the courses taken in the college preparatory course such as Latin."

"Some distributive education should be worked out for students who want to try out work in certain fields."

"Students need a course which would involve ethics, citizenship, personal habits, etc. geared to their level."

"We needed a course which would prepare us in some ways for married life."

"A program of testing for vocational guidance - early in high school years - would be invaluable to most students."

In the classes of 1949, 1950, and 1951, the following opinions seemed to be indicative of the majority of respondents.

"Some techniques of group therapy such as socio-drama and small discussion groups where free expression was allowed, would provide closer contacts with individuals and allow teachers to help students change attitudes which interfere with learning."

"Some course are not comprehensive enough....requirements for college preparatory students should be stiffer and students should be separated."

"Public speaking would be helpful no matter what a student did after he graduated."

"Students should have more time to 'do' things---more lab time etc."

"Discussion groups could help students to clear up many problems which never come up in class."

"Tests which could show a person what he was best fitted for, and then a plan to help him pick his courses and future education which would fit his choice, is what high school students need more than anything else."

"Physical education would be alot more helpful to girls if it included some basic anatomy."

"A program for practical nurses' training might be worked out and many girls could profit from the training."

"Every student planning to go to college should take typing."

Elaboration on most of the comments need not be made. One noticeable fact was that earlier graduates really feel that the school needed a course in how to study and a course which would point out the responsibilities of citizens. Graduates of more recent classes passed over these two possibilities and concentrated more on a course in educational and vocational guidance. Perhaps the suggestions of the earlier classes are being taken

care of. If so, the school has certainly advanced towards meeting pupil needs through course instruction. Many of the suggestions regarding vocational guidance are included later in the chapter since they do not specifically apply to courses offered in the total curriculum.

Qualities admired in teachers.-- Another helpful type of information to be gained from graduates is that of their opinions regarding outstanding qualities which they remembered in their teachers. Since there was no noticeable difference between the earlier respondents and the more recent ones on this particular item, the qualities which graduates noted are listed in the order of frequency with which they were mentioned, and arranged according to men and women.

Heading the list of those qualities most admired by students in their teachers is that of understanding and kindness. In many cases respondents mentioned particular teachers. It was interesting to note that in such cases the teachers mentioned usually taught the subject or subjects considered most valuable to that particular student. Personality or character traits of teachers as individuals were much more frequently noted by respondents than qualities applicable to teaching methods.

The responses to the particular question should be noted by all teachers in school at the present time. An awareness of what traits students respect and admire in a teacher can help all teachers to develop those qualities which cannot help but make their classes a more valuable experience for students.

Table 53. Outstanding Qualities of Teachers Which Students Mentioned, Listed in Order of Frequency

Qualities	Men	Women	Totals
Understanding - kindness.....	26	34	60
Cooperative - helpful - encouraging.....	21	23	44
Showed personal interest in students.....	13	18	31
Interested in subject - knew it through out course...	18	12	30
Patience - tolerance.....	13	16	29
Sincere - frank - honest.....	9	15	24
Friendliness.....	11	12	23
Explained fully - didn't hurry us.....	11	10	21
Saw more than one point of view	9	7	16
Just.....	6	9	15
Required high standards.....	7	6	13
Clever handling of pupils - always held class.....	7	5	12
Pleasing personality.....	4	7	11
Good sense of humor.....	4	5	9
Taught without wasting time...	7	1	8

Other qualities which were mentioned only by two or three respondents included; encouraged further education; had good discipline; easy to talk to; tactful; courteous; gave guidance; gave good tests; gave you self-confidence; hardworking; modern; drilled thoroughly; well-read; leadership; and sureness.

Many additional remarks by respondents to this question could be listed, but one particular one seem to carry out the majority opinion.

"....I find that teachers I remember with respect and those that I feel have made a contribution to my life are not necessarily those who seemed to have the best factual command of their subject matter or those who instilled me with ambition to study (a very difficult thing to do in those days). Those I remember best are those whose personal qualities I admired (or admire now); those who could serve as models for a man. All through school I have found that I retained little exact factual material but only general outlines of fields of knowledge and impressions. I have found impressions of men have helped as well as those of 'book larnin'."

Value of high school training.--"To what extent do you feel your high school training was helpful to you in your present work?" This is a general question asked to reflect the feelings of the respondents regarding the overall value of their high school education. All instruction during high school is presented only because it is believed to have carry-over value. Unless it does it is not worthwhile to anyone concerned - teachers or pupils. Much subject matter, many extra-curricula activities, and school functions, may not have any direct value; but unless they help build attitudes, skills, and ideas that are of some worth after leaving high school, they do not belong in the schedule at all. This does not mean that all parts of one's school program must be of value in a job, but since this fills the largest portion of most peoples' lives whether it is keeping house or managing a store, most high school training should have some direct or indirect values surrounding a person's work.

The male respondents' replies to this item are presented in Table 54.

Table 54. Extent of Value Placed on High School Education by Men

Extent of Value	1941, 1942, 1943		1949, 1950, 1951		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
None.....	4	7	6	8	10	8
Very little.....	5	9	4	5	9	7
Some.....	18	32	16	21	34	26
Much.....	15	26	21	28	36	27
Very much.....	15	26	26	35	41	31
Didn't answer...	0	0	2	3	2	1

There is no significant difference between the two groups of classes as far as the men are concerned. A very small percentage feel that their high school training is of no value or of little value to them at the present time. In the earlier classes the largest percentage - 32 per cent - feel that their high school training has been of "some" value to them. Among the more recent graduates the largest percentage feel that their education has been of "very much" value to them so far. Thirty five per cent answered in this category.

This indicates that the respondents of the later classes feel that their education has been of greater value to them so far, than do those of the earlier classes. This might be an indication that the school has in some ways improved its

offerings to the extent that the present students are getting a more useful education than those students were who graduated ten years ago. Before jumping to conclusions, however, it must be realized that for the graduates of the past three years, their high school education is still fresh in their minds, and they are still depending on it in many ways as the necessary background for school and work. Earlier graduates have had many experiences since they left high school, and undoubtedly place its importance in a different light. Still, the results should be encouraging to all in the school.

As with the men, there were very few women in either group of classes who felt that their high school education is of little or no value to them at the present time. Also as with the men, the percentage of those who feel that their education is of "very great value" to them right now is higher in the more recent classes.

It would seem that for this particular item all the graduates, men and women alike, feel that their high school education is recognizably helpful to them. If there is any difference between the two groups of classes it is towards the feeling that their education during the last six years is of slightly more value to them, than that of the earlier graduates, some of whom attended school fourteen years ago.

The respondents - women - are listed in Table 55.

Table 55. Extent of Value Place on High School Training
by Women

Extent of Value	1941, 1942, 1943		1949, 1950, 1951		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
None.....	4	9	5	7	9	7
Very little....	3	7.5	1	1	4	3
Some.....	11	26	20	26	31	26
Much.....	8	19	21	28	29	25
Very much.....	13	31	27	36	40	35
Didn't answer..	3	7.5	2	2	5	4

There is space for only a few of the comments which were made by respondents regarding this evaluation of high school training. In the earlier classes the following statements were noted.

"I feel very strongly that secondary schools despite their preaching to the contrary, do not teach enough subjects which may develop into avocations in later years.... It is in my opinion the duty of the school to fit the student for years to come."

"Every effort should be made to continue the close off-duty relationships between faculty members and students. In my unpedagogical opinion the everyday experiences in learning to live with others is infinitely more valuable than the subject matter learned for examinations and because mama would like to see the student's name on the 'Honor Roll'."

"I can offer no criticism with the course offered when I was in school - wish I had applied myself more to my studies."

"I feel that so called practical education at the high school level should be confined to students who do not expect to go on with formal education after high school."

"Let us then put high school training on a more practical plane...."

"I personally gained nearly as much from outside activities in the form of dramatics....I possessed not one ounce of self-confidence and it was the success I enjoyed in this field that really made my high school years worthwhile."

"Living in the dorm taught me how to live with all kinds of people from various types of homes and cities."

In the more recent classes the following comments were made.

"While at Fryeburg I got much more benefit out of my high school education than I did in public school. I think this was mainly because of the close work between students and teachers."

"Individual help was the most outstanding quality (of the whole school)...."

"I feel that I had a well-rounded course at Fryeburg and am still satisfied with the subjects chosen."

"I did find my year at Fryeburg very profitable, especially in learning to live with all kinds of people."

"High school did not help me directly for a vocation. However, it did help me in so many ways that I can see that it should be counted as a necessity."

"I found that the system of studying in the Academy at night under supervision helped me to develop the ability to study in college."

"....not only the academic work but the attitude of the teachers and the overall atmosphere of Fryeburg Academy has benefited me not only vocationally but as a citizen."

"During the time I spent at Fryeburg I didn't take full advantage of educational facilities and personal help that was available. Therefore I don't think the school was at fault for anything I may have missed."

On the whole these responses point out the experiences which these graduates have found most valuable. The emphasis of the whole group was more on indirect values gained from attending high school. Still, many expressed definite opinions regarding the subject matter which they took in school. The importance of the close relationship between teachers and students was continually pointed out by many, and for this reason should continually be emphasized.

Evaluation of guidance services.-- Three particular items on the questionnaire were asked in an attempt to evaluate the guidance services of the school. Fryeburg Academy is small, and until five years ago there was very little done in the way of organized guidance. Some group general mental ability tests and achievement tests in reading have been administered to freshmen. Two courses, a freshmen civics course and a problems of democracy course for seniors have both been offered.

Dormitory students, particularly those who had noticeable problems - whether they were social, emotional, or educational - have always received much attention outside of school. All students have received much attention with educational problems from many of the teachers in the school.

This guidance was not organized. It was a part of the philosophy of the school. The school is small, the teachers all live right there, and as a result, many students were assisted in working out problems through the combined efforts of the faculty.

For the past five years the school has had a part-time director of guidance, who spends part of his time organizing the guidance functions of the school, and part of his time teaching the two courses which are largely group guidance.

The responses to the items on the questionnaire are presented to point out how the school has succeeded in meeting some of the needs which are the reasons for the existence of guidance services in any school.

Help in occupational planning.-- "How much help did you have from the high school teachers in choosing and planning for an occupation?" To some people, the purpose of guidance is solely to help students plan vocationally. Although this is far from the only purpose of guidance, it is still one of its major objectives. In a school like Fryeburg Academy, where a large percentage of graduates continue their education after leaving high school, vocational planning is secondary. Nevertheless, educational planning for all students should be aimed towards an ultimate occupational goal, and for those students who are not going on to school an immediate choice of an occupation is necessary.

The responses to this item show that there has been an improvement in this area over the last ten years. The largest number of men in the earlier classes stated that they had received no help from teachers in vocational planning. Among the more recent classes, the largest number said that they had received some help, although there were still many who stated that they had received no help at all.

Table 56. Extent of Help in Vocational Planning As Reported by Men

Extent of Help	1941, 1942, 1943		1949, 1950, 1951		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
None.....	23	40	15	20	38	29
Very little....	13	23	7	9	20	15
Some.....	14	25	30	40	44	33
Much.....	4	7	17	23	21	16
Very much.....	2	3	4	5	6	5
Didn't answer..	1	2	2	3	3	2

The figures in this table show that a large number of the graduates feel that they had little or no help from the school in occupational planning. In the earlier classes 63 per cent of all the men answered this item indicating this fact. In the later classes only 29 per cent answered in either of the first two categories, but this is still quite a large number. The very small percentage of graduates who stated that they had had much help in occupational planning may well indicate that this phases of the guidance work does not reach a large percentage of graduates at the present time. In the more recent classes, however, an almost equal percentage of graduates indicated that they had had alot of assistance, as indicated t that they had had only a little; 28 per cent indicating the former, and 29 per cent indicating the latter. This seems to

show that increased emphasis has been placed on occupational planning in the past five years.

The numbers and percentages for the women respondents are very similar to those of the men.

Table 57. Extent of Help in Vocational Planning As Reported by Women

Extent of Help	1941, 1942, 1943		1949, 1950, 1951		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
None.....	21	50	14	18	35	30
Very little....	4	9	7	9	11	9
Some.....	12	29	36	48	48	40
Much.....	2	5	13	17	15	13
Very much.....	1	2	6	8	7	6
Didn't answer..	2	5	0	0	2	2

Although the tendency in many high schools is to favor vocational planning for boys, at the expense of the girls, if there is a shortage of time and facilities. This would not seem to be true at Fryeburg.

The same shift towards more vocational planning for more girls is noticeable in Table 57 as it was for the men in Table 56. If any one area of the total school program was emphasized by respondents as the area where high schools in general and Fryeburg in this case should increase their facilities, it was in this area of vocational guidance.

The suggestions were many and varied among all respondents. They included most of the techniques used in vocational guidance; small discussion groups ; aptitude testing (especially for freshmen); career days; individual counseling; and group guidance courses on occupations. Particular emphasis was placed on aptitude testing and on counseling during the first two years of high school by many respondents, who stated that they had felt as though they were floundering around through out high school with little or no idea of what they wanted to do after graduation.

Extent to which counseling was helpful.--- "To what extent has the counseling you received in school been helpful to you?" (Counseling here means help from teachers in solving educational, vocational, and personal problems.) Since Fryeburg Academy has no organized counseling service, this question was asked to show how much previous students felt that they had gained from discussing all types of problems with members of the faculty.

Here, as in the previous item regarding vocational planning, there was a noticeable increase in numbers of students answering that it was helpful among the more recent graduates. Since there was no significant difference among boys and girls, the responses to this question are arranged only according to the two groups of classes.

A large percentage of respondents in the classes of 1941, 1942, and 1943, - 40 per cent - replied that they received no

counseling or that was very little help to them. In more recent classes only 16 per cent of all the respondents answered in these categories.

Table 58. Extent To Which Counseling Was Helpful to Respondents

Extent Helpful	1941, 1942, 1943		1949, 1950, 1951		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Didn't have any.....	29	29	12	8	41	16
Wasn't helpful at all.	0	0	2	1	2	1
Very little help.....	11	11	11	7	22	9
Some help.....	45	46	71	47	116	46
Extremely helpful.....	8	8	54 ⁴	36	62	25
Didn't answer.....	6	6	1	1	7	3

As was noted in the section of this chapter regarding the value of high school training at the present time, many respondents emphasized the value of the close relationship between members of the faculty and students. However, particularly in the earlier classes a large number of respondents must have felt that this relationship was not too helpful to them in solving their problems in many areas during their high school years. Recent graduates seem to feel that counseling from teachers has been helpful to them, and as many as 36 per cent reported that counseling has been extremely helpful.

As in the previous item, the definite increase in the value placed by students on these guidance services should be encouraging to the school. Many respondents added comments stating that individual counseling had been helpful to them in many ways: in overcoming attitudes and prejudices; in realizing the importance of their school work; encouraging them; as help in getting into various schools; and as the factor that helped them to get the most out of their high school education.

Others suggested that increased counseling was necessary to help the students that are not well-adjusted in their own groups, and also to help seemingly well-adjusted students to pick and choose experiences during high school which would help them most in the future. As one young lady put it, "....for every student of high school age needs guidance and help in decisions whether he admits it or not."

Opinions regarding extent of guidance necessary.-- "To what extent do you feel the high school should help students to solve their educational, vocational, and personal problems?" This was the last item in the questionnaire and it was hoped that respondents would express their opinions on the importance and general objectives of guidance services. The responses showed that many graduates felt strongly about these matters, and usually had reasons which they expressed for their opinions. The statistical results of the multiple-choice item show that with very few exceptions all of the respondents feel that at

least some of the responsibility for solving the problems of students is the school's. There was little difference between the men and women in all the questions regarding guidance services.

Table 59. Extent of Guidance Services Necessary, As Reported by 250 Respondents

Extent Necessary	1941, 1942, 1943		1949, 1950, 1951		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
None.....	3	3	0	0	3	1
Very little.....	2	2	1	1	3	1
Some.....	22	22	14	9	36	14
Much.....	27	27	37	24	64	26
Very much.....	42	43	97	65	139	56
Didn't answer.....	3	3	2	1	5	2

The graduates of the more recent classes were even more positive than those of the earlier classes in stating that students should be given as much help as possible in solving all types of problems. Over one-half of all the respondents stated that they felt the school should offer "very much" help in this area. This in itself is quite an endorsement from former students, who have gone through the school and graduated, for as extensive guidance services as the school can successfully undertake.

There were several graduates in both the earlier classes and in the more recent classes who expressed the opinion that they felt personal problems of students were outside the area of the school. Also there were some who explained the reason for their answer to the item. Some of the reasons given for qualifying the amount of help extended to the students in solving problems were included.

"Students should make a positive effort to solve these problems by themselves --- don't lean too much on the school."

"As much as student seems to need...." or "Only when student is ill at ease and is evidently in need of guidance."

"The school should not solve a student's problems for him, rather help him solve his own."

"There is very little that the high school can do to help a student as far as personal problems are concerned, due to the fact that most of the students regard their teachers with feelings other than friendship and respect."

"However, the parents should be considered to a greater extent than they are by many guidance counselors; they, in most cases, must 'foot the bill' and assume the responsibility for success or failure of the proposed plans."

It would seem that most of the reasons forwarded for qualifying the amount of help offered to students are justifiable ones. No matter how extensive facilities the guidance department of school has, they will not be doing the most valuable work unless they are recognizing the fact that they are always helping the students to help themselves - the most frequently mentioned qualifying statement by respondents.

Other respondents - not more than four - crossed out "personal" problems, leaving educational and vocational. Without

explanation it is impossible to guess at the reasons why respondents feel this way. Nevertheless, simply the knowledge that they do, is a hint that counseling in this area must be approached slowly and carefully.

Some of the reasons forwarded for the belief that the school should help the students solve their problems in any area are listed.

"I feel that a high school teacher should pay more attention to the 'unadjusted student' as an individual, and understand him as such, rather than TREAT him for being below par. The ritual, the massness, the lack of personal identity, that is so often a part of high school education, is not conducive to the greatest effort an individual is capable of.... This is an opportunity to express the weaknesses of a high school education --- the weaknesses which in turn serve to strengthen the weaknesses of the 'problem' student."

"Some of the kids have such a hard time deciding what they want to do, that they need more advice and encouragement from the teachers."

"....I think there should be one person who devotes all his or her time to the individual student needs.... They should talk to them know them, guide them.... They should have a record of every student and if a student is unhappy in some way he should be able to go to that person. Too many have gone through Fryeburg Academy with the wrong subjects altogether."

"I think that a counseling or guidance program is very important and necessary in a high school, but I think that more time should be spent with the student who is not planning to go on to college than has been spent in the past."

Educational - Don't you think this question begs the answer? The only justification for an educational system is to solve educational problems.

Vocational - If a school is committed in any way to a vocational program it is implied that there is a need for guidance. If there were no vocational problems to be solved there would be no need for the program.

Personal - When you are trying to educate the whole

man it is pretty hard to stay out of the realm of his personality. The faculty has got to counsel him in personal problems to a certain extent. I think it is unfortunate that the school, through no fault of its own, is compelled to take on a great deal of this guidance that rightfully fails within the realm of the home and church."

In conclusion, it is sufficient to state that as far as the graduates of this particular school are concerned, there is a clear majority of them who feel that it is the duty of the school to help all students solve not only their educational problems but also vocational and personal problems which arise while they are in school.

Summary.-- Some of the most significant information pertaining to the respondents' evaluation of their high school education presented in this chapter includes:

1. To the largest number of respondents, mathematics and problems of democracy were the most valuable courses which they took in high school. All except one of the respondents who mentioned problems of democracy graduated in the classes of 1949, 1950, 1951, although the course was offered as far back as 1940. English, taken by all students for four years, was naturally high on both lists - most valuable and least valuable.

2. History, not designated but probably United States History, and French were the most frequently mentioned courses among those of the least value.

3. The most frequently mentioned courses which could be included in the school program were a guidance course and a public speaking course.

4. The largest number of respondents recognized understanding and kindness as the most noticeable qualities of teachers whom they remembered as being outstanding.

5. The largest percentage of graduates agreed that their high school training was of very great value to them at the present time, with a slightly larger percentage of the graduates in the more recent classes designating the highest category for this item on the questionnaire.

6. In the area of vocational planning, the school does not seem to have given as much help to the students as it has in general training. More recent graduates indicated that there had been some help available to them. Earlier graduates felt as a whole that there had been very little occupational planning when they were in school.

7. As far as the value of counseling is concerned, almost one half of the graduates indicated that such counseling had been some help to them. Later classes indicated that counseling had been available and helpful to more students than did the graduates of earlier classes.

8. Over one half of all the respondents felt that the school should help students in solving all types of problems to a very great extent.

CHAPTER VIII

CONCLUSION

Significant results.-- Since a summary of the most important information discussed under the various headings of vocational information, educational information, and evaluation of high school training, is already accessible at the end of each of these chapters, the results considered here are only the major ones. Any school which takes an active interest in its alumni will find, as the results of a follow-up study are analyzed, that many of their suppositions regarding the experiences of their graduates and the value of various phases of the school's program are true. They will also find, however, that in some cases the school has perhaps been working under false pretenses. It has been the purpose of this study to present all that information furnished by the respondents which can be of any value to the school - either in building up its own background of educational and vocational information, or in evaluating its own offerings to its students.

There are a number of significant results which need to be emphasized in this summary chapter.

1. Concerning the present status of the men: in those classes which graduated in 1941, 1942, and 1943, 88 per cent of the group are employed, only nine per cent are still in

the service, and only three per cent are still in school; in the classes of 1949, 1950, and 1951, only 18 per cent are employed, while 32 per cent are in the armed services, and 46 per cent are in school.

2. Concerning the present status of the women respondents: in the classes of 1941, 1942, and 1943, 79 per cent of the group are housewives only, 19 per cent of the group are employed - over half of these are also housewives, leaving only two per cent of the group in school; in the classes of 1949, 1950, and 1951, 37 per cent of the group are employed, 23 per cent are in school, one per cent in the service, and 28 per cent are housewives only.

3. If respondents are to be arranged according to their present status, there are four major groups to be taken into consideration: those employed; those in the service; those in school; and those who are housewives only.

(a) It was learned that a larger percentage of the women marry sooner and have married in ten years, than the men. Ninety per cent of the women in the classes of 1941, 1942, and 1943, are married, as compared to seventy nine per cent of the women have already married, as compared to seven per cent of the men.

(b) A total of 33 per cent of all the respondents, men and women, have served or are serving in the armed forces. Broken down, this means that 91 per cent of the men in the

classes of 1941, 1942, and 1943, have been in the service; 32 per cent of the men in the classes of 1949, 1950, and 1951 are in the service right now; 10 per cent of the women in the classes of 1941, 1942, and 1943, were in the service; and three per cent of the women in the classes of 1949, 1950, and 1951 are now in the service. Fifty eight per cent of all the men have been or are now in some branch of the service. In the earlier classes over half (54 per cent) of the men were in the Army, while in the more recent classes the largest percentage are in the Air Force (41 per cent.)

Five of the men in the earlier classes are still in the service. Four of these respondents are planning to make the service a career and reported being highly satisfied with their choice. In the more recent classes only one of the respondents indicated that he planned to stay in the service, and over half of them indicated that they had no occupational plans at all.

Sixty nine per cent of the respondents who have served in the armed forces indicated that their high school training had been of "much" or "very much" value to them in the service; forty nine per cent of all the respondents who have been in the service said that subject matter in courses which they took had been their most helpful high school experience; and the subjects mentioned most frequently by this group were mathematics, physics, and chemistry.

(c) Regarding educational information - a total of 70 per cent of all the men who replied have been or are now in some type of educational institution beyond high school level; 58 per cent of the men attended four year colleges; four per cent attended business schools; and eight per cent attended technical or trade schools. There were no significant differences in the percentages attending or the various types of schools attended, between the earlier classes and the more recent ones.

A smaller percentage of women attended some type of school after high school (58 per cent.) The total percentage of women who attended some type of school was similar for the two groups of classes, but the percentage of those in the more recent classes who went to four year colleges was twice as great (20 per cent), as it was in the earlier classes (10 per cent). The percentage of the more recent graduates who have gone to business schools (7 per cent) was much smaller than the percentage of graduates in the earlier classes (21 per cent.)

A total of 64 per cent of all the respondents who have attended or are now attending some school beyond high school; 35 per cent attended four year colleges and 17 per cent attended technical or trade schools.

A total of 75 per cent of all graduates who attended schools either completed their course or are still attending. This means that 50 per cent of all the respondents - graduates

of Fryeburg Academy over a period of ten years - have either completed a course beyond high school or are still attending school. This is a large percentage, making educational information and planning for students a major function of the guidance services of the school.

(d) Vocational information regarding the graduates immediate entry occupations cannot be too well substantiated by the facts since only 18 per cent of the more recent graduates are now employed, the rest either in school or in the service. These graduates have found jobs in manual work, in mechanical work and as farm workers, for the most part. Women (37 per cent of the respondents in the classes of 1949, 1950, and 1951) are working either in clerical or sales work or personal service work.

The largest percentage (50 per cent) of the men in the earlier classes are working in the technical, managerial, professional areas. This is a large percentage of high school graduates to be working in these fields as compared with the overall distribution of labor in the United States. It is undoubtedly due to the fact that such a large percentage of the graduates go on to school. The percentage of women working - who graduated in the earlier classes - is very small. Only 19 per cent of the women in these classes, and over half of these are also housewives.

Over 60 per cent of all the employed respondents indi-

cated that the work they were doing now was not at all related to what they thought they would do when they were in high school, however, in the earlier classes less than 10 per cent of all those employed indicated that they indifferent towards or dissatisfied with their present work. In the more recent classes 19 per cent indicated that they were either dissatisfied or that they were indifferent, but all the rest stated that they were reasonably well satisfied or highly satisfied with their present positions.

The total facts indicate that the graduates who go on to school manage during this period to find an area of work in which they can be reasonably satisfied and reasonably successful. Some of the more recent graduates who have not gone on to school seem to feel that they have not yet found what they want to do, and can do, as a permanent occupation. As is often the case, entry occupations don't seem to be all they had hoped for or planned on when they were in school.

4. All respondents were asked to evaluate their high school training. Only 15 per cent of all the respondents said that their high school training was of little or no value to them. The largest percentages said that it was of "some" or "much" value at the present time. Subjects most frequently mentioned as most valuable were problems of democracy and mathematics - mathematics by graduates in both groups of classes, problems of democracy by only the more recent classes. History

and French were the two subjects which respondents in both groups felt were of little value to them.

Suggestions for subject matter which if offered would have been of value were centered around a course involving group guidance - personality, psychology, daily living, ethics, etc. Many of the respondents who went on to school mentioned that a course in public speaking would have been of great value to them; also many said that they wished they had taken typing.

In evaluating guidance services the majority of graduates indicated that they had little or no help in occupational planning, although there was a noticeably more favorable response to this item among recent graduates. When asked if counseling had been helpful to them, 30 per cent of the earlier graduates said they had none, and only eight per cent answered in this category in the more recent classes.

5. Eighty two per cent of the graduates replied that they thought the school should help students in solving educational, vocational, and personal problems to a great extent.

Conclusions.-- In analyzing all the results of this survey there are some important conclusions which may be made.

1. In preparing students to go on to school Fryeburg Academy has done a job of which it can be proud. A very large percentage of its graduates go on to school and both the numbers of those who complete their courses, and the direct statements of respondents indicate that they are well prepared.

2. In educational planning the school has also been of great assistance to its students; more than the average high school of its size.

3. Its vocational course have all proved to be of great value to the students who have taken them in high school. Of all the vocational courses, more graduates commented on the value of home economics than on any other, indicating that the course is especially worthwhile to the graduates.

4. The school has not furnished occupational information and has neglected occupational planning. This has not had any recognizable ill effects among the graduates who went on to school, but this neglect seems to have made occupational adjustment difficult for graduates who did not go on after they left Fryeburg.

5. The graduates - both those who have gone on to school and those who have not - recognize the need for guidance services, particularly vocational guidance, and want the school to do more in this area.

Limitations of this study.-- Any single study which attempts to bring together a great deal of information, evaluate it, and draw conclusions from it, runs the risk of creating "something out of nothing" or of overlooking some things of major importance. In this particular survey, there are some noticeable defects which might have had an effect on the information presented and the conclusions drawn.

1. In an attempt to get information upon which to compare the school's present services with those of ten years ago, questionnaires were sent to graduates who had been out from seven to ten years, as well as those who graduated in the past three years. Individual returns from the earlier classes gave interesting data, but the cumulative returns were not as high a percentage of the total group, as were the returns of the more recent classes. This may interfere with the validity of the total returns since it is believed that when returns are not received from a very large percentage, results tend to give a more favorable all-round picture of the graduates.

2. It is the first follow-up study ever conducted at Fryeburg Academy. Most graduates had not had the experience of evaluating, in an explicit form, their high school education, and many undoubtedly had given it little thought. In this case, however, the graduates seem to have given careful consideration to their replies, thus the answers are considered valid in this respect.

3. A single follow-up study furnishes a great deal of information upon which to base data for educational and vocational planning, and evaluation of school services. For really valid data, however, the information should be continually revised and replaced. One follow-up study cannot serve as the basis of information over a long period.

4. This study covers only graduates of the school. This means that those former students who were getting the least out of their high school education - those who dropped out before graduation - had no chance to express their opinions. This is probably the most serious limitation of this survey.

Recommendations.-- On the basis of the conclusions drawn from the returns of 250 graduates of Fryeburg Academy, the author feels that the following recommendations should be presented for the consideration of the faculty of Fryeburg Academy.

1. A continuous follow-up study should be conducted by the school. This study should be a simplified form of the questionnaire used in this study. One which would not require the time and the money to prepare and evaluate that this form has required. Students in the school could help prepare, send out, and evaluate returns, to make the results even more meaningful to them. Then, as the system was established, graduates and drop-outs would become more interested in returning the forms and better prepared to answer them.

2. Arrangements should be made in the future so that not only graduates, but also all drop-outs could be contacted.

3. Throughout their high school years, those students who felt that they would benefit from a series of aptitude tests should be administered the tests and the results should be interpreted for them.

4. In both the freshmen civics classes and the senior

problems of democracy classes, units in occupational information and occupational planning might be offered.

5. All teachers should be aware of the definite needs which all students have for help in solving not only educational and vocational problems, but also personal problems.

6. It would seem to be worthwhile to look into the underlying reasons for the lack of interest in history courses and in foreign languages. For some reasons, a large number of graduates feel that these courses have been of very little value to them.

7. The fourth suggestion might cover the requests for a course in vocational guidance. The large number of suggestions for a course in public speaking or speech might also be incorporated into other courses - particularly English - if it is felt that there is no place for it in the present program of studies. Particular consideration should be given in some way to these suggestions from graduates.

8. Every effort needs to be made to make all teachers aware of the recognized needs of these graduates for guidance and help from their teachers; also of the respect which students have as a group for those teachers who demonstrate those qualities of understanding, kindness, and personal interest in students.

APPENDICES

APPENDIX A

LIST OF COURSES OFFERED AT FRYEBURG ACADEMY

Year	General Course	Home Economics Course	Agricultural Course
Freshman	English I Civics Elementary Science (for boys) Home Economics Math. I	English I Civics Home Economics I Math. I	English I Civics Math. I or Algebra I Agriculture I (2 periods)
Sophomore	English II World Geography Biology Math. II	English II Home Ec. II Math. II Biology	English II Biology Agriculture II Plane Geometry or Math II (for those planning on going to college.)
Junior	English III U. S. History Economics Elect one of the following: Physics B Bookkeeping Home Ec.	English III Home Ec. III U. S. History Physics B.	English III Agriculture III U. S. History Physics B.
Senior	English IV Prob. of Dem. Chemistry B Contemporary History	English IV Home Ec. IV Chemistry B Prob. of Dem. and/or Contemporary History	English IV Agriculture IV Chemistry B Prob. of Dem.

(concluded on next page)

Year	Industrial Arts Course	Commercial Course	College Preparatory Course
Freshman	English I Civics Elementary Science Alg. I or Math. I Industrial Arts and Draft. I	English I Math. I Elementary Sci. (for boys) Home Economics Civics	English I Latin I Algebra I Civics Home Ec. (for girls) Elementary Science (for boys)
Sophomore	English II World Geography Biology Plane Geometry or Math. II Industrial Arts and Draft. II	English II Biology Stenography I Typing I Elementary Bus. or Home Ec.	English II Language (Latin II and/or French I) World Geography Biology Plane Geometry Some will carry 5. If carry both languages choose between World Geo. and Biology
Junior	English III U. S. History Physics A or B Industrial Arts and Draft. III	English III Stenography II Typing II Bookkeeping I U. S. History	English III Language (Latin III and/or French I or II) Algebra II Physics A U. S. History
Senior	English IV Prob. of Dem Chemistry A or B Industrial Arts and Draft. IV	English IV Office Prac. Prob. of Dem. Physics B or Chemistry B	English IV Language (Latin IV or French II or III) Math. (Solid and Trig. or Review Math.) Chemistry A Problems of Dem. Contemporary History Student should carry 4 or 5 subjects.

APPENDIX B

20 Lime Street
Boston, Mass.
February 8, 1952

Dear Mr. Durgin,

When you were at Fryeburg you must have wondered what you were going to do when you graduated and how much help your high school education was to you. Students are still wondering about these things, and we feel that one of the best ways to help them is to be able to tell them about the experiences and opinions of students who have graduated before them. That is the major reason for asking you to take the time to fill out this questionnaire and return it.

I am a graduate student at Boston University this year, after having taught two years at the Academy. "Mr" and Mr. Blaich have helped me organize the questionnaire so that we would ask only those questions which we thought would be really useful to the present students. All the information which you give will be confidential, for a report will be made only on the results of the whole group.

We must have your cooperation in order to make this study a success, so I hope you will fill out the questionnaire right away, and send it back in the enclosed envelope. It has been tried out on several graduates before being sent to you, and shouldn't take more than ten minutes to complete.

Yours truly,

Joan Heselton

Joan Heselton

FOLLOW-UP STUDY OF SIX CLASSES OF GRADUATES FROM FRYEBURG ACADEMY

General Information

Name Mr. Present Address _____
Miss _____
Mrs. _____ street city state

a. Married girls _____
 maiden name _____

b. If married---how long after graduation? within _____ years.

If you are serving or have served in the armed forces, will you answer the following questions.

c. Which branch of the service? Army Navy Marines
Coast Guard

d. What was your highest rank? _____

e. How long were you in the service? If you are in the service now, put only date of entering. from _____ to _____

f. Do you feel that your education at Fryeburg Academy was any help to you during this time?

_____ none _____ much
 _____ very little _____ very much
 _____ some

g. If you think that it was, which of these experiences do you think was most helpful?

- a. _____ Subject matter in courses I took, especially _____
 _____ (name subjects)
- b. _____ Learning to get along with others.
- c. _____ Personal association with teachers
- d. _____ Help from teachers and headmaster with some problems
- e. _____ Extra-class activities (music, athletics, dramatics, etc.)

If you are working now or have worked since graduation, will you fill in the following questions?

h. What is your present employment status?

- a. _____ Employed for wages full time
- b. _____ Employed for wages part time
- c. _____ Unemployed and seeking work
- d. _____ In armed forces
- e. _____ Housewife
- f. _____ Some other working arrangement
- g. _____ In school full time

i. How did you obtain your first position after graduation?

- a. _____ through family or friend
- b. _____ Private employment agency
- c. _____ Public employment agency. Where located? _____
- d. _____ Newspaper advertisement
- e. _____ Through the school. What person in the school _____
- f. _____ Found it yourself

j. If employed full-time what is your weekly wage range?

- a. _____ \$20-30 a week
- b. _____ \$31-40 a week
- c. _____ \$41-50 a week
- d. _____ \$51-60 a week
- e. _____ \$61-70 a week
- f. _____ \$71 or over a week

k. Would you list the full-time jobs you have had since graduation including your present work?

Employer Location Kind of work Length of employment
 e: John Smith Co. Conway, N.H. General Mechanic Aug. '50-Dec. '51

To what extent is your job like the type of work you thought you would follow when you left school?

- a. _____ not related at all c. _____ closely related but not what I expected
 b. _____ Is somewhat related d. _____ exactly the kind of job I thought I would get

How well satisfied are you with your present job?

- a. _____ very dissatisfied d. _____ reasonably well satisfied
 b. _____ somewhat dissatisfied e. _____ highly satisfied
 c. _____ indifferent

If you attended school after high school will you give the following information:

List in order the school which you have attended including the one you are attending now. (If you are attending a university, give under type the college you are in).

Name of school	Location	Type of school	Degree or Diploma	Length of Attendance
University of Maine, Orono, Me.		Liberal Arts	B. A.	1942-46
Gates Business School, Augusta, Me.		Secretarial	Diploma	1942-43
1.				
2.				
3.				

Have you decided what occupation you will go into permanently?
 _____ yes What is it _____ no

Will you answer the following questions about your experiences in high school?

What course did you take?

- a. _____ College preparatory d. _____ Home economics
 b. _____ Commercial e. _____ Agriculture
 c. _____ Industrial Arts f. _____ General
 g. _____ Don't remember

What do you feel was the most valuable subject you took while you were at Fryeburg Academy? _____

What do you feel was the least valuable subject you took while you were at Fryeburg Academy? _____

What subject or subjects do you feel would have been helpful that the school did not offer when you attended? _____

What were the outstanding qualities of the teacher you remember as having been most helpful to you while in high school? _____

How much help did you have from the high school teachers in choosing and planning for an occupation?

- a. _____ none d. _____ much
 b. _____ very little e. _____ very much
 c. _____ some

2. To what extent was your high school training helpful to you in your present job or school work?

- | | |
|----------------------|--------------------|
| a. _____ none | d. _____ much |
| b. _____ very little | e. _____ very much |
| c. _____ some | |

3. To what extent has the counseling you received in school been helpful to you? (Counseling here means help from teachers in solving educational, vocational, and personal problems.)

- | |
|---|
| a. _____ didn't have any in high school |
| b. _____ wasn't helpful at all |
| c. _____ very little help |
| d. _____ some help |
| e. _____ extremely helpful |

4. To what extent do you feel the high school should help students solve their educational, vocational, and personal problems?

- | | |
|----------------------|--------------------|
| a. _____ none | d. _____ much |
| b. _____ very little | e. _____ very much |
| c. _____ some | |

If you would like to add anything regarding any of the questions or any other experiences either during or after your high school years, please do so.

20 Lime Street
Boston, Mass.
March 12, 1952

Dear Mr. Barker,

Here I am again, and again asking you to fill out the questionnaire which will give us a brief description of your experiences since you graduated from high school, and also tell us what you think now of the education which you received while you were at Fryeburg Academy.

In order to write up the results of this survey and make them really useful to the students, we must have a response from each graduate who received the questionnaire. Whether you attended the Academy for one year, for two years, or for four years, does not matter. We need your help. If the study is a success we will have much valuable information about the educational and vocational opportunities which students can expect to find when they graduate. None of this information can come from textbooks. It can come only from you. Won't you agree that such knowledge would have been helpful to you when you were in school?

Since we did not hear from you when the questionnaire was sent out in February, I am sending you another one. I hope that as you realize the importance of your reply, you will fill it out and send it back right away.

Yours truly,

Joan Heselton

Joan Heselton

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