

**A FOLLOW-UP STUDY OF THE 1961 CLASS OF MANHATTAN HIGH SCHOOL  
WITH EMPHASIS ON JOB PLACEMENT OF THOSE NOT IN COLLEGE**

by

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## INTRODUCTION

Much has been written recently about unemployment of out-of-school youth. Unemployment of youth under age 21 is a problem that involves schools. "There are nearly a million youth in the United States between the ages of 16 and 21 who are neither working nor in school."<sup>1</sup> If this group of young people are allowed to remain unoccupied they constitute a threat to society because some of them may be potential juvenile delinquents, criminals or trouble makers if allowed to remain unemployed and unoccupied. The steady rise in juvenile delinquency indicates that we are failing to assist all youth in making adjustments in today's society.

One of the Imperative Needs of Youth quoted by Froelich<sup>2</sup> from Planning for American Youth is:

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 skills and knowledge of their occupations.

We need to prepare youth for work in which they will feel they are contributing to our democratic society as well as making them see the value in their work experiences. This may be difficult to do while they are enrolled in formal classes. "'An hour's industry will do more to produce cheerfulness, suppress evil rumors and retrieve your affairs than a month's moaning'." This was Ben Franklin speaking, and he was not muttering in his beard."<sup>3</sup>

James B. Conant states: "The school authorities ought to be given the

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<sup>1</sup>Association for Higher Education College and University Bulletin, November 15, 1961.

<sup>2</sup>Clifford P. Froelich, Guidance Services in Schools, 1958, p. 1.

<sup>3</sup>Raymond S. Moore, "Work Education-The Missing Link?," Phi Delta Kappan, 41:102, December 1959.

responsibility for helping out-of-school youth between the ages of sixteen and twenty-one both to further education and gain employment."<sup>1</sup> The transition from school to work is difficult for many young people. One problem encountered is finding the best job for the individual. Some persons will be satisfied with any job, just so it furnishes enough income to meet their needs. Others will be more selective. Another problem is the realization that the business is not operated for the school leaver's benefit. A third and perhaps the greatest difficulty encountered will be that of finding a job. We need to provide the kind of education that will help youth to make the change from the school situation to what he will have to do on the job. We need to train boys and girls so they will be able to adapt themselves quickly to a new job when their present job no longer exists. The mobility of society poses other problems. In what ways can we prepare youth for becoming established in a new community where job opportunities exist?

"Learning must become a lifelong activity; the pace of change is such that many workers now entering careers must look forward to being retrained for two or three different jobs requiring different skills and knowledge in the course of their lives."<sup>2</sup> The schools are faced with the challenge of preparing all youth to meet situations confronting them in a changing society. They must be given education and training necessary for them to take their places in today's labor force. The higher number of skilled jobs require specialized training and in many cases longer periods of training. Some training will be needed after leaving regular classes while they are on the job.

The types of jobs are changing. Society is demanding more services. At present more persons are employed in service jobs than in productive jobs.

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<sup>1</sup>James B. Conant, Slums and Suburbs, 1961, p. 18.

<sup>2</sup>"Keeping Abreast in Education," Phi Delta Kappan, 43:267, March 1962.

Many boys and girls who would ordinarily be trained for productive jobs will need to be trained for some type of service occupation.

If schools are to accept their responsibility, some means of finding out what problems they face must be devised. The follow-up study is one means of discovering the needs of youth after they leave school. "A follow-up study of school leavers consists of contacts with former students, both graduates and drop-outs, regarding post-school adjustments."<sup>1</sup>

#### PURPOSES AND LIMITATIONS OF THE STUDY

The purposes of this study were: (1) to determine what kind of job the graduates and drop-outs were able to secure, (2) to determine some of the difficulties graduates and drop-outs encounter in finding employment, (3) to determine what assistance might have been helpful to graduates and drop-outs in finding suitable employment, (4) to determine how well they were satisfied with their present jobs, (5) to determine whether the graduates and drop-outs felt a need for further counseling, (6) to determine whether graduates and drop-outs had chosen their future vocations, (7) to determine who helped them make their choices, (8) to determine what additional educational work the graduates and drop-outs were taking that might have been taken in high school.

This study was limited to a follow-up study of those students who were members of the 1961 class of the Manhattan High School who were not known to be enrolled in college. Those members who had left school before graduation were also included where there was no evidence that they had entered high school elsewhere and if their addresses were available. Graduates who joined the class during the three years of high school were included in the study.

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<sup>1</sup>Max Baer and Edward C. Roeber, Occupational Information, 1958, p. 232.

## REVIEW OF LITERATURE

At one time placement was considered the most important part of vocational guidance. In recent years guidance has been broadened to include other areas. Some people feel that placement has been neglected. Authorities agree that no guidance program is complete which does not provide placement services. If youth are being prepared for life outside the school, assistance must be given toward helping those find suitable employment who do not plan to continue their education beyond high school.

The following table from Hutson<sup>1</sup> shows the results of one study regarding placement of youth in their first jobs. This table shows the largest percent of persons obtained their first jobs through help from relatives or by direct application.

Table 14. Method of learning about first job.

Method	Sample 1 percent	:	Sample 2 percent
Through relatives or acquaintances in same plant	35		34
Through relatives or acquaintances not in same plant	11		8
Working for relatives or acquaintances	9		11
Previous part time work in plant	9		7
Direct application	29		29
All others	7		11

The September 1961 Guidance Newsletter<sup>2</sup> states that 27 percent of a group of 600 high school seniors were influenced by their parents in making their vocational choices. Teachers and reading were the second and third most important influences. School counselors significantly influenced only seven

<sup>1</sup>Percival W. Hutson, The Guidance Function in Education, p. 606.

<sup>2</sup>Guidance Newsletter, Science Research Associates, Inc., September 1961.

percent of this group in making vocational choices. "The guidance programs in high schools exerted little influence on the graduates, scarcely ten percent of the graduates reported that the counselor or guidance classes exert much or very much influence while roughly one-half reported none to the influence of these factors."<sup>1</sup>

The Guidance and Pupil Personnel Services Section<sup>2</sup> of the State Department of Public Instruction has published information on the status of the 1960 graduates of Kansas High Schools. The information was taken from the principal's organization reports. The total number of graduates was 23,480; 11,868 boys and 11,612 girls. Fifty-four percent of the boys and 43 percent of the girls were enrolled in college. Twenty-four percent of the boys and 23 percent of the girls were employed full time. Three percent of the boys and 10 percent of the girls were enrolled in trade or business schools. Twenty percent of the boys and 24 percent of the girls were listed as miscellaneous or unknown.

In an article referring to the graduates of the Nation's high schools Cooper<sup>3</sup> states:

A little over half of the 1.7 million graduates from the Nation's high schools entered the Nation's labor force.

The expanding size of this group has elicited much concern about the problems these young people face in finding jobs and the kinds of opportunities which are made available to them. Of equal importance are the problems that face the growing number of new workers who drop-out of school each year without graduating.

To a large extent, the health of the Nation's economy is dependent in the long run on the development and use of this sizable source of manpower . . . Information on the experiences of these high school graduates and drop-outs who entered the labor force over the past

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<sup>1</sup>Kenneth E. Anderson, Carl E. Ladd, and Herbert A. Smith, "A Study of 2500 Kansas High School Graduates," University of Kansas Publications, p. 17.

<sup>2</sup>"Follow-up of the class of 1960 of Kansas High Schools," 1961.

<sup>3</sup>Sophia Cooper, Occupational Outlook Quarterly, September 1961, 5:18.

2 years not only gives counselors and educators a better understanding of the kinds of jobs their students find but it also discloses to what extent the students find have been successful in the prevailing labor market.

One of our greatest concerns today is the number of graduates and drop-outs who are unemployed, either because of lack of proper training or a lack of available job opportunities. "In October 1960, 22 percent of those who dropped out of school in 1959 and 1960 and 13 percent of the graduates of 1959 and 1960 were unemployed. It was also found that drop-outs were likely to be unemployed for longer periods of time than graduates."<sup>1</sup>

The unemployment of graduates and drop-outs indicated above has been increased by chronic unemployment, a rising number of drop-outs, and increases in population, machines and new methods of production.

The January 1962 Guidance Newsletter<sup>2</sup> quoted Undersecretary of Labor W. Willard Wirts who stressed a need of developing a broad-guage training and retraining program.

Our major focus has to be in terms of producing a flexible, a maneuverable, and adaptable labor force capable of meeting what is really the compelling force with which we will have to cope with now and in the future--the force of change.

A great many of the five million jobs we must shoot for this year call for skills the men and women who must fill them do not have.

He noted that the nation is "shifting rapidly from a predominately production to a predominately service economy.

He called for building bridges between school desks and workbenches.

The above statements provide important challenges to American educators. If we are to meet these challenges it will be necessary to follow-up the graduates and drop-outs from our schools.

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<sup>1</sup>Ibid., p. 23.

<sup>2</sup>Guidance Newsletter, Science Research Associates, Inc., January 1962.

"The follow-up service is concerned with what happens to pupils while in school or after they have left school. It is interested in their progress in relationship to the total or any part of the educational program."<sup>1</sup> Many students look forward to life outside of school. Some have secured jobs before school is out. Others will be seeking employment through which they can earn a living and no longer be dependent on their parents for food, clothing, shelter, and other expenses. The transfer from school to work ought to be gradual. Some provision ought to be made for counseling during this period.

"Follow-up and employment supervision are in many respects more important than mere placement. There are many problems that do not arise until the worker is actually on the job, and some of these are extremely difficult for the individual to solve without assistance."<sup>2</sup> Some firms have personnel departments that take an interest in helping workers to meet difficulties arising out of job situations. Other firms do nothing to assist the individual worker. The worker succeeds or fails by his own unaided efforts. Failure often leads to dismissal from the job.

Many young people, after placement on their first job, desire counsel on a variety of problems. Through a follow-up study the teachers and counselor can provide more understanding attention to a young person's problems than the union leader or employer. Assistance desired, includes how to work harmoniously with fellow workers, how to profit by impersonal supervision, how to prepare for advancement and when to transfer from one job to another.

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<sup>1</sup>Edward C. Roeber, Glenn E. Smith, and Clifford Erickson, Organization and Administration of Guidance Services, 1955, p. 216.

<sup>2</sup>Arthur J. Jones, Principles of Guidance and Pupil Personnel Work, 1951, p. 408.

## METHODS AND PROCEDURE

The first step in this study was to obtain the names and addresses of the members of the 1961 class of the Manhattan High School. The names of the pupils in the ninth grade at Manhattan Junior High School were copied from a roster for the second semester of 1958. This list was checked against the list of 1961 graduates of Manhattan High School. The transcript book at the high school was checked to see if transcripts for those not graduating had been sent to another high school. If their transcripts had been sent to other high schools, their names were scratched from the list. In some cases parents were in the army or were in construction work and had moved so no address was available.

Addresses of the student's parents were obtained from the card file in the principal's office for the graduates and drop-outs. These addresses were checked against the telephone directory and the city directory for correctness. A telephone call was made to the homes of those who were in service to obtain their service addresses.

The high school counselor helped to identify those who were in college full time, as the study was to include only those not in college. The remaining names were checked against the Kansas State University Student Directory. Those who had enrolled in college were eliminated from the list.

Considerable reading was done in the area of follow-up studies, particularly concerning employment of graduates and drop-outs. Questions used in previous studies were studied to determine the proper wording in order to make the questions used easily understood.

A rough draft of the questionnaire was prepared. The questions on the questionnaire were designed to gather information about job placement of

those not in college. Dr. H. Leigh Baker, Department of Education, Kansas State University gave the writer valuable assistance in selection of the questions to include. Copies of the questionnaire were typed and given to four graduates, two boys and two girls, who were employed in Manhattan. Changes were made in the questionnaire where clarification was needed. The final draft of the questionnaire, Appendix A, was prepared and mimeographed. The cover letter, Appendix A, was prepared and mimeographed. Dr. H. Leigh Baker and Dr. Russel G. Drumright gave assistance in phrasing the cover letter.

The final list included 121 boys, 63 of whom were discovered to have enrolled in college. Twenty-three were in the Armed Forces and seven had left school before graduation. Two of the seven were found to have graduated from other high schools. Therefore, only five boys were classified as drop-outs. There were 113 girls, 63 of whom had enrolled in college. Questionnaires were mailed to 53 male graduates and five male drop-outs, 39 female graduates, and 11 female drop-outs.

After one month had passed approximately 40 percent of the questionnaires had been returned. The writer made 31 telephone calls to 13 boys and 18 girls asking them if they had returned the questionnaires. Seven said they had misplaced their questionnaires. New questionnaires were mailed to them. Twenty double post cards, Appendix B, were mailed to those in the Armed Forces and to those who did not have a telephone.

Responses during the next month brought the total to approximately 60 percent. A further attempt through telephone calls and personal contacts was made to obtain further responses. Some of the questionnaires that had been sent to the parent's homes had not been forwarded. Another questionnaire was mailed to five female drop-outs who were married and had moved out of town.

## FINDINGS

## The Sample

Table 1 shows that a total of 108 questionnaires were sent to members of the 1961 class of Manhattan High School who were not known to be enrolled in college. Ninety-two of the 108 had graduated from high school and 16 had dropped out of school before graduation.

Seventy-seven or 72 percent of the 108 questionnaires were returned. Sixty-eight of the 92 graduates or 73.9 percent returned usable questionnaires. Nine of 16 drop-outs or 56.2 percent returned usable questionnaires.

A higher percent of responses was received from the female graduates than from the male graduates. Thirty-two of the 39 female graduates or 81.7 percent returned usable questionnaires. Thirty-six of the 53 male graduates or 67.9 percent returned usable questionnaires.

A slightly lower response was received from the drop-outs. Three of the five or 60 percent of the male drop-outs and six of the 11 or 54.3 percent of the female drop-outs returned usable questionnaires.

Table 1. The number and percent of responses from graduates and drop-outs of the 1961 class of Manhattan High School.

	Graduates		:	Drop-outs			:	Grand
	male	female	:total:	male	female	:total:	total	
Number of questionnaires sent	53	39	92	5	11	16	108	
Total responses	36	32	68	3	6	9	77	
Percent responding	67.9	81.7	73.9	60	54.3	56.2	72	

### Present Employment Status

Table 2 shows that none of the members of the class were self-employed. Thirteen of the 35 male graduates who replied were employed full time. If those in service were added to this number, this would mean that 32 of the 35 or 88.8 percent of the male graduates were employed full time. Twenty of the 39 female graduates who responded or 51.2 percent were employed full time. One of the twenty was also a housewife.

One male graduate and two female graduates for a total of three of 68 graduates who replied or 4.4 percent were employed part time. One male graduate and one female graduate were unemployed, looking for work.

One male drop-out was in the Armed Forces. One was employed full time and one unemployed, looking for work. One female drop-out was employed full time and one was employed part time. One was unemployed, looking for work.

Four of the female graduates and four of the female drop-outs were housewives. Five of the female graduates were found to be enrolled in college full time. Two of the young men, one of whom had graduated from another high school, were also found to be enrolled in college full time.

Table 2. Present employment status of the graduates and drop-outs of the 1961 class of Manhattan High School.

	Graduates :			Drop-outs :			Grand
	male	female	:total:	male	female	:total:	total
Self employed	0	0	0	0	0	0	0
Employed, full time	13	20	33	1	1	2	35
Employed, part time	1	2	3	0	1	1	4
Unemployed, Looking for work	1	1	2	1	1	2	4
Housewife	0	4	4	0	4	4	8*
In Armed Services	19	0	19	1	0	1	20
In school full time	2	5	7	0	0	0	7

\*One housewife was employed full time and was also included in this figure.

### Type of Employment

The information given in the column entitled "Type of work", item number one on the questionnaire, was classified in Table 3 according to the classification given in the Dictionary of Occupational Titles.<sup>1</sup> This classification includes seven groups: Professional and managerial, clerical and sales, service, agricultural, skilled, semiskilled and unskilled. The skilled and semiskilled were combined in the table. The unemployed, no reply, and armed forces were listed separately in the table.

None of the members of the class were employed in professional and managerial or in agricultural occupations. The largest number, 14, of the female graduates were employed in clerical and sales work. Only one male graduate, who was employed as a salesman, could be classified in this group. None of the drop-outs were employed in sales and clerical work.

One male graduate and four female graduates were employed in service occupations. One male and two female drop-outs were employed in service occupations.

Two male graduates and four female graduates were employed at skilled or semiskilled jobs. Nine male graduates or 25.6 percent of those responding were employed in unskilled occupations.

Table 3. Type of employment of graduates and drop-outs of the 1961 class of Manhattan High School.

Job Class	Graduates			Drop-Outs			Grand total
	male	female	total	male	female	total	
Professional and managerial	0	0	0	0	0	0	0
Clerical and sales	1	14	15	0	0	0	15
Service	1	4	5	1	2	3	8
Agricultural	0	0	0	0	0	0	0

<sup>1</sup>Dictionary of Occupational Titles, Part II, p. IX.

Table 3. (Continued)

Job Class	Graduates			Drop-outs			Grand total
	male	female	total	male	female	total	
Skilled and semiskilled	2	4	6	0	0	0	6
Unskilled	9	0	9	0	0	0	9
Unemployed	1	1	2	1	1	2	4
No reply	2	10	12	0	3	3	15
Armed Services	19	0	19	1	0	1	20

#### Satisfaction With Their Jobs

Table 4 shows how the respondents felt concerning their jobs. The largest number were fully satisfied. Ten of the male graduates or 27.7 percent were fully satisfied. Six of the 10 were in the Armed Services. Fourteen of the female graduates or 43.8 percent indicated they were fully satisfied.

Seven of the male graduates or 20 percent were fairly well satisfied while five or 17 percent of the female graduates indicated they were fairly well satisfied. Six male graduates or 17 percent and four female graduates or 14.3 percent checked "it will do for now". One of the young ladies answering "it will do for now" was planning to quit her job to go into nurses training soon, another planned to enter college and another was planning to enter airline school soon. Two of the six male graduates who checked "it will do for now" were employed full time. One wanted to be a mechanic, one was employed part time as a cook and two were in the Armed Services.

None of the young women indicated they were dissatisfied with their jobs; however, those who were unemployed, housewives, and in school did not check either answer. Six young men or 17 percent were dissatisfied. Four of the six were in the Armed Services.

Table 4. Job satisfaction of the graduates and drop-outs of the 1961 class of Manhattan High School.

	Graduates			Drop-outs			Grand total
	male	female	total	male	female	total	
Fully satisfied	10	14	24	0	1	1	25
Fairly well satisfied	7	5	12	1	1	2	14
It will do for now	6	4	10	0	0	0	10
Dissatisfied	6	0	6	1	0	1	7
No reply	6	9	15	0	1	1	16

#### How They Got Their Jobs

Table 5 shows that the greatest number of respondents found their present jobs through their own efforts. Nineteen or 54 percent of the young men indicated they got their present job through their own effort. Twelve of the 19 were in the Armed Forces. The remaining seven were employed full time and represented 43.7 percent of the young men not in the Armed Forces. Twelve of the young women or 37.5 percent found their jobs through their own efforts. Nine of the twelve were employed full time.

One young man and one young woman found jobs through a newspaper advertisement. Parents helped three young men and three young women get jobs. Friends helped four young men and two young women find jobs. Three young women were placed in jobs through the Office Practice Class in the high school. Two young women were placed in jobs through Automation Institute. Relatives, Counselor, employment agency, and civil service examination helped at least one young man or young woman find jobs.

Table 5. Job source of the 1961 class of Manhattan High School graduates and drop-outs.

	Graduates :			Drop-outs :			Grand total
	male	female	:total:	male	female	:total:	
Newspaper advertisement	1	1	2	0	1	1	3
Parents	3	3	6	0	0	0	6
Other relatives	0	1	1	0	0	0	1
Friends	4	2	6	0	0	0	6
Teacher or principal	0	0	0	0	0	0	0
Counselor	1	1	2	0	0	0	2
Employment agency	1	0	1	1	0	1	2
Your own effort	19	12	31	1	0	1	32
Office practice class	0	3	3	0	0	0	3
Automation institute	0	2	2	0	0	0	2
Civil service	0	1	1	0	0	0	1
Other	6	6	12	0	0	0	12

#### How High School Training Helped Them Succeed in Their Jobs

Table 6 shows that the largest number of graduates felt their high school training helped them in a general way or provided some training. Nineteen or 28.3 percent of the graduates felt their high school training helped them in a general way. Eighteen or 27 percent felt their high school training provided some training.

One young man who was in the Armed Forces indicated his high school gave specific training. Five young women, all of whom were secretaries, felt they had had specific training for their jobs.

Of the eleven young men who answered, none at all, four were in the Armed Forces, two were laborers, one in each of the following jobs: assembler, food handler, delivery man, mechanic and cook. Four young women, two of whom were unemployed, one a drug store fountain clerk and one a hospital aide checked none at all.

Table 6. The extent to which high school training helped graduates and drop-outs of 1961 class of Manhattan High School to succeed in their jobs.

	Graduates :			Drop-outs :			Grand total
	male	female	:total:	male	female	:total:	
Gave specific training	1	5	6	0	0	0	6
Provided some training	7	11	18	1	0	1	19
In a general way	13	6	19	0	2	2	21
None at all	11	4	15	1	1	2	17
No reply	4	6	10	1	3	4	14

#### What Additional Training Should Have Been Given to Help Get Jobs

In response to the question "What additional training do you feel should have been given you to help you get a job?", the greatest number indicated that they should have been given more specific training for a job. Table 7 shows that 15 of the graduates and three drop-outs would like to have had more specific training for a job. Eight graduates and three drop-outs felt a need for a better understanding of working conditions.

Approximately equal numbers of male and female graduates, seven and six respectively, would like to have had more counseling about vocational choice. Two male graduates and four female graduates would like to have had help on how to apply for a job.

Nine male and five female graduates and one female drop-out indicated they would like to have had additional help in selecting proper courses in school. Five of the nine male graduates were in the Armed Services. Seven male graduates, one female graduate and one male drop-out would like to have had more help in planning further schooling. Four of the males were in the Armed Forces. Three male graduates felt a need for help in selecting vocational schools.

One male graduate checked other and made this comment "Since I am in the National Guard I feel like the job I am doing had nothing to do with what I learned in H. S. or won't help me in college." Five female graduates checked other and made the following comments "None I can think of", "Most of this was given and did help me", "I had no problems", "More opportunities to learn about jobs of my type", and "None I can think of to help me in my line of work. Other students may have completely different problems".

Table 7. Additional training needed to help 1961 Manhattan High School graduates and drop-outs get jobs.

	Graduates :		Drop-outs :		Grand		
	male	female	total	male	female	total	
More specific training for a job	11	4	15	1	2	3	18
Understanding working conditions	2	6	8	1	2	3	11
Selecting proper courses in school	9	5	14	0	1	1	15
Help in selecting vocational school	3	0	3	0	0	0	3
Planning further schooling	7	1	8	1	0	1	9
Counseling about vocational choice	7	6	13	0	0	0	13
Counseling about personal problems	0	1	0	0	0	0	1
How to apply for a job	2	4	6	0	0	0	6
Other	1	5	6	0	0	0	6

#### Quitting and Dismissal From Jobs Since Leaving School

Table 8 shows that 28 members of the class had quit or been dismissed from a job while 33 had not. Ten of the 28 left to take a more desirable job. Five had left because it was the end of a temporary job. Four graduates and one drop-out had left because they did not like the work. Two graduates left or were dismissed because of slack business conditions. One male and one female graduate left because wages were too low. The two male graduates,

who checked "other" left to go into the Armed Services. One female graduate left to go to school and one female drop-out left her job to get married.

Table 8. Reasons for quitting or dismissal from jobs as given by 1961 Manhattan High School graduates and drop-outs.

	Graduates :			Drop-outs :			Grand
	male	female	:total:	male	female	:total:	total
Yes	15	11	26	1	1	2	28
No	15	15	30	2	1	3	33
End of temporary job	3	2	5	0	0	0	5
Slack business conditions	2	0	2	0	0	0	2
Did not like the work	3	1	4	1	0	1	5
To take a more desirable job	4	6	10	0	0	0	10
Wages too low	1	1	2	0	0	0	2
Ill health	0	0	0	0	0	0	0
Discharged	0	0	0	0	0	0	0
Other	2	1	3	0	1	1	4

#### Plans for Future Occupations

Of the 66 members of the class who answered the question "Have you made definite plans for your future occupation", 36 or 54.5 percent answered "yes" and 30 or 45.5 percent answered "no". Table 9 shows the greatest number, 18, of those answering "yes" were influenced by friends. The next greatest influence was parents, who influenced 11 members in making their choices. Eight were influenced by something they had read.

Relatives other than parents influenced seven members of the class. Five were influenced by the high school counselor and three were influenced by teachers. Employers influenced two members in making their choices.

Of the seven male graduates indicating other, five said they made their choice because they liked that kind of work, one was influenced by the recruiter and one by nature. Of the nine female graduates who checked other, five said myself, my own decision, or I have always wanted to; one said

desirable benefits from employers, one was influenced by the high school nurse and two were influenced by their husbands.

In answer to the question "When did you make this decision?", 32 members of the class or nearly 50 percent of those who answered this question indicated they made the decision while in high school. Six made their decision while on the job and seven while unemployed.

Table 9. Plans for future Occupations of the 1961 class of Manhattan High School.

		Graduates :			Drop-outs :			Grand
		male	female	:total:	male	female	:total:	total
Have you made	Yes	17	15	32	2	2	4	36
definite plans?	No	16	10	26	1	3	4	30
Who influenced you?								
	Friends	12	4	16	0	2	2	18
	Relatives other than parents	3	4	7	0	0	0	7
	Parents	4	4	8	2	1	3	11
	High school counselor	3	1	4	1	0	1	5
	Employer	0	2	2	0	0	0	2
	Teacher	1	2	3	0	0	0	3
	Principal	0	0	0	0	0	0	0
	Something I have read	5	3	8	0	0	0	8
	Other	7	9	16	0	1	1	17
When did you make this decision?								
	Before high school	6	3	9	0	1	1	10
	During high school	17	12	29	2	1	3	32
	While on the job	3	3	6	0	0	0	6
	While unemployed	1	4	5	1	1	2	7

#### Reasons for Unemployment

Table 10 shows that four of the 68 graduates who returned questionnaires or approximately six percent of those not in college were unemployed. Two of the four were married and were occupied with duties at home. Two or approximately three percent of the graduates responding said there were no

jobs available.

Six of the 16 drop-outs or 37.5 percent were unemployed. Three of the six were married and occupied with duties at home. If we subtract the three who were married from the six drop-outs, we find that three or 18.7 percent of the 16 drop-outs were unemployed.

Three members of the class, two graduates and one drop-out indicated their reason for unemployment as no job available. One female drop-out gave lack of training as her reason for unemployment, another gave lack of experience and that she was too young.

Table 10. Reasons for unemployment given by 1961 Manhattan High School graduates and drop-outs.

	Graduates :		Drop-outs :			Grand	
	male	female	:total:	male	female	:total:	total
No job available	1	1	2	1	0	1	3
Lack of training	0	0	0	0	1	1	1
Can not find suitable job	0	0	0	0	0	0	0
Lack of experience	0	0	0	0	1	1	1
Occupied with duties at home	0	2	2	0	3	3	5
Too young	0	0	0	0	1	1	1

#### Plans for Future Education

In answer to the question "Have you made definite plans for your future education?", Table 11 shows that 19 male graduates, eight female graduates and one male drop-out answered "yes". Thirteen of the 19 male graduates and one male drop-out answering "yes" were in the Armed Forces. Nine of the thirteen male graduates were planning to go to college upon completion of their tour of duty in the Armed Forces.

Forty-one of the 76 respondents checked "no" indicating that they had made no plans for their future education. Fourteen male graduates answered

"no". Twenty of the 28 female graduates had made no plans for their future education. Seven of the eight drop-outs answering this question had made no plans for their future education.

Parents exerted the greatest influence in making future educational plans. Twenty-five were influenced by parents. Friends influenced 11 members of the class in making educational plans. The counselor and courses studied were the next most important influence, with nine and eight respectively. The school principal, employer and relatives influenced one, two, and three respectively. Of the seven who checked other influences, four wrote in "myself", two wrote "no one", one indicated a navy officer and one indicated experience as the influence in making educational plans.

Table 11. Plans for future education of the 1961 class of Manhattan High School.

		Graduates :			Drop-outs :			Grand
		male	female	:total:	male	female	: total:	total
Have you made definite plans?	Yes	19	8	27	1	0	1	28
	No	14	20	34	2	5	7	41
Who influenced you in making these plans?								
	Parents	10	13	23	1	1	2	25
	Relative	1	2	3	0	0	0	3
	Friends	7	2	9	1	1	2	11
	Counselor	3	5	8	1	0	1	9
	School principal or teacher	0	0	0	0	0	0	0
	Courses you have studied	1	0	1	0	0	0	1
	Employer	4	3	7	0	1	1	8
	Other	0	2	2	0	0	0	2
	Other	7	0	7	0	0	0	7
When did you make these plans?								
	Before high school	4	5	9	0	0	0	9
	During high school	19	9	28	0	0	0	28
	While on the job	4	4	8	2	1	3	11
	Other	0	2	2	0	0	0	2

### Desire for More Counseling

Table 12 shows that 28 members of the 1961 class of Manhattan High School or approximately 50 percent of those answering this question indicated that they would like to have had more counseling in one or more areas. This would seem to indicate a need for providing assistance to graduates and drop-outs for several years after they leave school.

Five male graduates and four female graduates indicated a need for counseling in finding suitable employment. One male and one female drop-out also indicated a need for counseling in finding suitable employment. Seven male graduates, three female graduates and one male drop-out would like to have counseling in securing further education.

Three male graduates and three female graduates felt a need for counseling about personal problems. Two male and one female graduates would like to have help with social problems.

Table 12. Desire for more counseling as indicated by members of the 1961 class of Manhattan High School.

	Graduates			Drop-outs			Grand total
	male	female	total	male	female	total	
Yes	15	9	24	2	2	4	28
No	12	14	26	1	2	3	29
In finding suitable employment	5	4	9	1	1	2	11
In securing further education	7	3	10	1	0	1	11
Help with personal problems	3	3	6	0	0	0	6
Help with social problems	2	1	3	0	0	0	3
Other	0	0	0	0	0	0	0

### Systematic Studying Other Than College Classes

In answer to the question "Are you doing any systematic studying other than college classes?", Table 13 shows 10 male graduates and one male drop-out were enrolled in classes offered in the United States Armed Forces Institute. One was in printing school, one was studying to be a welder and one was in submarine school. The others did not indicate what they were studying. One male drop-out was working as an apprentice restaurant operator.

One female graduate who was working as a secretary was taking a correspondence course. One was enrolled in evening classes studying to be a dental assistant. Another young lady was going to beauty school and one was enrolled in International Business Machine School. One female drop-out was planning to enter IBM School. Another indicated she would like to go to beauty school.

Table 13. Systematic studying other than college classes by the members of the 1961 class of Manhattan High School.

	Graduates		:	Drop-outs			:	Grand
	male	female	:total:	male	female	:total:	: total	
Correspondence classes	0	1	1	0	0	0	1	
Armed Forces School	10	0	10	1	0	1	11	
Evening classes	0	1	1	0	0	0	1	
Beauty school	0	1	1	0	0	0	1	
IBM school	0	1	1	0	0	0	1	
Apprentice	0	0	0	1	0	1	1	

### Comments Made by Respondents

In answer to number 19 on the questionnaire, "If you wish to make any remarks relative to any question above or any aspect of your high school training, please use the space below," The following are some of the comments made. Errors in spelling were corrected but grammar and punctuation

were not corrected.

"Not enough counseling in many fields when one first starts school."

"I think the vocational training offered at the high school which I attended was very inadequate. Hardly any courses offered can be attributed as a great help in obtaining a good well paying job, or even one with good chances for advancement. Specialized training is necessary and after you are out of school everything is dark to you, everyone shuts the door of success in your face."

"Will go to school while in the Armed Forces and maybe a correspondence or business school afterward."

"My future is based only on the studies and experience that I have gotten from high school. My printing teacher was the one person that helped me the most in finding the future for me."

"I think the high school should put much more emphasis on wide reading and anything that will build comprehension ability. Also step up the mathematics and science program. I think at least two years of Algebra and one year of physics should be required. I know that service bases everything on comprehension first, and comprehension and mathematics second."

"I think more mention of the services as an occupation. They offer any type of study for about any occupational desire a person could ever think of."

"Maybe this doesn't pertain to high school in a sense of speaking, but as to the Armed Services obligation that everyone of us have, I think it should be more emphasized than it is in high school, as to what a boy should do first. They don't help you as to which is best, go to college and then take your chances with the draft and have your college education set back for a while or go ahead and join a six months or two or four years program and go to college after service. As for the Armed Services schooling you are promised, many don't even get it or get into some field that they don't even care about. I think that the six months program and then college is the best. You are more settled down and are more serious about college then."

"In Manhattan High School, I feel they definitely need closer character guidance. They are letting a lot of the men and women lower themselves."

"I think high school students should be divided into two groups. One group should get specific vocational training and experience. If arrangement could be made with local businessmen so that experience could be gained by the student it would be invaluable.

The other group should point towards college and help should be given in any way possible. Something should be done to show the student the importance of college."

"I am working as much as I can to make money for college or IBM Automation School in Kansas City. It's one or the other, but I haven't made up my mind yet."

"The only reason why I am not taking a correspondence course is because of money problems as well as personal problems."

Twelve female graduates and drop-outs made the following comments regarding the questions on the questionnaire and aspects of their high school training:

"I wish I had had some more information, possibly in a course, on scholarships for college and a course in how to study. Best of luck in finding some specific results from this study."

"This is not relating much to your questions but I am sure that I was one of the many students who would have learned much more from my education if I hadn't had so many troubles at home. It seemed as though I was constantly upset about something at home."

"I think the Office Practice Work Program is an excellent way to prepare high school students for future occupations, and in my case, besides the needed experience I received a job as well. Maybe more programs of this sort could be worked out."

"I like my work and plan on staying there permanently. I don't care to go to college, and what I want to do, I am getting my training on the job."

"I feel that if I had not had the office practice program offered by the high school I would not be in as good of a position as I am now. It would have been much harder for me to apply for a job without the help of the above mentioned course."

"I feel that the counselors at M.H.S. are doing an adequate job, however, I feel that they do not have adequate time to satisfactorily meet and talk with all the students as they should. High school age young people have personal and emotional problems that demand being met especially when the student begins to feel he can no longer carry his burdens alone. It is at this time that a student should feel free to meet and talk with his or her counselor. It is usually at this time that they must hurry off to class, find out the counselor is busy or out of town, or to be told they must make an appointment. At this age, any delay in visiting a counselor may mean the student won't bother to come back but rather find another source of 'outlet' for his problem."

"To understand my present position; I am now employed part time until January, when I have enrolled and been accepted to a Airline School in Kansas City where I will get further training other than my correspondence course.

I hope I am not late in sending this information. Thank you!"

"More counseling at high school for future education. There is nothing much said until the last of our senior year and then it is really too late to enroll anywhere but K-State. Also there is not much information about different occupations."

"I believe Manhattan High is well equipped to train its students for many different things and fields if only the students would take advantage of them."

"Yes--in the courses I needed such as bookkeeping, office practice and some other clerical courses I could not take because they couldn't be worked into my schedule so those courses had to be forgot about! Now I could really use the knowledge of those courses."

"I would have liked more classes that would have concerned the home. Also classes that would be interesting to a married woman."

"Not very often but I wish I could have afforded to finish school, and I wish I had been more popular, but the kids in school have strange ways.

I hope the next person like me has a better chance to finish school. I am not saying I am not happy, but I wish I could have finished. I really enjoyed my work, while I was working only it didn't pay enough, but I enjoy being around people.

My only regret is my folks couldn't afford to send me to beauty school. And I wasn't making enough money to pay my own way."

Eight of the above comments were concerning occupational training or placement. In a longitudinal study of 870 students John Rothney found that "Counseled subjects made greater progress in post-high school employment and indicated greater job-satisfaction."<sup>1</sup>

Several comments indicated a need for more adequate counseling services. Hill and Murrow found a small but consistent relationship between drop-out index and the rated adequacy of the school guidance services.<sup>2</sup> Hill and Murrow also found that "the quality of the guidance services and the quality of curricular offerings were more closely related to low drop-out rate than

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<sup>1</sup>John W. M. Rothney, "Counseling Does Help!" The Vocational Guidance Quarterly, 6:15-18, Autumn 1957.

<sup>2</sup>George E. Hill and Robert O. Murrow, "Guidance and the Drop-out Rate in 19 Southeastern Ohio Schools," The Vocational Guidance Quarterly, p. 154, Summer 1957.

teacher pupil ratio, teacher turnover, teacher's educational preparation or number of transported pupils."<sup>1</sup>

Harold J. Dillon made a study of 1300 early school leavers in five communities in an effort to find out why so many boys and girls leave school for employment before graduation from high school.

". . . the majority of school leavers indicated, as their primary reason for leaving schools that they preferred work to school. This correlates with the most frequent reason given as to the element that would have encouraged them to remain in school--the opportunity to work part time and attend school part time (work experience).

While only a few students indicated that they consulted the counselor about their decision to leave school and other vocational problems, a significant number indicated that the services of a guidance counselor would have been helpful to them and might have encouraged them to remain in school. As indicated earlier, it is possible that many of these youth did not recognize the counselor as one who is available for advice in these areas. In addition, the high ratio of counselees to counselors which is found in most school systems makes it practically impossible for the counselor to render more than a 'too little too late' gesture of service."<sup>2</sup>

Counseling services from evidence in this study, should begin on the elementary level. Elementary counselors should be available to advise with teachers on individual student problems and to hold individual conferences with the student and his parents. The ratio of counselors to counselees should be given careful consideration.<sup>3</sup>

#### Interviews With the Principal and Counselor

An interview was arranged with Mr. Herbert Bishop, principal, and Mr. Bryce Todd, counselor, at Manhattan High School in regard to some questions that were significant to this study.

Question 1. What specific training is being given that will enable boys and girls to obtain jobs immediately following graduation? Answer: We are

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<sup>1</sup>Loc. cit.

<sup>2</sup>Harold J. Dillon, Early School Leavers, New York 16: National Child Labor Committee, 1948, p. 57.

<sup>3</sup>Ibid., p. 87.

basically a college preparatory high school. However, the students who take office practice, typing and bookkeeping have adequate training for many clerical jobs. Vocational training offered in printing, agriculture and home economics. Students who work in the cafeteria receive training for jobs in restaurant and food service. The auto mechanics class gives some training in welding and mechanics that helps prepare boys for mechanical jobs. The music program gives training to those who plan to play in dance bands and orchestras.

Question 2. What is being planned to provide specific training for jobs?

Answer: Vocational Auto Mechanics will be offered during the next school year. Two years from now we will offer classes in Trade and Industry, where students spend one-half day in class and one-half day on the job. In the future we plan to add classes in Distributive Education. Even though 65 percent of our students go to college we are interested in helping the other 35 percent develop salable skills.

Question 3. Do you think helping boys to decide how they will meet their Armed Services obligation is a problem that needs more attention? Answer: This is a problem that each boy must decide for himself. What is right for one is not necessarily right for another.

Question 4. What is being done to help them make the decision? Answer: The counselor talks to boys in groups to explain their responsibility for registering for the draft and explains their choices. Those who plan to go to college are encouraged to take R.O.T.C. Representatives of each branch of service come to the school to give information and counsel with students. Students are notified two days in advance over the intercom and by bulletin board notices. Some are contacted personally. The interviews are held during the noon hour and after school.

Question 5. Do you feel that there is a need for more attention to helping

boys and girls prepare for married life? Answer: Some preparation is given girls in home living classes which is an elective in all three years of high school.

Question 6. What can the school do for girls who get married before graduation? Answer: Both the principal and counselor felt that little could be done for those who decide to drop out and get married. In some cases the time of dropping out might be prolonged but seldom prevented.

Question 7. Do you consider drop-outs a problem? Answer: Yes, however, it is not as great a problem here as in some communities. The people here are more aware of the importance of education than in some communities.

Question 8. What should be done to solve the drop-out problem? Answer: Increasing the guidance staff. We would like to make these students realize they are doing the wrong thing by dropping out of school. They do not realize how wrong they are until too late. Attendance is a good indication in locating potential drop-outs. We try to counsel with potential drop-outs.

Question 9. In what ways are problems faced by graduates of Manhattan High School different from those faced by graduates of other high schools? Answer: The chances of getting jobs here is not as good as in industrial communities. There are few jobs available here.

#### SUMMARY OF FINDINGS

A total of 77 graduates and drop-outs returned usable questionnaires. This was 72 percent of the 108 graduates and drop-outs who were not known to be enrolled in college. The best response came from the female graduates. Thirty-two of 39 or 81.7 percent responded. The drop-outs gave the poorest response. Nine of 16 drop-outs or 56.2 percent returned usable questionnaires.

It was found that seven of the 77 respondents were in school full time.

Of the 70 graduates and drop-outs not in college who responded, 55 or 71 percent were employed full time or in the Armed Forces. Ten percent were married and occupied with duties at home. Nine percent were in school full time. Only four, or five percent, of those not in college were unemployed looking for work. Four members, or five percent, were working part time.

Slightly more than 50 percent of the male graduates and drop-outs who responded were in the Armed Services. Twenty-five percent of the male graduates who were employed full time were working as unskilled laborers. Forty-four percent of the female graduates responding were employed in clerical and sales work. One male graduate was working as a sales clerk. About nine percent of the male and female graduates were employed in skilled and semi-skilled jobs.

Approximately one-third of the graduates and drop-outs responding reported that they were fully satisfied in their present positions. Fourteen percent of the graduates checked it will do for now. Several of the male graduates in the service who answered this way were planning to go to college upon completion of their Armed Service obligation.

Over 40 percent of the respondents reported they found their present jobs themselves. Eight percent got their present jobs through the help of parents and eight percent through friends. Office practice classes, Automation Institute, employment agency, counselor, newspaper advertisement, relatives, and civil service gave some assistance to graduates and drop-outs in finding jobs.

Only eight percent of the graduates felt they received specific training for their jobs. The majority of these graduates were working at secretarial jobs. Twenty-seven percent said their high school provided some training and 30 percent replied they had been helped in a general way. Most of the 24

percent who answered none at all were in the Armed Services or working at unskilled jobs.

A large number of the graduates and drop-outs felt a need for specific training for a job. Eighteen, 12 of whom were boys, would like to have had specific training for a job. Eleven indicated a need for understanding working conditions. Thirteen wanted more counseling about vocational choice and six wanted help in applying for a job.

Fifteen would like to have had more help in selecting proper courses in school. Three boys wanted help in selecting vocational schools. Eight boys and one girl indicated a need for help in planning further schooling.

Thirty-six members of the class had made definite plans for their future occupation. The greatest number were influenced by friends in making their choices. The next greatest influence was parents. Reading, relatives, high school counselor, teachers and employers exerted some influence. Over 50 percent made their choices while in high school.

Reasons given for unemployment were as follows: Five were occupied with duties at home; three said no job available; lack of experience, lack of training and too young were each given by at least one respondent.

Forty percent of those who answered the question "Have you made definite plans for your future education?" answered yes. Parents and friends influenced the greatest number in making this decision. Counselor and courses studied influenced nine and eight respectively. Relatives, employers and teachers had some influence. The largest number indicated their choice was made during high school.

Nearly one-half of the graduates and drop-outs answering the question "Would you like to have more counseling?" answered in the affirmative. Eleven indicated a desire for counseling in finding suitable employment and

eleven wanted help in securing further education. Six graduates wanted help with personal problems. Three graduates wanted help with social problems.

Ten male graduates and four female graduates were enrolled in some type of organized classes other than college. One drop-out was enrolled in classes offered by the Armed Forces. One drop-out was occupied as an apprentice restaurant operator.

In summarizing the comments made by members of the class it was noted that seven members felt a need for counseling in how to study, personal problems, money problems and others. Four members made comments on the need for more vocational training. Three had problems concerning the Armed Forces. Others were concerned with choice of courses in high school and a desire to take correspondence courses after graduation.

#### RECOMMENDATIONS

The following recommendations are made as a result of information found in this study:

1. Additional counseling provided for students in the following areas: (1) preparation for marriage, (2) personal problems, (3) identification and counseling with potential drop-outs, (4) vocational choice, and (5) assisting boys in making decisions concerning their Armed Services obligation.

These recommendations are justified by the following: (1) Nearly one-half of the graduates and drop-outs answering the question "Would you like to have more counseling?" answered "yes". (2) Four of six female drop-outs responding or 66 percent and four of 32 female graduates responding or 12 percent were married. (3) Eight and eight-tenths percent of the graduates responding indicated a need for counseling about personal problems. (4) While 16 drop-outs is not as large a number as might be expected in schools with a

corresponding number of graduates, it represents seven percent of the number who actually graduated. (5) Thirteen graduates or 19 percent of those responding indicated a desire for counseling about vocational choice. (6) At least three expressed a desire for assistance in deciding what to do about their Armed Services obligation.

2. Additional courses in vocational training. It is recommended that Manhattan High School give serious consideration to the inclusion of vocational courses in Distributive Education and Trade and Industry. This recommendation is justified by the fact that 15 graduates and three drop-outs or 25.7 percent of those responding indicated they would like to have had specific training for a job. The three girls who obtained jobs through the Office Practice Course were among those who were fully satisfied with their jobs.

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**APPENDIX A**

A FOLLOW-UP STUDY OF THE 1961 CLASS OF MANHATTAN HIGH SCHOOL  
WITH EMPHASIS ON JOB PLACEMENT OF THOSE NOT IN COLLEGE

Please fill in the information asked for in the following table.

1. Work experience since leaving school.

Name of Employer	Address of Employer	Date Started	Date Left If Left	Type of Work	Part Time	Full Time

Please place a (✓) in the blank that best describes your situation.

2. What is your present status? (what are you doing now?)

- |   |   |
|---|---|
| <input type="checkbox"/> Self-employed<br><input type="checkbox"/> Employed, full time<br><input type="checkbox"/> Employed, part time<br><input type="checkbox"/> Unemployed, looking for work | <input type="checkbox"/> Housewife<br><input type="checkbox"/> In Armed Forces<br><input type="checkbox"/> In school, full time<br><input type="checkbox"/> Other _____ |
|---|---|

3. How long were you out of school before you secured your first job?

- 0-3 months   
  4-6 months   
  7-12 months   
  over 1 yr.

4. How well are you satisfied with your present job?

- |  |  |
|--|--|
| <input type="checkbox"/> Fully satisfied<br><input type="checkbox"/> Fairly well satisfied | <input type="checkbox"/> It will do for now<br><input type="checkbox"/> Dissatisfied |
|--|--|

5. How did you get your present job?

- |   |  |
|---|--|
| <input type="checkbox"/> Newspaper advertisement<br><input type="checkbox"/> Parents<br><input type="checkbox"/> Other relative<br><input type="checkbox"/> Friend<br><input type="checkbox"/> Teacher or principal | <input type="checkbox"/> Counselor<br><input type="checkbox"/> Employment Agency<br><input type="checkbox"/> Your own effort, none of the others listed<br><input type="checkbox"/> Other, Explain _____ |
|---|--|

6. To what extent did your school training help you to succeed in your present position?

- |  |   |
|--|---|
| <input type="checkbox"/> Gave specific training<br><input type="checkbox"/> Provided some training | <input type="checkbox"/> In a general way<br><input type="checkbox"/> None at all |
|--|---|

7. What additional help do you feel should have been given you to help you get a job?

- |   |  |
|---|--|
| <input type="checkbox"/> More specific training for a job<br><input type="checkbox"/> How to apply for a job<br><input type="checkbox"/> Understanding working conditions<br><input type="checkbox"/> Selecting proper courses in school<br><input type="checkbox"/> Help in selecting vocational school<br><input type="checkbox"/> Planning further schooling | <input type="checkbox"/> Counseling about vocational choice<br><input type="checkbox"/> Counseling about personal problems<br><input type="checkbox"/> Other _____ |
|---|--|

8. Have you for any reason quit or been dismissed from a job since leaving school?  Yes  No

If yes, please check the proper blank.

<input type="checkbox"/> End of temporary job	<input type="checkbox"/> Wages too low
<input type="checkbox"/> Slack business conditions	<input type="checkbox"/> Ill health
<input type="checkbox"/> Did not like the work	<input type="checkbox"/> Discharged
<input type="checkbox"/> To take a more desirable job	<input type="checkbox"/> Other _____

9. Have you made definite plans for your future occupation?  
 Yes  No. If yes, what is it? \_\_\_\_\_

10. Who influenced you in making plans for your occupation?

<input type="checkbox"/> Friends	<input type="checkbox"/> Teacher
<input type="checkbox"/> Relatives other than parents	<input type="checkbox"/> Principal
<input type="checkbox"/> High School Counselor	<input type="checkbox"/> Something I have read
<input type="checkbox"/> Employer	<input type="checkbox"/> Other _____

11. When did you make plans for your future occupation?

<input type="checkbox"/> Before entering high school	<input type="checkbox"/> While on the job
<input type="checkbox"/> During high school	<input type="checkbox"/> While unemployed

12. Does your present job offer you opportunity for advancement?  
 Yes  No

13. If you are unemployed, please give the reason.

<input type="checkbox"/> Attending school	<input type="checkbox"/> Lack of experience
<input type="checkbox"/> No job available	<input type="checkbox"/> Occupied with duties at home
<input type="checkbox"/> Lack of training	<input type="checkbox"/> Other _____
<input type="checkbox"/> Can not find a suitable job	

14. Are you doing any systematic studying other than college classes?  
 Yes  No

If yes check the pro per blank below.

<input type="checkbox"/> Apprenticeship	<input type="checkbox"/> Business college
<input type="checkbox"/> Evening classes	<input type="checkbox"/> Trade School
<input type="checkbox"/> Correspondence course	<input type="checkbox"/> Beauty School
	<input type="checkbox"/> Other _____

15. Have you made definite plans for future education?  
 Yes  No

If yes, what are they? \_\_\_\_\_

16. Who helped you in making your educational plans?

<input type="checkbox"/> Parents	<input type="checkbox"/> School principal or teacher
<input type="checkbox"/> Relative	<input type="checkbox"/> Courses you have studied
<input type="checkbox"/> Friends	<input type="checkbox"/> Employer
<input type="checkbox"/> Counselor	<input type="checkbox"/> Other _____

17. When did you make your educational plans?

<input type="checkbox"/> Before entering high school	<input type="checkbox"/> While on the job
<input type="checkbox"/> During high school	<input type="checkbox"/> Other _____

18. Would you like to have more counseling?  Yes  No

<input type="checkbox"/> In finding suitable employment
<input type="checkbox"/> In securing further education
<input type="checkbox"/> Help with personal problems
<input type="checkbox"/> Help with social problems
<input type="checkbox"/> Other _____

19. If you wish to make any remarks relative to any questions listed above or any aspect of your high school training please use the space below.

Manhattan, Kansas  
November 16, 1961

Dear

Although you do not know me, I am writing you to ask a favor. I am making a study of the 1961 class of Manhattan High School. In doing so, I hope to make recommendations for improving your school.

I am interested in those who did not graduate as well as those who graduated. Your answers will be compared with others in the class to try to find out some of the problems you encountered in finding employment.

Will you please take 10 minutes to answer the questions on the enclosed questionnaire, place it in the stamped, self-addressed envelop and mail it. You need not sign your name. No individual will be identified in any way in the study.

Sincerely,

Harry W. Longberg  
Graduate Student  
Kansas State University

APPROVED:

H. Leigh Baker  
Guidance Consultant and  
Professor of Education  
Kansas State University  
Manhattan, Kansas

**APPENDIX B**

Harry W. Longberg  
Graduate Student  
Kansas State University

Sincerely,

mail it. I will send you another.

first one, kindly tear off the attached post card and

If you did not receive one or have misplaced the card on them are returned,

value of the study will be greatly increased if all of A few of the questionnaires have not been returned. The

members of the 1961 class of Manhattan High School.

Several weeks ago I mailed a questionnaire to the

Dear

Manhattan, Kansas  
December 29, 1961

THIS SIDE OF CARD IS FOR ADDRESS



Harry W. Longberg  
120 N. Delaware  
Manhattan, Kansas

**A FOLLOW-UP STUDY OF THE 1961 CLASS OF MANHATTAN HIGH SCHOOL  
WITH EMPHASIS ON JOB PLACEMENT OF THOSE NOT IN COLLEGE**

by

**HARRY WILBUR LONGBERG**

**B. S., Kansas State University 1940**

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**AN ABSTRACT OF A MASTERS REPORT**

**submitted in partial fulfillment of the**

**requirements for the degree**

**MASTER OF SCIENCE**

**Department of Education**

**KANSAS STATE UNIVERSITY**

**Manhattan, Kansas**

**1962**

The purpose of this study was to find out some of the problems facing boys and girls, who were not in college, in finding suitable employment. The questions on the questionnaire were designed to find out the kind of work, the methods of securing a job, what assistance would have been helpful to them, and how well were they satisfied in their present positions. Other areas covered were: the need for further counseling, choice of future vocation, who helped them decide on their future vocation, and to find out what additional education they were taking.

The study was limited to the graduates and drop-outs of the 1961 class of the Manhattan High School. The original list of names was obtained from the Manhattan Junior High School. The names of those who had moved from Manhattan were eliminated from the list. A further check was made to eliminate the names of those who were enrolled in college. Questionnaires were mailed to 92 graduates and 16 drop-outs. Seventy-two percent of the graduates and 56.2 percent of the drop-outs returned questionnaires.

Seventy-one percent of the graduates and drop-outs not in college were employed full time or in the Armed Services. Ten percent were housewives, nine percent were in school full time. Five percent were employed part-time and five percent were unemployed. Reasons given for unemployment were occupied with duties at home, no job available, lack of experience, lack of training and too young.

Slightly more than 50 percent of the male graduates and drop-outs who responded were in the Armed Services. Twenty-five percent of the male graduates who were employed full time were working as unskilled laborers. Forty-four percent of the female graduates responding were employed in clerical and sales work. Approximately one-third of the graduates and drop-outs responding said they were fully satisfied in their present positions.

Over 40 percent of the respondents reported that they found their present job themselves. Sixteen percent were helped by parents and friends in finding jobs.

Only eight percent of the graduates felt they had had specific training for a job. Several indicated a need for more vocational training in high school and others expressed a desire for assistance toward getting into vocational schools and correspondence classes following graduation.

Over 50 percent of the class had made definite plans for their future vocation. The greatest number were influenced by parents and friends in making their choices. Nearly one-half of the class indicated they made their choices while in high school.

Nearly one-half of the graduates and drop-outs answering the question "Would you like to have more counseling?" answered "yes." The greatest number wanted more counseling in finding suitable employment and in securing more education. Others wanted counseling on personal problems and social problems.

Recommendations were made for more time allotted to counseling in the following areas: preparation for marriage, personal problems, potential drop-outs, Armed Services and vocational choice. It was also recommended that vocational classes in areas, such as, distributive education and trade and industry be included in the curriculum.