

A COMPARATIVE FOLLOW-UP  
STUDY OF VOCATIONAL AND  
NON-VOCATIONAL GRADUATES OF  
WAVERLY CENTRAL HIGH SCHOOL  
FROM 1967-74

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A COMPARATIVE FOLLOW-UP STUDY  
OF  
VOCATIONAL AND NON-VOCATIONAL GRADUATES  
OF  
WAVERLY CENTRAL HIGH SCHOOL FROM 1967-74

A Field Study  
Presented to the  
Graduate Committee  
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In Partial Fulfillment  
Of the Requirements for the Degree  
Education Specialist

by  
Enid Haney Barber

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TO THE GRADUATE COUNCIL:

I am submitting herewith a Field Study written by Enid Haney Barber entitled, "A COMPARATIVE FOLLOW-UP STUDY OF VOCATIONAL AND NON-VOCATIONAL GRADUATES OF WAVERLY CENTRAL HIGH SCHOOL FROM 1967-74." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Education Specialist.

  
MAJOR PROFESSOR

Accepted for the Council:

  
DEAN of the GRADUATE SCHOOL

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## ABSTRACT

An eight-year follow-up study was conducted of the graduates of Waverly Central High School for the years 1967-74. Surveys were sent to 1206 former graduates, and 695 returned these forms.

The purpose of the study was to determine if a relationship existed between vocational training and job satisfaction; between vocational training and beginning salaries; between vocational training and time required to obtain a job after graduation from high school.

An analysis of the data indicated there was no significant difference in job satisfaction; there was a significant difference in beginning salaries, but the difference was in favor of the non-vocational graduates.

There was no significant difference between present jobs of vocational and non-vocational graduates, and there was no significant difference between the time it took to obtain a job after graduation. The vocational people found a job more quickly than the non-vocational.

Sixty-six percent of the graduates remain in Humphreys County, and the reasons given for leaving the county were lack of job opportunities.

An analysis of most valued subjects gave English as the most valued, and it was closely followed by math. Typing and other business and vocational subjects were listed frequently.

It was recommended the business and trades programs at the high school be expanded to provide for more students. Vocational guidance should be expanded to offer better career counseling. Psychology, sociology and language labs should also be added.



## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Statement of Problem . . . . .	5
Significance of Problem . . . . .	7
Assumptions . . . . .	8
Limitations . . . . .	8
Definition of Terms . . . . .	9
Organization . . . . .	10
II. REVIEW OF RELATED RESEARCH . . . . .	11
The Follow-Up Survey . . . . .	11
Jobs Obtained, Job Satisfaction, Job Mobility . . . . .	12
Curricular Changes . . . . .	14
Counselor Status . . . . .	17
Recommendations In the Literature . . . . .	18
III. RESEARCH DESIGN . . . . .	20
Hypotheses . . . . .	20
Methodology . . . . .	22
IV. INTERPRETATION OF DATA . . . . .	23
Report of Findings . . . . .	23
Treatment of Data . . . . .	48

CHAPTER	PAGE
V. FINDINGS, CONCLUSIONS, RECOMMENDATIONS . . . . .	58
Findings . . . . .	58
Conclusions . . . . .	61
Recommendations . . . . .	64
APPENDICES . . . . .	66



# LIST OF TABLES

TABLE	PAGE
I. Distribution of Returns . . . . .	23
II. Residence of Graduates . . . . .	24
III. Higher Education Enrollment . . . . .	26
IV. Distribution of College Attendance (All Graduates) . . . . .	28
V. Distribution of College Attendance (Reporting Survey) . . . . .	29
VI. Reasons For Leaving County . . . . .	31
VII. Unemployment Trends . . . . .	33
VIII. Reasons For Unemployment . . . . .	34
IX. Annual Average Work Force Estimate . . . . .	35
X. Occupational Distribution . . . . .	37
XI. Projected Employment Opportunities . . . . .	39
XII. Curricula Satisfaction . . . . .	40
XIII. Curricula Satisfaction (Post Secondary Graduates) . . . . .	42
XIX. Vocational Subjects Taken . . . . .	44
XX. Employment Sought and Obtained . . . . .	46
XXI. Job Mobility . . . . .	47
XXII. Distribution of Job Satisfaction . . . . .	48
XXIII. Beginning Salary Distribution . . . . .	49
XXIV. Present Salary Distribution . . . . .	51
XXV. Length of Time to Obtain Job . . . . .	53

## CHAPTER I

### INTRODUCTION

This study was undertaken to ascertain the status of past graduates of Waverly Central High School. A follow-up of students is an integral part of education. Through knowledge gained in student surveys, educators are able to improve educational programs as well as to give further service to former students. It is a means of continuing the career development of former students and modifying career development patterns for students to follow.

The best information on the adequacy of educational programs comes from the continued assessment of graduates. The best information on the adequacy of vocational programs comes from the follow-up of students placed on jobs. The record of their successes and failures provides the best possible information to the school for improving its program. These studies involve the systematic collection of data from former students to be used in evaluating the effectiveness of student preparation and determining the relevance and adequacy of the program, both vocational and academic, for the educational and employment needs.



At this time there is a terrific need to assess the program at WCHS with a view to the needs of the future, and the immediate plans for the Comprehensive Vocational Center. This study was undertaken to meet these needs, and it has provided a wealth of information for this project.

The schools of today have long faced a series of problems existing because of a disparity between the basic objective and program of the school and the concerns, problems, needs, and aspirations of the youth who attend the schools. Ralph Tyler states the case well:

We currently fail to educate approximately one-third of the youth enrolled in high school. This is not due primarily to the inadequacies of the students but to the inappropriateness of the program to supply them with the kind of learning required. They are concerned with becoming independent adults, getting jobs, marrying, gaining status with their peers, and helping solve the ills of the world. They perceive little or no connection between the educational content of the school and their own concerns. "What has algebra to do with me?" they ask. "Why should I try to remember the chief battles of the Revolutionary War?" Even the high school science laboratory appears to be a place for following directions of the laboratory manual to see if they can obtain the results reported in the textbook. (27)

The only trouble with Tyler's statement is his estimate of the number of students whom the high schools fail to educate. Ex-Commissioner of Education Marland suggests that one-half of the high school population "are being offered what amounts to irrelevant, general educational pap." (2)

This survey pointed up the distance between what the

students do when they get out of school and what they are taught while they are in school. It also pointed out a need for more education in the "how to get along with people" area. It was very informative as to the location, the jobs, the successes and failures of these six-hundred and ninety-five people who have gone out from this high school in the past eight years. Many areas of the school life are complimented, and some of them are criticized.

This survey information can be a valuable asset for giving the present student population of Waverly Central High School a more realistic picture of what is ahead of them. This research showed what jobs are available to all the workers in this geographical area, and from this information the jobs that will be available for the present students can be inferred. The follow-up study has two distinct advantages over other kinds of studies:

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

It also provides current occupational information and it can facilitate curriculum revision. (20)

The results of this project, in addition to being used to plan the new comprehensive vocational program in the county, can also be used as a guidance tool when trying to

help students plan for their future careers. They can be used for business, educators, and other professionals who need this type of information. Also, other schools with similar conditions can use the results to improve their own programs.



## STATEMENT OF THE PROBLEM

Waverly Central High School offered an academic-oriented curriculum with only five vocational programs. New programs will be added soon by the State of Tennessee's Comprehensive Vocational Education Act, and there is need to determine what types of training are needed by the graduates of the school. It was further thought that a relationship existed between job satisfaction, salary, and vocational training.

This eight-year study provided information from graduates who attended post-secondary educational institutions, those discharged from military service, and those who went to work immediately after high school. Information was secured relating to job histories, and the skills graduates found most useful in their post-high school studies, and/or jobs. Sufficient time had elapsed for their choice of careers to stabilize, and they were able to identify some of the annoying problems faced in their jobs and continued studies. Some patterns of worker mobility emerged. It provided a pattern for worker placement in the area, and it secured information needed to plan programs in the future.

The subjects for this study were the 1206 graduates of the new Waverly Central High building from 1967-74. The students had been out of high school long enough to settle on jobs, and they had been out long enough to become more aware

of the problems faced in life.

A three page survey form was mailed to each individual, accompanied by a letter and a stamped, self-addressed envelope. The survey was designed to ascertain the answers to a group of questions, both personal and occupational, and it brought forth the necessary information to attain these objectives:

1. To determine if there is a relationship between vocational training received and the jobs obtained, beginning and present salaries, and job satisfaction.
2. To prepare and present to the Board of Education of Humphreys County, suggested curricular changes to meet the employment and educational needs of students.
3. To determine educational and employment trends and job mobility of graduates from 1967-74.

The study of this problem called for the making of certain predictions. It was predicted that:

1. A greater degree of job satisfaction would be felt by those graduates of the vocational curriculum.
2. A higher beginning salary would be obtained by the vocational students.
3. No difference existed in present salary, or if there was a difference, it would accrue to those who had more education.
4. Vocational graduates would take less time to find full employment.

## SIGNIFICANCE OF THE PROBLEM

The information was used to establish an informational reference on all students who graduated from Waverly Central from 1967-74.

State departments of education have found follow-up studies very helpful in making plans for the schools of their areas. The information has been used to determine the quality of education offered by their systems. Tennessee Research Coordinating Units have performed this function in this state. Mini-grants were allocated to help pay the expense of these surveys, including this one.

This eight-year study of Waverly Central High School graduates was helpful to the counseling department. It was used as an occupational exploration tool with students. The Humphreys County Board of Education learned the kinds of studies most valued by the students. The Advisory Committee of the Comprehensive Vocational School found the results valuable in their search for suitable vocational programs.

The vocational graduates were identified and a comparison was made between them and those in the regular academic curriculum. The most beneficial vocational programs were identified, as well as the subjects which best met the needs of all the students. This feedback will be used to plan programs for the vocational-technical school and to help in planning better academic programs.



Results of the study should benefit other high schools with similar needs and problems.

### ASSUMPTIONS

In conducting a study of this nature, certain basic assumptions are necessary. Survey instruments are somewhat unreliable, and the data is significant only to that degree it is handled accurately.

Some assumptions basic to this study are:

1. The survey forms which were returned are a representative sample of the graduates of Waverly Central High School for the years 1967-74.
2. The graduates were truthful in filling out the forms.
3. There was no great error in the survey form itself.

### LIMITATIONS

The following limitations were placed upon the survey:

1. It was limited to the 1206 graduates of the years 1967-74.
2. It was limited by the low return of the survey instrument.
3. It was limited by incomplete answers on some of the forms.

## DEFINITION OF TERMS

Graduates. Those students who graduated from Waverly Central High School from 1967-74.

Vocational Graduate. A student who took at least two years of a vocational subject.

Vocational Subject. This is limited to those programs which are designated as vocational by the State Department of Vocational Education, (i.e. Home Economics, Agriculture, Office Occupations, Building Trades, and Vocational Cooperative Program).

Non-Vocational Graduates. A student who did not carry any of the vocational subjects for as much as two years. (This excludes typing, bookkeeping and shorthand.)

WCHS. Waverly Central High School.

RCU. Research Coordinating Unit.

VOE. Vocational Office Education.

VCE. Vocational Cooperative Education (Work-Study).

## ORGANIZATION

The first chapter will present a short introduction of the study, a statement of the problem, the basic assumptions underlying the research, definition of terms and the limitations of the study.

Chapter II will give a review of the current literature on the follow-up study, and how it could be used for curriculum planning, for guidance, and for reinforcement of good practices and evaluation.

Chapter III will describe the instrument used in the survey, state the hypotheses, describe the survey sample and setting, and give a discussion of the research procedures.

Chapter IV will present the findings related to the hypotheses.

Chapter V will give a summary of the findings, the conclusions and the recommendations for further use of the survey.



## CHAPTER II

### RELATED RESEARCH

#### THE FOLLOW-UP SURVEY

It is important to remember what is meant by follow-up as the research pertinent to the study is reviewed. Follow-up involves the systematic collection of data from former students to be used for:

1. Evaluating the effectiveness of the program
2. Determining the relevance and adequacy of the program
3. Determining future needs of the program

The format used was dictated by the kind of information needed. It indicated the kind of method used, and determined the scope of the program. Statewide follow-up in Tennessee was attempted with the "Tennessee Educational Opportunity Monitoring Survey" in 1973. This survey uncovered a wealth of information, however, it must be localized for a very pertinent application. "The necessity for adequate planning, based on timely and accurate information, has become increasingly clear during the past few years. This is particularly true if equal access to post-secondary education is to become a reality for Tennessee high school graduates." (24)

Hoppock recommended the follow-up survey be used in occupational classes to let students become familiar with the world of work on the outside. (15) It offered personal insight into the world of work life of past graduates, and it could be used to plan more suitable programs.

#### JOB'S OBTAINED, JOB SATISFACTION, JOB MOBILITY

There is much evidence in the literature that vocational training increased job satisfaction, and decreased the time it takes for a graduate to find a job. Eninger (8) reported a negative opinion. He found no significant difference between job satisfaction of those people who took the trades and industrial program and graduated in the years 1953, 1958, and 1962. Data was collected for 5,327 vocational graduates and 1,780 academic graduates who attended 100 high schools in eight geographic regions of the United States. He also reported the reasons for not getting jobs were not significantly different for vocational and non-vocational graduates. Most of the graduates obtained help in getting their first jobs from relatives (38%). Counselors were credited with giving help five percent of the time.

Coe (6) reported most of the graduates from Middlesex County Vocational and Technical High School, class of June 1953, were still working at the trades they took in high school after ten years.

Eninger (9) reported no significant difference in the number of full time jobs held by academic and vocational graduates.

Priebe (21) found forty percent of the vocational agriculture graduates he surveyed had held only one job and that sixty percent of them had held fewer than three. He found seventy percent of the vocational agriculture graduates who were surveyed in North Dakota lived in North Dakota, and fifty-two percent of them lived in the community where they graduated. This type of survey was conducted in Humphreys County in 1974 and it was found that 98 percent of the agriculture students were still living in the county. (21)

Coe (6) found the graduates of Middlesex County Vocational and Technical High School showed a lack of mobility which suggested that workers of this type tend to remain stationary and/or that the employment situation was healthy and stable.

Eninger (8) isolated the statistics from New York State from the national follow-up study of high school level trades and industry vocational graduates, and he found the New York sample of eight high schools was a close approximation of the structure of the national sample. Compared with the national sample the New York sample was less influenced by job opportunities, friends, and teachers and influenced more by counselors, books and magazines. Vocational graduates obtained



jobs more quickly than non-college bound academic graduates. They felt they were well-prepared for their chosen occupation. Graduates who entered the same or highly related fields for which they received training were more satisfied with their jobs than the graduates in slightly related or unrelated fields. Vocational graduates showed a high level of employment success, with eight percent of the graduates holding four or fewer jobs.

#### CURRICULAR CHANGES

The Texas Department of Education did a follow-up survey to determine the extent to which work and studies or training beyond the high school were based on the high school experience. (28) Their objectives were:

1. Gather employment status information
2. Obtain appraisal of courses, activities, and school personnel
3. Obtain suggestions for improvement of schools and suggestions for preventing dropouts
4. Establish a data base for planning

They found that the most popular high school courses were electives in which particular skills were learned. Although they were constantly being bombarded by people who wanted more advanced college-preparatory courses, they were surprised to find this balanced, if not exceeded by, a reaction (from those never entering or not succeeding in colleges) against

required courses. They found a need for a more clearly defined counselors role, and although teachers were generally approved, numerous criticism indicated a need for greater attention in teacher selection and retention. Boredom is a major problem in many classrooms and the survey indicated this was an important factor in the drop out rate. The Department of Education felt their most progress between 1964 and 1969 was in redirecting programs toward the world of work, and they felt this advanced the satisfaction of the pupils as well as the holding power of the schools.

Schrivier and Bowlby (23) made a survey of the effects of vocational training on labor force experience and made an analysis of the Tennessee Area Vocational Technical School System. They involved 1,701 former students selected at random from the nineteen area vocational technical schools.

Their objectives were to:

1. Establish economic justification of vocational training
2. Isolate wage difference between vocational trained and non-trained
3. Determine internal rates of return to area vo-tech schools

Their findings were:

1. Vocational training has increased labor force participation, reduced unemployment, and increased occupational mobility.
2. The student with lowest educational ability receives the greatest rate of return from vocational training.

3. Vocational training was beneficial regardless of educational investment.

Kaufman and Lewis (18) made an in-depth study in three selected cities to determine recommendations for improvement of vocational education. They found:

1. Most students entered the world of work without formal occupational training.
2. Enrollment in vocational programs was higher when students were taught in comprehensive schools.
3. Imbalance existed between high school enrollments in vocational programs and labor market composition.
4. Vocational education in smaller cities is geared to the local market.
5. Less than one-half of the male graduates obtained jobs related to their training.

Their recommendations for curricular change were:

1. Should develop programs in broad general skills.
2. Should aim programs at the large proportion of students who see little relevance in either their vocational or academic curriculum.
3. Should provide vocational education to help bring meaning and interest to the learning experience.
4. Should provide opportunity for employment exploration and familiarization as part of the curriculum.
5. Should expand vocational guidance.

Bay (7) reported: "Two-thirds of all students would benefit from more vocational-technical training. One of the most important is the construction field with emphasis on carpentry."



## COUNSELOR STATUS

Jeremais (17) did a follow-up study of graduates of June 1966 in Philadelphia School District in Pennsylvania. These graduates were enrolled in vocationally oriented curricula. His objectives were to isolate relevant socio-economic characteristics of students who take vocationally oriented curricula, find the kind of entry job these students obtain, and make program improvements on the basis of the employment experience of the graduates.

He found the comprehensive high school graduates received less assistance from counselors than graduates of area vo-tech high schools in obtaining jobs. He found vocational counseling below minimum standard due to unrealistically high counselor-pupil ratio.

Fifield (11) found guidance programs were generally inadequate, ineffective and neglectful of the majority of the students. Educational programs in the two schools he surveyed did not adequately meet the needs of graduates in terms of occupational information and post high school job placement.



## RECOMMENDATIONS IN THE LITERATURE

Priebe (21) made a very strong case for presenting more vocational and technical education in the schools, and he added that the students should be guided and encouraged to enter these fields.

Jeremais (17) found that fifty-four percent of the diversified education students worked in the same establishment where they were employed while in school. This implies a need for on-the-job training while a student is in school.

Coe (6) emphasized this by stating, "Vocational and technical graduates who were available for employment in the survey still worked at the trades for which they were trained, and if they had on-the-job training they were still working for these same establishments. Coe found the training least effective in life activities such as marriage, civic affairs and further education. Fifield (11) indicated a need for education in the schools for family and interpersonal relationships.

Schaefer (2) obtained information from the 1963 graduates of high schools teaching trades and industrial education in twelve North Atlantic states and Washington, D.C. His reflection was, "No doubt that the investment in vocational education pays extremely high dividends."

Hobbs (14) examined a vocational program operating for twelve years on the junior high level and four years on the

high school level which was designed to help under-achievers and disadvantaged. The high level of employment (96%) of the former students indicated the proof of success of the program. These students are extremely difficult to employ if not specially trained, and many are found on welfare rolls.

Most of the literature indicated a need for more vocational training, although it is true that more studies have been done in this field than in the academic area. Everyone seemed to be engaged in proving the worth of vocational education.

## CHAPTER III

### RESEARCH DESIGN

#### HYPOTHESES

This follow-up survey was conducted to determine if there were a significant difference between several variables when viewing the vocational and the non-vocational graduate of Waverly Central High School.

The subjects covered were those people who graduated from Waverly Central High School during the years 1967-74.

In order to determine the correlations the following null hypotheses were tested:

1. There is no significant difference in the stated degree of job satisfaction between vocational curriculum students and those in the academic curriculum.
2. There is no significant difference between the starting salaries of vocational students and non-vocational students.
3. There is no significant difference between current salaries of vocational and non-vocational students.
4. There is no significant difference between the time required for first full-time employment for vocational students and non-vocational students.

A report was prepared, with recommendations based on the survey, and presented to the school board of Humphreys County. The Comprehensive Vocational High School Advisory

Committee, the superintendent of Humphreys County Schools and the principal of Waverly Central High School received a copy. A copy was put in the Humphreys County Library and in the Waverly Central High School library. A report will be compiled and sent to the Research Coordinating Unit of the Department of Vocational Education at 909 Mountcastle Avenue, Knoxville, Tennessee. The study will then be available to any user of the RCU materials.

The researcher felt a need to communicate to the survey respondents, and a report will be compiled for the newspaper giving pertinent findings and referring those who are interested to the Humphreys County Library.



## METHODOLOGY

To complete the objectives of this study, a letter (Appendix A) and a questionnaire (Appendix B) were used to obtain the information relating to the job history of all past graduates at Waverly Central High School from 1967-74. This questionnaire, and cover letter, was sent to all graduates of the school. Vocational and academic students were identified. A graduate with two or more units in vocational education was considered a vocational graduate. Survey forms were sent to 1206.

A stamped, addressed return envelope was enclosed with the questionnaire to facilitate a good response. A follow-up letter (Appendix C) and another questionnaire were sent to all graduates not responding to the previous questionnaire and letter.

When the questionnaires were returned each item was tabulated to arrive at the final conclusions. Tables were made and percentage comparisons were presented for all of the information. To complete the objectives of the study and to test for significant difference, the data was tabulated and the chi square method of comparison was used to determine the significance of the difference between vocational and non-vocational students. The necessary data processes and statistical computations were performed by the IBM 1130 Computer at the University of Tennessee Research Coordinating Unit at Knoxville, Tennessee.

## CHAPTER IV

### INTERPRETATION OF DATA

#### REPORT OF FINDINGS

Survey forms were sent to 1206 graduates of Waverly Central High School, despite much difficulty in getting their current addresses. Fifty forms were returned to the guidance department as undeliverable. The returns included 695 usable forms. This was a 57 percent return, but for statistical purposes this is considered a respectable return. The following table gives an indication of how the returns were distributed:

TABLE I  
DISTRIBUTION OF RETURNS

FORMS MAILED - 1206						
	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
FORMS RETURNED	341	49	354	51	695	100

This study was further limited by sketchy information and improperly filled returns. There was a wealth of information obtained from so many individuals. This report only dealt with the 695 people who returned the surveys. Statistically, theory would indicate that of the number who reported, one will find a random sample of those in the survey. One of the very important factors in planning educational programs for Waverly Central High School was the all-pervasive factor of lack of jobs for the graduates. This survey sought to ascertain the percentage of students who had been able to find jobs in the area; how many of the graduates remained in the area; and where the young people were working.

Question number one asked, "Do you live in Humphreys County?", and 695 responses were received. The following table analyzes the information received from the question:

TABLE II  
RESIDENCE OF GRADUATES

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
YES	305	44	145	21	450	66
NO	91	13	154	22	245	34
TOTAL	396	57	299	43	695	100



It seemed that the children of Humphreys County were still seeking greener pastures in other areas. The vocational people show a rather large majority, 66 percent, who remained in the county. The non-vocational had to go elsewhere to get jobs. Only 21 percent of the non-vocational remained in the county. The overall picture showed that 66 percent of the respondents stayed in the county. One conclusion which seemed evident was that the vocational graduates were more likely to remain in Humphreys County. Some reasons given by the students were lack of job opportunity. Some students who had prepared themselves in some professional field often found they had to go elsewhere to find a job with appropriate pay and potential. Jobs in Humphreys County at a lower level required more skill than those taught in an academic curriculum, however many who finished college had to leave the area to find jobs. The situation in Humphreys County as far as job opportunity was much better in recent years than in the 1950's and 1960's. In 1950 Humphreys County's net migration was -2771; 1960 net migration -1000; but in 1970 the net migration was +1090. These statistics were taken from the Tennessee Population and Housing Survey 1950-1970 (13), and they are usually thought to reflect lack of job opportunity.



Question number three asked, "Are you currently enrolled in school full-time?"

TABLE III  
HIGHER EDUCATION ENROLLMENT

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
YES	40	6	128	20	168	26
NO	260	41	207	33	467	74
TOTAL	300	47	335	53	635*	100

\*Not all students responded; totals are figured on responses; percentages figured on responses

The non-vocational were more likely to attend higher educational institutions, and a mobility factor may be operative. There is a need for more job opportunities in Humphreys County. Many students went to higher education only after they failed to get a job.

This table showed the non-vocational respondent had a higher number in school. These statistics only reflected that the non-vocational graduates were more likely to attend college than the vocational graduate. The vocational student had planned his life without further education as his aim, and he had prepared himself to secure a job immediately after

high school. The non-vocational had always conducted his school life as though he were going to college. He did not take education per se as preparation for life. He was "preparing for college."

The question offered further insight into what happened to the student attending, graduating or dropping out of college, but one question which needed to be answered was what happened to the student after he entered college. The survey did not ask questions pertaining to this issue, but the guidance department had records of the students who attended college, and the ones who attained a four year degree. The following table gives that information:

TABLE IV  
DISTRIBUTION OF COLLEGE ATTENDANCE

ALL GRADUATES OF WCHS

1967-74

YEAR	GRADUATES	COLLEGE BOUND	PERCENT	GRADUATES OR NOW ATTENDING	PERCENT
1967	125	45	36	22	18
1968	142	44	30	20	14
1969	135	65	48	23	17
1970	148	65	44	36	23
1971	152	67	44	36	23
1972	184	62	47	53	29
1973	166	43	26	31	18
1974	172	73	42	61	35

The above table indicated the number of graduates for each year; the number and percent who attended college; the number and percent of graduates who were attending or had graduated previously.

The percentage graduating or attending was below twenty percent for all of the classes who could have graduated except for the 1970-71 year. The percentage graduating or

still attending went to twenty-three percent for those years. This percentage may seem low, but if one examined the national average of persons graduating from college it was found that less than twenty percent of the population graduated from college. The analysis of the 635 respondents who answered the question, "Are you now attending college?", is shown below:

TABLE V  
DISTRIBUTION OF COLLEGE ATTENDANCE  
REPORTING SURVEY

YEAR	GRADUATES	GRADUATES ATTENDING COLLEGE	PERCENT	GRADUATES OF 4 YRS. OR NOW ATTENDING	PERCENT
1967	53	23	41	15	27
1968	63	29	44	23	35
1969	62	31	48	19	29
1970	71	33	45	23	31
1971	83	33	38	23	27
1972	88	45	50	33	36
1973	102	31	29	22	20
1974	113	50	43	41	35



These statistics indicated a higher percentage of respondents were either in college or have graduated than was true of all the graduates.

The students who graduated from college have had difficulty finding jobs in Humphreys County. Between 1967-71, eighty-four students received a B.S. degree. Of that number sixty lived away from Humphreys County. Twenty-four had jobs in the county. Conversely, of the college drop-outs almost all were in the county. Only twelve lived away from the county. Possibly this reflected a lack of demand for highly educated people (except in the technical area) in the county. If a person left home and received a college education, it was somewhat unlikely these people would be able to return to the county at a job with desired responsibilities and pay. Jobs held by college graduates responding were: four were teachers, three were farmers, eight were in business and the remainder were scattered as homemakers, nurses, engineers, and unemployed.

Of the group of college graduates responding who found work out of the county there were twenty teachers, two lawyers, one airline stewardess, two librarians, two preachers, thirteen in business and several were unemployed and in other work areas.

From these statistics, it is more likely a student will find a job in Humphreys County, if he quit college before

he finished and got a job in a training or apprentice program in the area.

Most of the industry in the area have training programs for their employees. They prefer to hire individuals with a good background, especially in mathematics. They find the individuals who planned to attend college took advantage of the very good math program at the high school, and they found him to make a much better trades person than the person who avoided all of the academic subjects he could. This would account for this trend in employment practices.

The fourth question, "If you left the community where you attended school, why did you leave?", was answered thus:

TABLE VI  
REASONS FOR LEAVING COUNTY

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
<u>TO TAKE A JOB</u>	31	11	22	7	53	19
<u>TO SEEK A JOB</u>	22	7	22	7	44	14.5
<u>TO GO TO SCHOOL</u>	42	14	80	26	122	40.5
<u>PARENTS MOVED</u>	14	5	17	6	31	10
<u>MARRIED</u>	21	7	12	4	33	11
<u>OTHER</u>	13	4	5	2	18	5
TOTAL	143	48	158	52	301	100

Thus the most common reason for leaving emphatically combined "To take a job" and "To seek a job." These reasons indicated a need for jobs for the young. It indicated a need for training to make them more employable. This is a serious problem to rural counties who continue to lose their young to other areas.

Question number two, "Are you married?", was not a pertinent question, but it provided additional information. Graduates indicated that 185 of the vocational or twenty-seven percent, and 135 or twenty percent of the non-vocational were married. Of the vocational 154 or twenty-two percent said they were single, and 216 or thirty-one percent of the non-vocational were unmarried. Five chose not to designate their marital status, although one did indicate he was in the process of divorce.

During this time of extremely high unemployment, one question was extremely interesting: "Are you presently employed?"

TABLE VII  
UNEMPLOYMENT TRENDS

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
YES	201	31	198	30	399	61
NO	117	18	134	21	251	39
TOTAL	318	49	332	51	650	100

On the surface this would leave an extremely high rate of unemployment. Thirty-nine percent were unemployed. If examined further, question number nine offers some information, "If unemployed, check your reason for unemployment."



TABLE VIII  
REASONS FOR UNEMPLOYMENT

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
<u>FAMILY RESPONSIBILITIES</u>	59	24	20	8	79	32
<u>OTHER</u>	42	17	19	8	61	25
<u>LACK OF JOB OPPORTUNITIES</u>	20	8	19	8	39	15
<u>UNAVAILABLE FOR WORK</u>	16	6	30	12	46	19
<u>CAN'T FIND A JOB</u>	7	2	15	7	22	9
TOTAL	144	67	103	33	247	100

This question was answered by only 247 people, but of that number, 186 responded they were unemployed because they did not wish to work. Many of this seventy-five percent were homemakers and have family responsibilities. Eighteen percent gave "Other" as their reasons for unemployment. "Other" responses most frequently indicated they were students on a full-time basis. "Lack of job opportunity" and "Can't find a job" comprised twenty-four percent. Many students marked the unemployed category, which indicated they would take a

parttime job if they could find one, and it may have indicated that some of them were still in school because of the disturbing economic picture. With all of this analysis, the survey respondents were still left with a twenty-four percent unemployment rate, which is high when compared with the Tennessee Employment Service estimate of 9.6 percent for the county. The survey was conducted during the big lay-offs at the local manufacturing plants, and this would account for some of the unemployment. The following table gives a five year estimate of the annual average work force estimates from the Tennessee Department of Employment Security (13):

TABLE IX  
ANNUAL AVERAGE WORK FORCE ESTIMATE

EMPLOYMENT STATUS	1967	1968	1969	1970	1971
CIVILIAN WORK FORCE	4560	5000	INA	5930	5980
UNEMPLOYMENT	380	240	INA	320	350
PERCENT OF WORK FORCE	8.3	4.8	INA	5.4	5.8
TOTAL EMPLOYMENT	4180	4760	INA	5610	5560
NONAGRICULTURAL	3740	4310	INA	5200	5150
WAGE AND SALARY, EXCEPT DOMESTIC	3210	3730	INA	4520	4470
AGRICULTURAL	440	450	INA	410	410
INVOLVED IN LABOR DISPUTES	0	0	INA	0	70

These statistics indicated a five year unemployment rate ranging from 4.8 percent in 1968 to 8.3 percent in 1967. These statistics were compiled before the downturn in the economy. This is reflected in the survey, and it showed a need for more jobs in the area. In comparison with some of the neighboring counties, Humphreys County is rather fortunate as far as available jobs are concerned. Stewart County is reported to have a twenty-six percent unemployment rate as of this date. (26)

There has been much discussion in Humphreys County recently about what kinds of vocational programs would be best for the county. Various groups have put forth ideas, and this survey tried to find what the graduates of WCHS felt would be most beneficial to the prospective students in view of the kind of work they were doing: "If employed, in which occupation are you working?"

TABLE X  
OCCUPATIONAL DISTRIBUTION

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
<u>TRADES-INDUSTRY</u>	70	19	39	11	109	30
<u>DISTRIBUTIVE OCCUPATIONS</u>	12	3	10	3	22	6
<u>HEALTH OCCUPATIONS</u>	11	3	12	3	23	6
<u>OFFICE-BUSINESS</u>	50	13	53	14	103	28
<u>TECHNICAL-TECHNICIAN</u>	7	2	17	5	24	6
<u>OTHER</u>	30	8	58	16	88	24
TOTAL	180	48	189	52	369	100

This shows a decided skew toward two different job groups: office-business, and trades and industry. If "technical" is added to these, there is a total of sixty-four percent of the workers in these groups.

Twenty-eight percent of the respondents were in office-business, and they were asked to designate in which occupation they were engaged. Twenty-eight indicated their job classification as secretary or stenographer; twenty-four were clerk-typist or typist; twenty-three were supervisory-management;



nineteen were general office clerk; seventeen were bookkeeper-accountant; sixteen were receptionist; fifteen were teller; ten were cashier; two were payroll clerk; four were key punch operator; and one was a computer programmer. Their comments agreed with the literature concerning the lack of real use of shorthand in their work. Shorthand, however, was the deciding factor oftentimes as to whether they were hired or not.

This job distribution showed a great opportunity in the business-trades-industry-technical area in the county. The job placement of the surveyed students indicated a need for skills in these areas.

Another factor related to the kinds of employment in the county was the distribution of the students throughout the industries. Appendix D shows the industry distribution of the survey. This tabulation was confined only to the county work area and did not carry out-of-town firms.

The Tennessee State Plan for Vocational Education, 1971-72 states: "Two areas, 'Trades and Industrial Skills' and 'Distributive Services' accounted for two-thirds of the vocational technical jobs in Tennessee." (25) A projection of the employment opportunities in the area is shown in the following chart:

TABLE XI  
PROJECTED EMPLOYMENT OPPORTUNITIES

OCCUPATIONAL AREA	NO. NEEDED 1975	NO. NEEDED 1980	NO. NEEDED 1985
AUTOMOBILE MECHANICS	68	71	73
BUILDING TRADES	269	277	285
METAL CRAFTS: CRAFT FOREMAN	972	1001	1093
FACTORY OPERATIVES	1190	1226	1262
NON-FACTORY OPERATIVES	173	178	183
MECHANICS & REPAIR (EXCEPT AUTO)	234	241	249
SALES & MARKETING	266	274	282
CLERICAL	676	678	698
SERVICE WORKERS	686	706	727
HEALTH SERVICE	103	106	109
FARM RELATED	253	261	269
TRANSPORTATION	291	300	309
LABORERS	491	506	520

This data was taken from the RCU Data Chart Page 3 and 5 which was obtained from the 1970 census. A telephone survey was made of over 100 businesses in the area, and a research report from Austin Peay State University was conducted in 1972 to further the projections and information. The projections were made on the projected increase in population for 1975, 1980 and 1985 predicted in tables on page 16 of the RCU booklet. (13)

Another factor which is most interesting to educators is reflected in the question, "Was the training you received in high school adequate for your job?"

TABLE XII  
CURRICULA SATISFACTION

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
<u>PREPARED</u>						
<u>EXTREMELY WELL</u>	37	12	29	10	66	22
<u>SUFFICIENT</u>	43	14	41	14	84	28
<u>INSUFFICIENT</u>	40	13	42	14	82	28
<u>NOT RELEVANT</u>	36	12	29	11	65	22
TOTAL	196	51	141	49	297	100

Only forty-three percent of the sampling responded to this question, but fifty percent of these felt their training had been adequate. It did not seem to make any difference whether they were vocational or non-vocational, they responded much the same. This reflected some degree of assurance for the kind of curricula which is being offered, but the fifty percent who considered their education irrelevant or insufficient indicated a need for better curriculum planning.

Question number twenty-five covered this same information. It asked, "If you did not take vocationally oriented subjects while in high school, how well did your high school training prepare you for your first job?" Only forty-five percent of the survey answered this question, and many of them commented it covered the same material covered in question number twelve. The researcher agreed, and the material is outlined briefly. Respondents (27%) considered their education either poor or fair as to job preparation. Only ten percent of the vocational people were dissatisfied with their program, but eighteen percent of the non-vocational reflected lack of job skills.

Question number twenty-six of the survey instrument treated the material on curricula satisfaction of those who attended post-secondary institutions, "If you attended a post-secondary institution before getting a job, how well did your high school training prepare you for your educational effort?"



TABLE XIII  
CURRICULA SATISFACTION  
POST-SECONDARY GRADUATES

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
<u>EXCELLENT</u>	14	5	45	16	59	21
<u>GOOD</u>	33	12	77	28	110	40
<u>AVERAGE</u>	19	7	44	16	63	23
<u>FAIR</u>	11	4	16	6	27	10
<u>POOR</u>	9	3	8	3	17	6
TOTAL	86	31	190	69	276	100

Forty percent of the responding population answered this question. Seven percent of the vocational judged the curricula to be either fair or poor, and nine percent of the non-vocational. Twenty-two percent of the vocational rated the program average to excellent, and twenty-eight percent of the non-vocational indicated an agreement. These graduates considered themselves vocational in many instances when they had not had at least two years of vocational subjects.

The ACT report from 1973 offers interesting information. WCHS tested eighty-two students from a class of 172. The average composite score for this group was 18.9. The national average composite score was 18.9. There were 27,340 Tennessee High School Students who took the test, and their average composite score was 18.1. The average high school grade point at WCHS was 2.9; national average was 2.9; and Tennessee average was 2.8. This indicated the quality of work expected by WCHS as measured by the ACT scores and compared both national and state. One question asked on the ACT instrument was, "What do you think about the education you have received in your high school?" Thirty-one percent said the high school education was excellent; fifty-one percent thought it was good, and eighteen percent thought it was average. Not a single one said it was below average or inadequate. Sixty-six percent were satisfied with the instruction given, and twelve percent were dissatisfied. (1)

Many graduates took typing, shorthand and bookkeeping who were not in the vocational curriculum by our definition. This may have been a factor in their classification of themselves as vocational graduates. Question number five asked, "Have you had any courses listed below?" All 695 surveys had made one or more responses. The percentages are figured on the number of replies. Percentages will not total 100 percent because many students carried multiple course offerings. The responses follow:

TABLE XV  
VOCATIONAL SUBJECTS TAKEN

SUBJECT	NUMBER	PERCENT
TYPEWRITING	500	72
SHORTHAND	126	18
BOOKKEEPING	163	23
GARNER'S WORK STUDY	42	6
AGRICULTURE	81	12
HOME ECONOMICS	219	32
BUILDING TRADES	73	11
STENO LAB	38	5
CLERICAL LAB	52	7
TOTAL	1075*	

\*Many respondents took multiple courses.

This list was used to distinguish between vocational and non-vocational. Typewriting, shorthand, and bookkeeping are not considered vocational subjects, although the students call them vocational. Typewriting was taken by 500 of the students (73%), and it might be noted here that 167 or twenty-four percent rated this subject as one of the most valued

subjects. Typing is an elective, but it was chosen most frequently by all students.

Another question on this same subject was twenty-two, "What subject did you value most?" The complete tabulation can be found in Appendix H, but the subjects most frequently mentioned were English (287), Math (266), and typing (167). The single subjects which are taught only one year which were most frequently mentioned were chemistry (88), and book-keeping (62). The vocational subjects taught in three hour blocks have been added to the curriculum in the past three years. Steno and Clerical Lab were mentioned forty-six times as most valuable; trades were mentioned forty-three times, and the work-study program was mentioned eighteen times. Other preferences are listed in full in Appendix H. The subjects valued least are in Appendix I.

Graduates were asked to respond to a variety of questions concerning their experiences in finding a job. Question number fifteen asks, "Did you look for employment in the occupation for which you were trained?"



TABLE XX  
EMPLOYMENT SOUGHT AND OBTAINED

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
<u>YES, FOUND A JOB IN MY FIELD</u>	55	15	88	24	143	39
<u>NO, DID NOT TRY</u>	67	18	50	13	117	32
<u>NO, DID NOT HAVE SUFFICIENT TRAINING</u>	26	7	46	12	72	19
<u>YES, AND STILL LOOKING</u>	20	6	19	5	39	10
TOTAL	168	46	203	54	371	100

Thus, thirty-nine percent found a job in their field. The vocational found a job in their area only fifteen percent of the time. Possibly the non-vocational held a more diversified "field" and thus classified himself in his field when he really was not trained in the area. That record reflected a need for more training in the high school.

Some studies in the literature found the vocational student more likely to remain on the job longer than others. Question number seventeen asks, "How many full-time jobs have you had since leaving school?"

TABLE XXI  
JOB MOBILITY

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
<u>ONE</u>	108	20	82	15	190	35
<u>TWO</u>	84	16	63	11	147	27
<u>THREE</u>	64	12	55	10	119	22
<u>NONE</u>	38	7	47	9	85	16
TOTAL	294	55	247	45	541	100

This chart indicated the vocational person was more likely to remain on the job than was the non-vocational. The group who answered they had had no jobs since graduation were slightly skewed to the non-vocational. It might be noted these graduates were usually still in higher education.

## TREATMENT OF DATA

A further purpose of this study was to test the hypothesis, "There is no significant difference in the stated degree of job satisfaction between vocational curriculum students and those in the academic curriculum." The question on the survey pertaining to this was, "How do you feel about your job?" This table illustrates the percentages:

TABLE XXII  
DISTRIBUTION OF JOB SATISFACTION

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
<u>WELL-SATISFIED</u>	100	24	104	25	204	48
<u>SATISFIED</u>	91	21	75	18	166	39
<u>DISSATISFIED</u>	26	6	27	6	53	13
TOTAL	217	51	206	49	423	100

Of the vocational graduates 191 expressed a satisfaction with their jobs, and 179 of the non-vocational felt the same way. This was analyzed by the IBM computer using the chi-square method of analysis. The chi-square value with

two degrees of freedom, or  $\chi^2=5.991$ , was not significant at the .05 level of probability. Thus the null hypothesis was supported, there is no difference between job satisfaction of the vocational and non-vocational students at WCHS.

The second hypothesis was, "There is no significant difference between the starting salaries of vocational students and non-vocational students." The question asked was, "What was your starting pay, before deductions in your first full-time job?"

TABLE XXIII  
BEGINNING SALARY DISTRIBUTION

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
<u>ABOVE \$500 PER MONTH</u>	40	7	62	13	102	21
<u>\$400-\$500 PER MONTH</u>	49	10	35	7	84	17
<u>\$300-\$400 PER MONTH</u>	78	15	62	13	140	28
<u>\$200-\$300 PER MONTH</u>	84	17	53	11	137	28
<u>BELOW \$200 PER MONTH</u>	21	4	11	3	32	6
 TOTAL	 272	 53	 223	 47	 495	 100



This reflected an average beginning salary of \$360.50 per month for the 495 respondents. The vocational people had a beginning salary of \$335.84. The non-vocational had a beginning salary of \$376.23. There was a significant difference between beginning salaries of the two groups. When the chi-square method of analysis is used,  $\chi^2=9.488$ , with four degrees of freedom. This is significant at the .05 level. This does not support the null hypothesis, "There is no difference between starting salaries of vocational and non-vocational people." The higher salary is ascribed to the non-vocational people, contrary to what was expected.

The third hypothesis stated, "There is no significant difference between current salaries of vocational and non-vocational students." The question asked was, "What is your present salary?"

TABLE XXIV  
PRESENT SALARY DISTRIBUTION

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
<u>ABOVE \$500 PER MONTH</u>	103	23	111	25	214	49
<u>\$400-\$500 PER MONTH</u>	46	11	30	7	76	18
<u>\$300-\$400 PER MONTH</u>	33	8	26	6	59	14
<u>\$200-\$300 PER MONTH</u>	21	5	14	3	35	8
<u>BELOW \$200 PER MONTH</u>	29	7	20	5	49	11
 TOTAL	 232	 54	 201	 46	 433	 100

The average present salary is \$416.62 per month. The vocational average is \$408.62 per month and the non-vocational is \$434.57 per month. The non-vocational average was slightly higher than the vocational average. The difference was not significant at the .05 level of confidence, but the null hypothesis was supported at this level. The RCU questioned the non-vocational having higher starting salaries than the vocational. Several things are relevant here: (1) the prevailing high rate of technical and trades jobs attracted many non-vocational people. They stay in college for a quarter or

so, then they return home to take vocational jobs for which they can be trained on-the-job. These jobs pay very high salaries, and they are given to people with good strong academic background in preference to students who followed the trades track and avoided all higher math and science. These apprenticeship jobs have beginning salaries of over \$9,000 per year.

Students should be encouraged to take as much science and math as they can do. They are better fitted for the trades-industrial-technical jobs of Humphreys County if they take some vocational subjects also.

The fourth hypothesis tested was, "There is no significant difference between the time required for first full-time employment for vocational students and non-vocational students." The question asked was, "How long did it take you to find your first full-time job after graduation?"

TABLE XXV  
LENGTH OF TIME TO OBTAIN JOB

	VOCATIONAL		NON-VOCATIONAL		TOTAL	
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT
<u>BEFORE COMPLETING</u>	41	9	45	10	86	19
<u>LESS THAN ONE MONTH</u>	136	30	92	20	228	50
<u>SIX MONTHS OR MORE</u>	53	12	40	9	93	20
<u>NO FULL-TIME JOB</u>	16	3	33	7	49	11
TOTAL	246	54	210	46	456	100

Eighty-nine percent of the responding sample found a job within six months of graduating. The vocational found a job more quickly, (51%), within six months, while the non-vocational only thirty-nine percent found a job within six months. When the chi-square method of testing for significance was applied to this data, it was found that the difference was significant at the .05 level with three degrees of freedom. Thus, the null hypothesis was not proven, and there is a significant difference in the amount of time taken to get first jobs. This significance is in favor of the vocational people.



This concludes the statistical analysis of the paper, but several other questions were asked to try to elicit comments from the students.

Graduates were asked to list any additional subjects they thought should be added. The most outstanding request was in business education, crafts, psychology and sociology. Sixty-seven felt a need for a psychology course, ten responded public relations; and five named human relations. This was equaled by the request for more office education by sixty respondents. Sociology was requested by forty people. Graduates put much emphasis on business management, (31), and economics, (23). They said there was a need for people to know how to manage their business affairs at home. Auto mechanics drew twenty-seven votes, welding was named by thirty, trades and carpentry was listed by thirty, work-study was requested by twenty-three. Such terms as "vocational course, vocational-exploration" drew twenty-two requests. A need for communications was expressed by seventeen. Twenty students asked for more foreign language, although the group gave languages a low rating as to help after high school. The full list is in Appendix J.

In addition to this listing of subjects, graduates took time to write long and detailed comments. They commented upon the school, teachers, and principal. They made very constructive comments about the world of work, and life after

school. The surveyor had several long distance phone calls when the graduate became so involved in trying to be helpful to his old Alma Mater that he could not get on paper all the things he wanted to say. A common theme throughout the comments was the need for more attention to human relations; more individual responsibility for the student and more help in facing life after school. They were interested, and they wanted to help. Very few were derogatory, but a few were. They felt the high school needed to expand their business training to include and emphasize common, everyday business matters. They pointed out that a student could graduate from WCHS without knowing how to write a check and he still could have a good four year course in science and math.

Another question on the survey asked, "What could WCHS do to better prepare students for public employment?" Again the answer was, "Give them more training in human relations and in responsibility." The most common response was a need for vocational exploration and on-the-job training if possible.

Guidance personnel need to pay particular attention to the question, "What could guidance personnel have done for you that they did not do?" Many responded to the question by calling for personal attention. They felt they were not considered in many things. They felt a need for more attention to those who were not college bound, and they felt a need for occupational information. There seems to have been a direct

correlation between the dissatisfaction with the guidance department and the number of counselors. In 1972 when the present counselor became the senior counselor, there was an upturn in counselor-student attitude. They were the first class who had had advantage of two counselors in the high school.

A second question is highly related to this. "What did guidance personnel do that was helpful?" Unfortunately, many of these comments could be put in the "Helped me choose subjects," "Helped me plan my schedule," "Helped me get into college," and "Helped with recommendations" areas. They also commented on personal help. The criticisms seemed to be, again, lack of individual attention, and a felt need for more counseling for the students who were not going to college.

In the Tennessee Educational Survey (24), only two areas were reported as needing no improvement, (a) the degree of freedom in choosing services, and (b) counseling services. In recent years ACT Survey (1) students reported satisfaction with guidance.

However, the many suggestions make the guidance counselors job a very real challenge, and this survey has certainly been helpful with those suggestions.

In conclusion, this survey uncovered a tremendous need for more individual attention in the school. The survey graduates felt this could come from counselors, from teachers, or



from anyone who cares. They felt this need would have helped them adjust to school life better, and many reflected they could never have graduated if they had not had some personal attention and help from someone in the school.

There was an outstanding request for more personal responsibility of the students. Many, both vocational and non-vocational, reflected this need. If a student goes into the world of work, life faces him with a need for personal responsibility immediately after high school. If he attends college, he needs no less the responsibility training. This survey has offered much insight into the minds of the graduates of Waverly Central High School.



CHAPTER V  
FINDINGS, CONCLUSIONS, RECOMMENDATIONS  
FINDINGS

This follow-up supplied information needed for the planning of new programs, and it provided a large amount of information for curriculum planning in the future. The following will list some of the most important findings:

1. Sixty-six percent of the graduates of Waverly Central High School remain in the county; forty-four percent of the vocational and twenty-one percent of the non-vocational graduates remain in the county.
2. Twenty-six percent of the respondents were still in higher education at the time of the survey.
3. Less than twenty percent of the graduates of WCHS remain in college long enough to obtain a four year degree.
4. Of the students who have received a B.S. Degree since 1967, seventy-one percent live out of the county.
5. Students (33%) reflected most frequently reasons for leaving Humphreys County were "To take a job" or "To seek a job."
6. The reporting survey listed twenty-four percent of those unemployed were unemployed because of "Lack of job opportunity" or "Can't find a job."
7. Tennessee Employment Service reports an unemployment total of 8.6 for Humphreys County.
8. Sixty-four percent of the people were working in the area of office-business-trades-industry and technical.

9. Fifty percent of the respondents who answered the question about curriculum said it had been adequate.
10. Twenty-five percent of the non-vocational felt their education for first jobs was poor.
11. Sixteen percent of the post-secondary education graduates felt the school was doing either a poor or a fair job, conversely twenty-one percent felt they were doing an excellent job.
12. Seventy-two percent of the students who responded took typewriting; twenty-four percent rated this as one of their most valued subjects.
13. Subjects valued most by students were English, math, and typing. Single subjects which are taught only one year which were most frequently mentioned were chemistry, (88), and bookkeeping, (62). Forty-six respondents recommended clerical and steno lab, forty-three recommended trades and eighteen recommended the work-study program.
14. Thirty-nine percent of the respondents said they found a job in their field; the non-vocational responded he found a job in his field twenty-four percent of the time. Possibly the non-vocational felt their field was wider.
15. Eighty-nine percent of the survey found a job less than six months after completing the program. The vocational people found a job sooner than their non-vocational counterpart, and thus failed to support the null hypothesis.
16. Job satisfaction was expressed by 191 (45%) of the vocational people, whereas 179 (43%) of the non-vocational graduates expressed job satisfaction. The analysis by chi-square did not find this significant at the .05 level of confidence.
17. The vocational people had an average beginning salary of \$335.85. The non-vocational had a beginning salary of \$376.23. The average salary was \$360.50. There was a significant difference at the .05 level of confidence, but it favored the non-vocational. This was not expected.



18. The vocational average present salary is \$408.62 per month and the non-vocational is \$434.57. The average salary was \$416.62. There was no significant difference between present salary of vocational and non-vocational graduates.
19. Vocational Office Education programs were one of WCHS's best programs. Sixty-six responses advised additions to this program.
20. Sixty-seven respondents felt a need for a psychology course. Fifteen others requested subjects in human or public relations.
21. Sociology was recommended by forty graduates.
22. Vocational courses were listed frequently, with business, auto mechanics, welding, trades, carpentry, and work-study being mentioned most frequently.
23. Foreign language was requested by twenty, although the group who had taken foreign languages in high school gave them a very low rating concerning its helpfulness after high school.
24. Graduates felt there was a need to give students more responsibility.
25. Guidance personnel must be aware of a felt need for more personal work. Guidance was designated as overly concerned with the college bound, and too busy with college preparation. The students' reaction to guidance reflected a positive attitude. Students since 1972 have had the advantage of two guidance counselors. This reflected a need for more counselors per pupil.

## CONCLUSIONS

These findings provided a definite direction for curriculum planning, and a foundation for the new Comprehensive Vocational School. Some conclusions reached were:

1. This survey uncovered a need for more individual attention in the school. Teachers, counselors, and administration must view each child individually, must consider him as a person, and must offer help to solve his school and life problems. More guidance personnel would enhance this solution; however, it cannot be solved within any one department, but it must be attacked by the entire faculty.
2. There was a request for more responsibility for the student. Vocational and non-vocational reflected this need, and it was reported that life demands such responsibility. Students needed to be treated more as adults, even though they admitted they acted like children.
3. In general, the students reflected a complimentary attitude toward the academic program at Waverly Central. There was a demand for more language instruction. After examining the returns, the comments, and the program at WCHS, it was concluded there was a felt need for the spoken word in the foreign language department. The foreign language department is not equipped with listening labs, and it is extremely difficult to teach very effectively without them. Students from WCHS who take the language placement tests in some colleges are not prepared. One youngster was sent for psychological testing to see if he was capable of learning another language.
4. Even though most of the comments about WCHS's academic program were complimentary, there was a small amount of requests for better college prep classes. Some students felt a need for calculus, more advanced science, and more college bound English.
5. Students reflected a need for more vocational choices. Forty-four percent of the vocational



people remain in the county, and less than twenty percent graduate from college; therefore, there is a great need for more vocational courses. This included courses in trades, in business, and the technical areas.

6. Although overall, sixty-six percent of the students remained in the county, most of those who were away reflected a nostalgia to return to Tennessee. They felt the school could have better prepared them for employment. Therefore, the school should continue what it is doing and add more opportunities.
7. There is very little difference in the salaries reported by the vocational and non-vocational, but that difference accrues to the non-vocational. This indicated the non-vocational person probably carried the college preparatory curriculum, and when he decided not to attend, he had a good academic background which was valued by the industries in the area. Fifty percent of the survey reported salaries above \$500 per month.
8. WCHS offered a good academic program. Fifty percent said it was adequate, but there is a need for better career counseling as seventy-one percent of those people who received a B.S. degree lived out of the county.
9. Thirty-nine percent felt they found a job in their field. This indicated the school is not preparing students for the world of work, even though sixty-nine percent of the survey found a job in less than one month after they finished high school. The vocational people found a job sooner than their non-vocational counterpart, although this difference was not large.
10. Job satisfaction was relatively high (88%); therefore, it seems either salaries or job attitude is contributing to job satisfaction.
11. The differential in salaries, although it favored the non-vocational, was not great enough to be very influential. However, if one takes into account the many comments reflecting a need for more math, science, English, vocational and occupational training, it is evident that additional training is especially needed for those without

other means of achieving success. People with average academic ability should have the vocational occupation open to him so he can be better prepared to enter the world of work after graduation.

12. The Vocational Office Education program needs to be expanded. Sixty-six responses asked for this, and practically every letter commented upon the tremendous need for business people in the world today.
13. There is a need for a psychology course to teach students how to get along with each other, as well as get along in the world. Dovetailed with this is a reflected need for sociology to help one understand his society.
14. Guidance personnel provide well for the college bound student. They neglect the non-college bound who really need them more.
15. There is a need for better career planning and occupational information. This could take the form of plant visits, instruction and work-study. Students felt a definite lack in this area.
16. Even though agriculture was valued for its skill training, there should be less emphasis here, and more in the skills needed for industry.

## RECOMMENDATIONS

On the basis of the conclusions reached in this study, many practical suggestions stand out for better curriculum planning. The following recommendations have been made to the Board of Education:

1. Offer one-half credit in Psychology and one-half credit in Sociology (more to be added after the introductory courses).
2. Make the present Senior Economics tough for pre-college people.
3. Teach the new tenth grade Economics (required) from a practical standpoint.
4. Provide language labs for the present French and Spanish programs. Emphasize the spoken word.
5. Increase the counselor ratio to 1:200 students. Require every counselor to be a vocational (as well as academic) counselor.
6. Make visits to industry by guidance a part of the program; make an effort to get students involved; orient girls more realistically; and be selective about pushing students into college.
7. Provide reading instruction at the high school level. Help any who need basic skills such as comprehension and speed.
8. Put less emphasis on agriculture, and put more emphasis on general skills for industry.
9. Provide greater emphasis for all students on technical education; provide less emphasis on college.
10. Provide a twelfth grade course in simple math including the reading of a ruler.
11. Stress that students need tolerance; need ability to get along; need maturity; and need a sense of joint responsibility.



12. Add Speech II to the curriculum, and provide communication skills in all English classes. For the non-college bound this should be spoken English.
13. Add the following seven new programs to WCHS:
  - (1) Auto Mechanics
  - (2) Welding and Cutting
  - (3) Vocational Office Education
  - (4) Building Trades
    - a. Masonry
    - b. Woodwork
    - c. Carpentry
  - (5) Electricity, Electronics
  - (6) Distributive Education
  - (7) Graphics, Drafting, Mechanical Drawing
14. Make the results of this study available to the vocational instructors, non-vocational instructors, counselors, Humphreys County Board of Education, Superintendent of Schools, as well as the principals of the schools in the county. It is further recommended it be placed in the library for further reference.
15. Make a follow-up study of the employers regarding their satisfaction with the graduates of WCHS.
16. Add "Business Principles and Management," or "Business Organization and Management" to the curriculum.
17. Extend the Vocational Office Education class to Juniors.
18. Offer semester courses in Home Economics for boys and girls.
19. Institute a Vocational Guidance Program with the Vocational Program.



## APPENDICES

## APPENDIX A

January 1, 1975

Dear Graduate:

I am surveying all graduates of the present Waverly Central High School to determine what types of courses need to be added to the present curriculum in order to offer a better program for students.

I am interested in what kind of job you have, what further education you have obtained, and what WCHS did for you, and how we can better plan for the future.

If you will take a few minutes to fill out the enclosed form, and return it in the self-addressed, stamped envelope, I will really appreciate it. I need your form. Everyone who has ever graduated from the present building is being contacted.

Sincerely,

Enid Haney Barber  
Counselor

## APPENDIX B

## STUDENT FOLLOW-UP

NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_

1. Do you now live in Humphreys County?    ☐ Yes    ☐ No
2. Are you married?    ☐ Yes    ☐ No
3. Are you currently enrolled in school full-time?    ☐ Yes    ☐ No
4. If you left the community where you attended school, why did you leave?
  - ☐ To take a job
  - ☐ To seek a job
  - ☐ To go to school
  - ☐ Parents moved
  - ☐ Married
  - ☐ Other: Specify \_\_\_\_\_
5. Have you had any of the courses listed below?
 

<u>No. of Years</u>	<u>Yes</u>	<u>No</u>	
_____	_____	_____	Typewriting
_____	_____	_____	Shorthand
_____	_____	_____	Bookkeeping
_____	_____	_____	Garner's Work Study
_____	_____	_____	Agriculture
_____	_____	_____	Home Economics
_____	_____	_____	Building Trades
_____	_____	_____	Steno Lab
_____	_____	_____	Clerical Lab
6. Are you presently employed?    ☐ Yes    ☐ No
7. If employed, what company? \_\_\_\_\_
8. If employed, is it    ☐ Full-time employment  
                                  ☐ Part-time employment
9. If unemployed, reason for unemployment:
  - ☐ Unavailable for work
  - ☐ Can't find a job
  - ☐ Family responsibilities
  - ☐ Lack of job opportunities
  - ☐ Health reasons
  - ☐ Other: Specify \_\_\_\_\_



10. If employed, in which occupation are you working?  
☐ Distributive occupations  
☐ Health occupations  
☐ Office-Business  
☐ Technical-Technician  
☐ Trade-Industrial  
☐ Other: Specify \_\_\_\_\_
11. If you checked Office-Business, indicate job classification  
☐ Secretary or stenographer  
☐ General Office Clerk  
☐ Cashier  
☐ Receptionist  
☐ Teller  
☐ Clerk-typist or typist  
☐ File clerk  
☐ Bookkeeper-Accountant  
☐ Payroll clerk  
☐ Key punch operator  
☐ Supervisory-Management
12. Was the training you received in high school adequate for your present job?  
☐ Prepared extremely well  
☐ Sufficient  
☐ Insufficient  
☐ Not relevant, didn't train
13. Are you employed in the occupation for which you were trained? ☐ Yes ☐ No ☐ Inappropriate (was not trained for an occupation)
14. Were you able to obtain full-time employment as soon as you expected? ☐ Yes ☐ No
15. Did you look for employment in the occupation for which you were trained?  
☐ Yes, I found a job in my field  
☐ Yes, and still looking  
☐ No, did not try  
☐ No, did not have sufficient training
16. How long did it take to obtain your first full-time employment?  
☐ Before completing program  
☐ Less than one month  
☐ Six months or more  
☐ No full-time job

17. How many full-time jobs have you had since leaving school?  
☐ None  
☐ One  
☐ Two  
☐ Three or more
18. How do you feel about your job?  
☐ Well satisfied  
☐ Satisfied  
☐ Dissatisfied
19. If you took vocational courses, how well did it prepare you for your first job?  
☐ Excellent  
☐ Well above average  
☐ Slightly above average  
☐ Slightly below average  
☐ Well below average  
☐ Not applicable
20. What was your starting pay (before deductions) in your first full-time job?  
☐ Above \$500 per month  
☐ \$400-\$500 per month  
☐ \$300-\$400 per month  
☐ \$200-\$300 per month  
☐ Below \$200 per month
21. What is your present salary?  
☐ Above \$500 per month  
☐ \$400-\$500 per month  
☐ \$300-\$400 per month  
☐ \$200-\$300 per month  
☐ Below \$200 per month
22. What three subjects taken in high school helped you most?  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_
23. What three helped you least?  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_
24. Did you take any subject in high school which has been of no help since graduation? ☐ Yes ☐ No  
If so, what subject? \_\_\_\_\_

25. If you did not take vocational subjects in high school, how well did your high school training prepare you for your first job?
- ☐ Excellent
  - ☐ Good
  - ☐ Average
  - ☐ Fair
  - ☐ Poor
26. If you attended a post-secondary institution before getting a job, how well did your high school training prepare you for your educational effort?
- ☐ Excellent
  - ☐ Good
  - ☐ Average
  - ☐ Fair
  - ☐ Poor
27. Please make any further comments which would be helpful to us in planning the work at WCHS. You may write on the back of the page.

What year did you graduate from high school? \_\_\_\_\_

Did you take Vocational Office Education in school?

- ☐ Yes
- ☐ No

Should others take VOE training?

- ☐ Yes
- ☐ No

If you did not take VOE in high school, would this training have been helpful to you in your present job?

- ☐ Very helpful
- ☐ Helpful
- ☐ No
- ☐ Don't know

In your opinion, how could WCHS better prepare students for public employment?

List any additional subjects you think should be added.

What could Guidance Personnel have done for you that they did not do?

What did they do that was helpful?



## APPENDIX C

February 5, 1975

Dear Graduate:

In December I mailed you a letter and a questionnaire asking about your job experience, education, and opinion of your high school education. I haven't received yours yet, and I would be grateful if you would complete the one I am enclosing in this letter.

Some of you are still in school and do not have a job; therefore, you feel the survey does not apply to you. It does apply to you, and if I do not obtain a representative sample I cannot complete the statistical analysis I am making. So please take a few minutes to fill out the items applicable to you. Items 1, 2, 3, 5, 22, 23, 24, 26, 27, and the third page will be the ones most helpful to me. This, of course, applies only to those still in school.

To those of you who are out of school, please complete the forms and return. If anyone feels threatened by putting your name on the form, do not do so. I'll remove it as soon as it comes to my office, and this was only a way to keep track of those who sent them back. Please put the year that you graduated.

Thank you so much for your time, and if you get one of these and have already responded, chalk it up to my usual disorganization.

Sincerely,

Enid Barber

## APPENDIX D

	1967	1968	1969	1970	1971	1972	1973	1974
Acme Boot		1	2	2		3	3	3
Benton County:								
Board of Education					1			1
B & B Construction		1				1		1
Bank of Camden						1		
Citizen's Bank			2			3		
City Water						1		
Commodore Apparel	1				1	1		
Conalco		1				1	4	
Country Kitchen						1		
Cozy Corner						1		1
Dupont	4	5	5	1	7	3	4	
H. & R. Block							1	
First Federal	1	1	1					
Flexer		1						
Foote	1			1	1		2	2
Global Lagging								1
Humphreys County:								
Board of Education	3	3	1	2				
Chamber of Commerce			2					
Highway Department						1		
Utilities	1		1	1				
Nursing Home						1	1	
Inland		5	2	3	1	5	1	1
McEwen Mfg.		1						
Nautilus		1	1			2	1	
Self-employed	1	3						
Sarah Coventry			1					
Tenn. Casting		1						
Tate Lumber Co.					1			
Totty's Beauty Shop	1							
TVA	3	3	1				2	
Union Bank	1			1	1			
Southern Furniture					1	1		
Waverly Lumber					1			
Waverly Bestway Mkt.					1			
Wallace's Garage	1							
Waverly Big Star					1			
Waverly Transfer		1						
Ruth's Beauty Shop					1			
Meriwether Lewis					1		1	
Motor Parts					1			
Murphree Tax				1				
Parker Construction					1			
Phil Rushton			1	1	1			



	1967	1968	1969	1970	1971	1972	1973	1974
Joe Patterson					1			
Rochelle				1				
National Lock					1			
Sears					1			
Tri-County						1		

SUBJECT	1967	1968	1969	1970	1971	1972	1973	1974
Mathematics					1			4
English					1			4
Typing					0			1
Chemistry					0			1
General Science					1			1
Bookkeeping					1			1
Home Economics					1			1
Biology I					1			1
General Business					1			1
Building Trades					1			1
American History					1			1
Shorthand					1			1
Agriculture					1			1
Clerical Lab					1			1
Steno Lab					1			1
Physical Education					1			1
Languages					1			1
Art					1			1
Music					1			1
Physics					1			1
Community Development					1			1
Vocational Experience					1			1
Speech					1			1
Civics					1			1



## APPENDIX H

## SUBJECTS VALUED MOST

SUBJECT	NUMBER	YEARS REQUIRED	YEARS AVAILABLE
Mathematics	255	1	4
English	237	4	4
Typing	167	0	1
Chemistry	77	0	1
General Science	74	1	1
Bookkeeping	62	0	1
Home Economics	56	0	3
Biology I	40	0	1
General Business	40	0	1
Building Trades	40	0	2
American History	40	1	1
Shorthand	31	0	1
Agriculture	26	0	4
Clerical Lab	26	0	1
Steno Lab	16	0	1
Physical Education	23	1	1
Languages	13	0	2
Art	20	0	3
Music	14	0	4
Physics	17	0	1
Consumer Economics	19	0	1
Vocational Cooperative Ed.	18	0	2
Speech	3	0	1
Civics	3	0	1

## APPENDIX I

## SUBJECTS VALUED LEAST

SUBJECT	NUMBER	YEARS REQUIRED	YEARS AVAILABLE
American History	239	1	1
General Science	92	1	1
Mathematics	87	1	4
Languages	84	0	2
Physical Education	67	1	1
English	61	4	4
Typing	52	0	1
Biology	51	0	1
Home Economics	36	0	3
Ancient History	29	0	1
Music	26	0	4
Chemistry	25	0	1
Consumer Economics	25	0	1
Agriculture	20	0	4
Bookkeeping	17	0	1
Shorthand	17	0	1
Art	12	0	3
General Business	10	0	1
Civics	10	0	1
World History	5	0	1
World Geography	0	0	1
Steno Lab	0	0	1
Clerical Lab	0	0	1
VOE	1	0	2
Trades	0	0	2

## APPENDIX J

## SUBJECTS RECOMMENDED BY GRADUATES

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SUBJECT	REQUESTS
Psychology	67
Office Occupations	66
Sociology	40
Trades, Carpentry, Woodwork	32
Business Management	31
Welding	30
Vocational-Career Explorations	28
Auto Mechanics	27
Foreign Language (Adv. Greek, Latin)	27
Graphics, Drafting, Mech. Drawing	24
Work-Study	23
Economics	23
Electricity, Electronics	20
Speech	17
Accounting (Two Years)	17
Vocational Courses	12
Physical Education	12
Chemistry II	10
Public Relations	10
Political Science	9
Calculus	9
Sex Education	8
Health	8
Creative Writing	7
Machine Shop, Metal Work	7
Shorthand II	6
Computer Language	6
Advanced Physics	6
Marketing	6
Drama	5
Adv. Agriculture	5
Appliance Repair	5
Data Processing	5
Communications	5
Cosmetology	5
Music Appreciation	5
Teacher's Aides	5
Math (Applied)	5
Human Relations	4
Anthropology	

<u>SUBJECT</u>	<u>REQUESTS</u>
Art History	
Business Law	4
Business Math	4
Bachelor Living	4
Art Appreciation	4
Business Machines	3
Civic Responsibility	3
Speed Reading	3
Reading Comprehension	3
College Prep History	3
Bible	3
Critical Analysis	2
Journalism	2
Basic Comp.	2
Geography	2
Data Processing	2
Music Theory	2
Pipe Fitting	2
Statistics	2
Wildlife Management	2
Spelling	1
Printing	1
Pre-Broadcasting	1
"Football" Sciences	1
Pep Band	1
Microbiology	1
Masonry	1
Logic	1
Junior Achievement	1
Home Management	1
Horticulture	1
Industrial Technology	1
Forestry	1
Finance	1
Business Letters	1
Career Days (4-6)	1
Dancing	1
Architecture	1
Basic English	1
Black History	1
Criminal Justice	1

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