A FOLLOW-UP STUDY OF WAVERLY HIGH SCHOOL
GRADUATES, WAVERLY, IOWA, 1950-1957

A Field Report
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of the Requirements for the Degree
Master of Science in Education

by
Dale LaVern Jensen
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A FOLLOW-UP STUDY OF WAVERLY HIGH SCHOOL
GRADUATES, WAVERLY, IOWA, 1950-1957

by

Dale LaVern Jensen

Approved by Committee:

[Signatures]

Chairman

Dean of the Graduate Division
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CHAPTER I

INTRODUCTION

The process of adjusting the school curriculum to a modern concept of objectives of education has gone on very slowly. A curriculum that will meet all, or even a majority of the human needs, complicated by circumstances of our social and economic lives, presents a large task to the builders, organizers, and teachers of school programs.¹

If curriculum revision is to be constructive and meaningful and in line with the accepted objectives of secondary education, curriculum workers must utilize many sources of data. One of the sources of information for this purpose is a follow-up study.

I. THE PROBLEM

Statement of the Problem. The primary purpose of this follow-up study of 219 graduates was an attempt to evaluate the Waverly High School curriculum with specific attention to the following points concerning graduates:
(1) present employment status, (2) present type of employment, (3) how present jobs were obtained, (4) what areas of

high school experiences were most helpful in obtaining jobs, (5) the most frequent problems encountered, (6) participation in community affairs, (7) development of leisure time activities, and (8) the differences of opinion between the men and women graduates answering the questionnaire.

**Importance of the Study.** It is generally accepted that the purpose of the schools is to prepare the pupils to take full and active part in the life of the community and state. If this task is to be carried on successfully, attention must be given to what is taught.¹

With the tempo at which life progresses today, greater care must be taken in revising a curriculum to meet the economic, social and personal needs of the students.²

The following statement by Jacobson and Reavis emphasized the need for curriculum revision and continued research:

A continued program of curriculum revision is required in order that the materials in use may be changed in response to fundamental changes in society outside the school, or may be changed as research finds new materials of social significance for school use.³

---

³Jacobson and Reavis, *op. cit.*, p. 569.
Don Birdsell, Principal of Waverly High School, stated:

Scarcely enough emphasis can be placed on the importance of continued research toward planning for the success of any and all school activities. Constant changes have been made in the Waverly High School Curriculum in the past, and as research warrants, more will be made in the future in an attempt to improve and strengthen the areas in need of change.¹

The school has a continuing responsibility, as the students of the school make up the society in which we live. The school can profit from following up the unsuccessful as well as the successful graduates, and can evaluate the effectiveness of its curriculum. Almost every school wants to know how its program served a particular group of pupils, and data collected from the follow-up study may indicate just that.²

II. DEFINITION OF TERMS

Terms to be used in this study have been defined in the following way:

Curriculum. This study will make reference to curriculum as defined by Douglass. He defined curriculum


A planned sequence of education experiences set up to fit the needs of some group of individuals that are in some degree homogeneous or a planned sequence of educational experiences designed to meet the needs of some one individual.\textsuperscript{1}

\textbf{Co-Curriculum}. Throughout this report, co-curriculum shall be interpreted to mean, "those phases of school activities not taught in the classroom, though functioning under the guidance of the school faculty."\textsuperscript{2}

\textbf{Vocation}. Vocation will be referred to as, "the major area in which a specific occupation would appear when classified by the Dictionary of Occupational Titles."\textsuperscript{3}

\textbf{Follow-up Study}. The term follow-up study, as used in this report, is defined as an instrument of research used to provide data for revising and reorganizing curriculum.\textsuperscript{4}

\textbf{Unit of Work}. A unit of work, as used in this study,

\begin{footnotes}
\footnote{1Douglas, \textit{op. cit.}, p. 46.}


\end{footnotes}
means, a year's work in a subject which meets five credit hours of recitation per week for thirty-six weeks.¹

Local. Those graduates who had a Waverly, Iowa, mailing address were considered living in the local area.

III. PROCEDURES

Most of the information regarding the community was secured through an interview with the Waverly Chamber of Commerce Secretary, to receive data relating to local industry and the community as a whole. Information pertaining to the school's finances, teacher employment, and the course of study were obtained during interviews with the Superintendent of the Waverly Community School District and The Waverly High School Principal.

Four hundred eighty-four, 1950-1957, graduates were selected as those to be surveyed, because they were the most recent graduates. Of the 484 men and women graduating between the years 1950-1957, 400 addresses were obtained by contacting relatives or friends, and by enlisting the aid of students in school.

The instrument used to contact these graduates was a questionnaire, prepared by the Iowa Life Adjustment

¹Don Birdsell, "Statement to the Teachers" (statement given to Waverly, Iowa High School teachers, January, 1958).
Education Commission, directed by Dr. Ralph Austermiller, Waterloo, Iowa.\(^1\) There were eighteen major problems covered by the questionnaire, with at least one question pertaining to each problem. Enclosed with the questionnaire and return envelope was a cover letter explaining the purpose of the study.\(^2\)

When the questionnaires were returned, they were grouped according to the year of graduation, and according to the sex of the graduates. The data were then tabulated and analyzed.

IV. LIMITATIONS OF THE STUDY

Addresses could not be found for eighty-four graduates, limiting the number of questionnaires sent to 400. Two hundred nineteen questionnaires were returned. Of this number, 129 were those of former students who graduated in 1955, 1956, and 1957. Twelve were returned by the 1954 graduates.

Drop-outs were not included in this survey.

V. LITERATURE SURVEYED

Several follow-up studies of high school graduates

\(^1\)See Appendix B for a copy of the questionnaire.

\(^2\)See Appendix A for a copy of the cover letter.
have been made in other Iowa school districts. Information from three follow-up studies, as they relate to this study, is cited in the following paragraphs:

Conclusions reached by McBeth in his study were:

1. The high school did little in aiding their graduates to secure a job.

2. A large percentage graduated without any plans for the future.

3. Counseling and guidance services were insufficient.

4. Graduates had inadequate participation in community affairs.1

In determining trends in occupations in the small Iowa towns, Meyers reported that of 121 alumni who returned questionnaires, seventy-one persons were attracted to jobs of the skilled classification. Data for his survey were compiled from questionnaires sent to 183 graduates of small town high schools.2

A study conducted by Bennett in 1953 determined that there were dissatisfactions on the part of the graduates


with the educational program and special services offered by the school. Of 451 graduates surveyed:

Forty-five per cent gave the school credit for giving them all, almost all, or a considerable amount of the help needed in learning to spend leisure time wholesomely and enjoyably.¹

Bennett also found a "definite dissatisfaction on the part of the graduates in the area of preparation for family life, which includes sex education and marriage relations."²

In general related research indicated dissatisfaction in the completeness of vocational and personal guidance, in handling finances, and in preparation for family life.

A conclusion which may be drawn from an analysis of these studies would seem to be, that some forms of weaknesses which exist within a curriculum may be discovered by use of a follow-up study of recent high school graduates.

²Ibid., p. 57.
CHAPTER II

INTRODUCTIONS TO COMMUNITY AND SCHOOL

A description of the Waverly community and school system has been compiled in order to provide a background of information concerning the environment in which the graduates lived, and the type of schools which they have attended.

I. COMMUNITY

Waverly, the county seat of Bremer county, is located in the northeastern section of Iowa. Federal and State highways, 218 and 3 respectively, merged there. The population was estimated, in 1957, by a municipal utilities survey to be 6,000. This did not include the officers and men of the 788th Air Craft Control and Warning Squadron located two miles south of Waverly. The nationality of the community was predominately German, with a large percentage of the population belonging to the American Lutheran Church.¹

Many of the businesses were locally owned, although some operated under a chain name. The city supported two newspapers, the Independent and the Democrat, which were

distributed on Tuesday and Thursday respectively. The banks in operation were The First National and the State Bank of Waverly, with combined total bank deposits of $12,713,144.29 in 1957. The city was bisected by the Cedar River, a river that produced only a small amount of electricity but was used extensively for boating and fishing. Residential housing and other building activity are cited here as an index of the city's growth. From 1955-1957, 104 new dwellings were constructed, and thirteen new places of business were issued permits to build.¹

Wartburg College, located at Waverly, was sponsored by the American Lutheran Church. On November 1, 1957, the college had an enrollment of 855 students with a faculty and staff of fifty-eight men and women. Buildings constructed on the college campus from 1955-1957 included a fine arts building, a girls' dormitory, and a boys' dormitory.²

The figures compiled in Table I show that 380 persons were employed with the Schield Bantam Company, whereas the Lutheran Mutual Insurance Company had 100 employees. Ninety-five persons worked for the Bremer Packing Company, 80 persons were employed by the Carnation Milk Company,

¹Ibid., p. 3
²Ibid.
55 worked for the Waverly Produce Company, and 25 had steady employment at the Waverly Publishing Company. Goodrich and Fettkether employed 15 persons, whereas each of the remaining industries employed fewer than 10 men and women. The Carnation Milk Plant contributed two million dollars.

TABLE I

TYPE OF INDUSTRY AND NUMBER OF PEOPLE EMPLOYED AT WAVERLY, IOWA, 1958*

<table>
<thead>
<tr>
<th>Industry</th>
<th>Number Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schield Bantam Company</td>
<td>380</td>
</tr>
<tr>
<td>Lutheran Mutual Insurance Company</td>
<td>100</td>
</tr>
<tr>
<td>Bremer Packing Company</td>
<td>95</td>
</tr>
<tr>
<td>Carnation Milk Company</td>
<td>80</td>
</tr>
<tr>
<td>Waverly Produce Company</td>
<td>55</td>
</tr>
<tr>
<td>Waverly Publishing Company</td>
<td>25</td>
</tr>
<tr>
<td>Goodrich and Fettkether</td>
<td>15</td>
</tr>
<tr>
<td>Caphenin Chemical Company</td>
<td>8</td>
</tr>
<tr>
<td>General Machine and Tool Company</td>
<td>5</td>
</tr>
<tr>
<td>Waverly Manufacturing Company</td>
<td>4</td>
</tr>
<tr>
<td>Holly Manufacturing Company</td>
<td>3</td>
</tr>
<tr>
<td>Waverly Elevator</td>
<td>3</td>
</tr>
<tr>
<td>Wahl Welding Works</td>
<td>2</td>
</tr>
<tr>
<td>Lane Burial Vault</td>
<td>2</td>
</tr>
</tbody>
</table>

*Source: Files of the Waverly Chamber of Commerce Secretary, 1958.

annually to persons in the Waverly community in the form of employee payrolls, payments to farmers for milk and for various services purchased locally. The community of Waverly was apparently very dependent upon this
industry for its economic stability. The rural population in the community made their living primarily through dairy farming, beef and pork production and the raising of grains.  

The Waverly service organizations, as listed by Bailey, included the Wa Tan Ye Club, Lions International, Daughters of the American Revolution, the Waverly Community Chest, the Cedar Valley Conservation Club, Waverly Cancer Society, American Red Cross, and the Boy and Girl Scouts.

Several service organizations were active in local school betterment. They were the American Legion and Auxiliary, the Amvets and Auxiliary, the Veterans of Foreign Wars and Auxiliary, the Rotary International and the Parent-Teachers' Association.

Fraternal organizations included the Masonic Lodge, the Order of Eastern Star, the Odd Fellows and the Rebekah Lodge.

The social organizations were, the Archery Club, the Waverly Country Club, the Waverly Garden Club, the Women's Club, and the Officers' Wives' Club (788th Aircraft Control and Warning Squadron).

1Ibid.

3Ibid.  
4Ibid.  
5Ibid.
II. SCHOOL

In 1958 the assessed taxable valuation of the Waverly Community School District was, $10,747,087.00. The tax levy was 32.03 mills.¹

There were five school buildings being used by the Waverly school district and a sixth was under contract to be completed in the fall of 1958. The buildings used during the 1957-1958 school year, as described in Table II, were the high school, 4 elementary buildings (Irving, Lincoln, West Cedar, and Carey), and 5 rural school buildings. The high school building housed 544 students, grades seven through twelve. Irving school, built in 1952, provided for 390 students, whereas 142 were enrolled in Lincoln, which was built in 1898. West Cedar and Carey school, built in 1956 and 1957 respectively, provided for 208 students. The 5 one-room rural schools, 1 teacher for each, had a total enrollment of 81 students. Lincoln school had recently been remodeled, but was expected to be abandoned in the 1960's, due to extremely small playground facilities and its undesirable location.²

The total number employed in the Waverly Community

¹Information supplied by L. N. Jensen, Superintendent, Waverly, Iowa, Community Schools, in a personal interview, May 27, 1958.

²Ibid.
School District was fifty-eight teachers, a full-time school nurse, and an administrative staff of four.¹

**TABLE II**

<table>
<thead>
<tr>
<th>Building</th>
<th>Year Built</th>
<th>Grades Taught</th>
<th>Number of Students Enrolled</th>
<th>Number of Teachers Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>1926</td>
<td>7-12</td>
<td>544</td>
<td>32</td>
</tr>
<tr>
<td>Irving</td>
<td>1952</td>
<td>Kgn.-6</td>
<td>390</td>
<td>14</td>
</tr>
<tr>
<td>Lincoln</td>
<td>1898</td>
<td>Kgn.-3</td>
<td>142</td>
<td>4</td>
</tr>
<tr>
<td>West Cedar</td>
<td>1956</td>
<td>1-4</td>
<td>107</td>
<td>4</td>
</tr>
<tr>
<td>Carey</td>
<td>1957</td>
<td>1-4</td>
<td>101</td>
<td>4</td>
</tr>
<tr>
<td>Rural Schools</td>
<td>--</td>
<td>1-5</td>
<td>81</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>--</td>
<td>Kgn.-12</td>
<td>1365</td>
<td>63</td>
</tr>
</tbody>
</table>

*Statistics obtained from L. N. Jensen, Superintendent of the Waverly, Iowa Community Schools, 1958.*

The high school was accredited by the North Central Association of Secondary Schools and Colleges, and the Iowa State Department of Education. The course of study as planned for the 1958-1959 school year is shown in Table III. Required courses will be algebra and English for the fresh-

men, and English and world history for the sophomores. The
juniors will be required to take American literature and
American history, whereas the seniors will be required to
take American government and sociology. Driver's education
will be required of all sophomores, but no credit is to be
given. Four years of mathematics will be offered to those
interested, and in 1958, one science course will be required
before graduation. Elective science courses will be general
science, biology, chemistry and physics.

Changes made in the Waverly High School course of
study since 1950 included:

1. World History from an elective to a required
   subject for students in the tenth grade.

2. Bookkeeping as an elective for tenth grade
   students to an elective for eleventh grade students.

3. Advanced algebra as an elective for the tenth
   grade students rather than for the students of the eleventh
   grade as previously scheduled.

4. Math IV, which includes trigonometry, statistics,
   modern algebra, and analytic and solid geometry, from an
   elective for the eleventh grade students to an elective for
   eleventh and twelfth grade students.

5. Advanced shop to advanced drawing for eleventh
   grade boys.

6. Latin II was no longer offered as an elective
<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Courses</th>
<th>Elective Courses</th>
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<tr>
<td>Freshman</td>
<td>Algebra or Exploring Math. English I</td>
<td>Agriculture I</td>
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<td></td>
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<td>Drawing I</td>
</tr>
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<td></td>
<td></td>
<td>General Science</td>
</tr>
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<td></td>
<td></td>
<td>Homemaking I</td>
</tr>
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<td></td>
<td></td>
<td>Latin I</td>
</tr>
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<td></td>
<td></td>
<td>Woodworking</td>
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<tr>
<td>Sophomore</td>
<td>English II World History</td>
<td>Advanced Algebra</td>
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<td>Advanced Drawing</td>
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<td>Biology</td>
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<td></td>
<td></td>
<td>Latin II</td>
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<tr>
<td>Junior</td>
<td>American Literature American History</td>
<td>Advanced Shop</td>
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<td></td>
<td></td>
<td>Typing I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math IV</td>
</tr>
<tr>
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<td>American Government Sociology</td>
<td>Agriculture IV</td>
</tr>
<tr>
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<td></td>
<td>English Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Office Practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secretarial Training</td>
</tr>
</tbody>
</table>

*Source: Typewritten schedule obtained from Don Birdsell, Principal, Waverly, Iowa High School, May 15, 1958.*
for eleventh and twelfth grade students.

7. Spanish was replaced by German in the course of study as an elective for pupils in grade eleven.

8. Economics was replaced by sociology as a required subject for students in grade twelve.

9. Agriculture III was changed from an elective for the twelfth grade boys to an elective for boys in the eleventh grade.

10. Homemaking III was changed from an elective subject for twelfth grade girls to an elective for eleventh grade girls.

11. Speech and art were changed from electives for twelfth grade students, to elective subjects for eleventh grade students.\(^1\)

The co-curricular program involved a number of activities for interested high school boys and girls. Any boy that met the eligibility rules set forth by the Iowa High School Athletic Association could participate in the school's athletic program. The sports offered in the athletic program were basketball, football, baseball, golf, wrestling, and track. Boys who did not go out for a high school athletic team could participate in a boys' intramural program.

\(^{1}\)Don Birdsell, Waverly High School Principal, personal interview, May 7, 1958.
Activities in the co-curricular program, other than sports were cheerleading, Future Farmers of America, Future Teachers of America, Girls' Recreation Association, Homemaking Council, Masquers, instrumental music, vocal music, Science Club, Ushers' Club, "W" Club, National Honor Society, and Thespian Society.

For those interested in journalism, the following activities and organizations were sponsored: Quill and Scroll, Yearbook Staff, Key Staff, the School Newspaper, or the Tale Feathers Staff.¹

Information secured from the superintendent of the Waverly Community School District enumerates the years of training, total years experience, and years of tenure of the instructional and administrative staff in the Waverly school system. Thirteen teachers had completed more than four years of college training. Twenty-eight teachers held a Bachelor of Arts Degree, and twenty of the faculty had completed three or fewer years of college training. Nine members of the Waverly faculty had taught twenty-one or more years, whereas thirty-nine teachers had completed ten or fewer years of teaching experience. In 1958, fifteen of the

Waverly faculty had more than five years of tenure in the Waverly school system. The training, experience and tenure of the school nurse and a Wartburg College professor, who taught German in the high school, were not included in these totals. The experience, training and tenure of the guidance counselor was included, as he was employed as a half-time counselor and as a half-time classroom teacher.¹

¹Information supplied by L. N. Jensen, Superintendent, Waverly, Iowa Community Schools, in a personal interview, May 27, 1958.
CHAPTER III

DESCRIPTIONS AND OPINIONS OF THE WAVERLY, IOWA HIGH SCHOOL GRADUATES CONCERNING THEIR EMPLOYMENT, SCHOOL INFLUENCES, AND PERSONAL INTERESTS

The results of the questionnaire were tabulated with both numbers and percentage of persons answering each question. There were 219 Waverly High School graduates, 124 men and ninety-five women, who answered the questionnaire used in this study. The percentages were computed from the number of graduates participating in the survey. Some graduates gave more than one answer to several questions.

I. ADDRESS AND MARITAL STATUS

When asked to state their present address, 162 persons indicated they lived within the state of Iowa, whereas 110 of these lived in the local area. Sixty-one of the men graduated gave a local address, and thirty-six gave addresses within the state. Fifteen men gave out of the state addresses and twelve stated they were in the armed services. Fifty-three men were attending college at the time of answering the questionnaire. Forty-three of these graduates were attending colleges within the state. Forty-nine of the women graduates reported local addresses. Thirty-one were located within the state and fifteen had
moved out of the state. Thirty-three women stated they were attending college. Fifteen women reported they had left the state to complete their education, and 110 women reported living within the local area.

In reference to the question on marital status, seventy-eight of the men said they were single and forty-three said they were married. One of the men participating in the survey reported that he had been divorced. Fifty-four women said they were single and thirty-seven stated they were married. No separations were reported by the women, but one indicated she had been divorced.

II. EMPLOYMENT

The data compiled in Table IV concerning the employment status of the 1950–1957 men graduates, show that of the 124 men answering the questionnaire 53 were working full time, and 52 were attending school full time. Thirteen of the men graduates said they were in the armed services and 2 reported they were unemployed and seeking work. One said he was in school part time.

Table V presents a tabulation of responses concerning the employment status of the 95 women who graduated from Waverly High School between the years 1950–1957. Forty-one reported full-time employment, and 33 said they were attending school full time. Twenty-seven of the women indicated
TABLE IV

EMPLOYMENT STATUS AS REPORTED BY 124 MEN GRADUATES
OF WAVERLY, IOWA HIGH SCHOOL, 1950-1957

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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>3</td>
<td>10</td>
<td>4</td>
<td>8</td>
<td>5</td>
<td>12</td>
<td>4</td>
<td>7</td>
<td>53</td>
<td>42.7</td>
</tr>
<tr>
<td>Part Time</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>24</td>
<td>19.4</td>
</tr>
<tr>
<td>Unemployed seeking work</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Armed Services</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>13</td>
<td>10.5</td>
</tr>
<tr>
<td>In School Full Time</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>52</td>
<td>41.9</td>
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<tr>
<td>In School Part Time</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.8</td>
</tr>
</tbody>
</table>

their occupation as that of a housewife, and 2 said they were unemployed and seeking work. None of them reported part time school attendance.

The type of work that the men graduates reported they were engaged in is shown by data compiled in Table VI. Twenty-four of the men graduates said they were working as skilled or semi-skilled laborers. Fourteen reported they were employed in a professional, semi-professional, or managerial position. Work of the clerical and sales nature was reported by 9 men graduates, and 12 men said they were
TABLE V
EMPLOYMENT STATUS AS REPORTED BY 95 WOMEN GRADUATES OF WAVERLY, IOWA HIGH SCHOOL, 1950-1957

<table>
<thead>
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<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>2</td>
<td>11</td>
<td>41</td>
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</tr>
<tr>
<td>Part Time</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>16</td>
<td>16.8</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>Housewife</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>27</td>
<td>28.4</td>
</tr>
<tr>
<td>In School Full Time</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>13</td>
<td>12</td>
<td>33</td>
<td>34.7</td>
</tr>
<tr>
<td>In School Part Time</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

engaged in agriculture. Fifty-three reported they were in college and 10 men graduates said they were employed in a service occupation.

The data compiled in Table VII show 18 women graduates to have reported they were housewives, 25 said they were engaged in clerical and sales work, and 9 reported themselves as being employed in professional, semi-professional, or managerial positions. Attendance at college was reported as being the place of work for 33 women. Ten women reported they were employed in a service occupation.
## TABLE VI

**TYPE OF WORK ENGAGED IN AS REPORTED BY 124 MEN GRADUATES OF WAVERLY, IOWA HIGH SCHOOL, 1950-1957**

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>1950</th>
<th>1951</th>
<th>1952</th>
<th>1953</th>
<th>1954</th>
<th>1955</th>
<th>1956</th>
<th>1957</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semi-Professional &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Managerial</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
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<td>1</td>
<td>14</td>
<td>11.3</td>
</tr>
<tr>
<td>Clerical and Sales</td>
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<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>7.2</td>
</tr>
<tr>
<td>Service</td>
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<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>8.1</td>
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<td>0</td>
<td>0</td>
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<td>6</td>
<td>1</td>
<td>3</td>
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<td>9.7</td>
</tr>
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<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>24</td>
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<td>3</td>
<td>5</td>
<td>6</td>
<td>10</td>
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<td>13</td>
<td>53</td>
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</tr>
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<td>Type of Work</td>
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<td>1951</td>
<td>1952</td>
<td>1953</td>
<td>1954</td>
<td>1955</td>
<td>1956</td>
<td>1957</td>
<td>Total</td>
<td>Per Cent</td>
</tr>
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<td>----------</td>
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<td>0</td>
<td>0</td>
<td>9</td>
<td>9.5</td>
</tr>
<tr>
<td>Managerial</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Clerical and Sales</td>
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<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>25</td>
<td>26.3</td>
</tr>
<tr>
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<td>0</td>
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<td>1</td>
<td>2</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Skilled, &amp; Semi-Skilled</td>
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<td>0</td>
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<td>6</td>
<td>11</td>
<td>14</td>
<td>33</td>
<td>34.7</td>
</tr>
<tr>
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<td>1</td>
<td>2</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>Total</td>
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<td>10</td>
<td>13</td>
<td>6</td>
<td>2</td>
<td>16</td>
<td>18</td>
<td>26</td>
<td>95</td>
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</table>
The data compiled in Table VIII indicate the means by which the 124 men graduates of Waverly High School obtained their jobs. Nineteen of the men graduates reported they were aided through family efforts. Thirty-seven said they used their own efforts. Friends were given credit for aiding 13 men in acquiring a job. Three men graduates said they obtained their positions through an employment agency.

### Table VIII

Method of Obtaining Employment as Reported by 124 Men Graduates of Waverly, Iowa High School, 1950-1957

<table>
<thead>
<tr>
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<td>Through:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>1</td>
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<td>1</td>
<td>19</td>
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<td>4</td>
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<td>1</td>
<td>1</td>
<td>3</td>
<td>13</td>
<td>10.5</td>
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<td>0</td>
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<td>1</td>
<td>3</td>
<td>2.4</td>
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</tr>
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<td>0</td>
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<td>0.8</td>
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<td>6</td>
<td>5</td>
<td>7</td>
<td>37</td>
<td>29.8</td>
</tr>
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<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>13</td>
<td>10.5</td>
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<td>Attending College</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>8</td>
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<td>0</td>
<td>1</td>
<td>8</td>
<td>6.4</td>
</tr>
</tbody>
</table>
Two men reported the high school aided them in obtaining a job. One stated he obtained a position through a classified advertisement in a newspaper. Thirteen gave other sources credit for helping them acquire a job. The remaining 41 men were those attending college and those who did not respond to that portion of the questionnaire.

The data tabulated in Table IX indicated 27 of the

TABLE IX

METHOD OF OBTAINING EMPLOYMENT AS REPORTED BY 95 WOMEN GRADUATES OF WAVERLY, IOWA HIGH SCHOOL, 1950-1957

<table>
<thead>
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<td>Through:</td>
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<td>2</td>
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<td>9.5</td>
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<td>6</td>
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<td>9</td>
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<tr>
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<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>15</td>
<td>15.8</td>
</tr>
</tbody>
</table>

To Per Cent
women graduates had found their own job, and 2 had utilized family efforts in obtaining a position. Ten women secured their occupation through an employment agency, 9 were aided by friends, and the high school staff helped 5 women graduates obtain a position. Other means of securing a job were used by 4, and 37 women participants were attending college or did not respond to this portion of the questionnaire.

The degree of relationship between the work secured and that desired by the men graduates is shown in Table X.

**TABLE X**

**DEGREE OF RELATIONSHIP BETWEEN WORK SECURED AND WORK DESIRED AS REPORTED BY 124 MEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957**

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</tr>
</thead>
<tbody>
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<td>5</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>Not Related</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>28</td>
<td>22.6</td>
</tr>
<tr>
<td>Type of Work I Wanted</td>
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<td>1</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>26</td>
<td>21.0</td>
</tr>
<tr>
<td>Closely Related</td>
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<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>21</td>
<td>16.9</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>7</td>
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<td>8</td>
<td>28</td>
<td>22.6</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>16</td>
<td>11</td>
<td>14</td>
<td>10</td>
<td>26</td>
<td>17</td>
<td>26</td>
<td>124</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Twenty-one of the men indicated that they had not made a
definite choice of the job they hoped to secure prior to graduation. Twenty-six said the type of work wanted was obtained following graduation from high school. A close relationship was recorded by 21 men, whereas 28 indicated no relationship between work secured and that desired prior to graduation. Twenty-eight participants did not respond to this question.

Thirty-five of the Waverly women graduates indicated by the data obtained in Table XI that they had secured the type of work they had desired prior to graduation, and 19

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<tr>
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<td>1</td>
<td>3</td>
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<td>3</td>
<td>19</td>
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<tr>
<td>Type of Work Desired</td>
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<td>1</td>
<td>1</td>
<td>9</td>
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<td>8</td>
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<td>36.8</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
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</tr>
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<td>0</td>
<td>1</td>
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<td>2</td>
<td>8</td>
<td>10</td>
<td>23</td>
<td>24.2</td>
</tr>
</tbody>
</table>

said there was no relationship. Nine stated there was a
close relationship, and the same number of women said they had made no definite choice of the occupation they hoped to follow before graduation from high school. Twenty-three did not answer the question.

The data compiled in Table XII show how well satisfied the men graduates were in their work. Fifty-five said they were satisfied with the jobs they had secured, 35 men were moderately satisfied, 2 indicated indifference, and 4 men graduates were dissatisfied with the positions they held when answering the questionnaire. Twenty-eight participants in this survey did not reply to this question.

**TABLE XII**

DEGREE OF SATISFACTION IN WORK SECURED AS REPORTED BY 124 MEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957

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</tr>
</thead>
<tbody>
<tr>
<td>Satisfied</td>
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<td>6</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>14</td>
<td>9</td>
<td>7</td>
<td>55</td>
<td>44.4</td>
</tr>
<tr>
<td>Moderately Satisfied</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>19</td>
<td>35</td>
<td>28.2</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Dissatisfied</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>3.2</td>
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<td>3</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>28</td>
<td>22.6</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>16</td>
<td>11</td>
<td>14</td>
<td>10</td>
<td>26</td>
<td>17</td>
<td>26</td>
<td>124</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Fifty-four of the 95 women who responded to this follow-up study, reported they were satisfied in the jobs they had secured, as shown in Table XIII. Eighteen women expressed moderate satisfaction, and 1 said she was indifferent concerning the type of job she held. The

**TABLE XIII**

**DEGREE OF SATISFACTION IN WORK SECURED AS REPORTED BY 95 WOMEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957**

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</thead>
<tbody>
<tr>
<td>Satisfied</td>
<td>3</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>11</td>
<td>6</td>
<td>12</td>
<td>54</td>
<td>56.8</td>
</tr>
<tr>
<td>Moderately Satisfied</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>18</td>
<td>18.9</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>1</td>
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<tr>
<td>Dissatisfied</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>9</td>
<td>22</td>
<td>23.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4</td>
<td>10</td>
<td>13</td>
<td>6</td>
<td>2</td>
<td>16</td>
<td>18</td>
<td>26</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>

twenty-two women who did not respond to this question were attending college. No women reported they were dissatisfied with the positions they had secured.

III. SCHOOL INFLUENCES

The data shown in Table XIV indicate the areas in the
high school course of study most frequently mentioned by the men graduates as being helpful in their secured positions. Fifty-one of the men alumni felt that general studies had been most helpful to them in their present positions. Vocational studies were chosen as most helpful by 25 men, and 9 stated co-curricular activities were most helpful. Eighteen said all areas were important in their present work, and 6 indicated that no particular area had proven helpful in the type of work they had secured.

**TABLE XIV**

**AREA OF HIGH SCHOOL CURRICULUM REPORTED AS MOST HELPFUL IN POSITIONS SECURED BY 124 MEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>General Studies</td>
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<td>7</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>10</td>
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<td>14</td>
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<td>41.1</td>
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<tr>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>25</td>
<td>20.2</td>
</tr>
<tr>
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<td>1</td>
<td>0</td>
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<td>1</td>
<td>3</td>
<td>2</td>
<td>9</td>
<td>7.3</td>
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<td>1</td>
<td>4</td>
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<td>3</td>
<td>4</td>
<td>3</td>
<td>18</td>
<td>14.5</td>
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<tr>
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<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>4.8</td>
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<td>3</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>15</td>
<td>12.1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>16</td>
<td>11</td>
<td>14</td>
<td>10</td>
<td>26</td>
<td>17</td>
<td>26</td>
<td>124</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The data from Table XV show that 38 of the women graduates said the general studies area was most helpful in their secured positions whereas 23 women felt vocational studies proved most beneficial. Co-curricular activities were reported as the most beneficial by 10 women alumni. Ten women also replied all subjects were of definite importance in aiding them in their work. Two replied that no particular area had proven helpful. Twelve women did not reply to this portion of the questionnaire.

### TABLE XV

**AREA OF HIGH SCHOOL CURRICULUM REPORTED AS MOST HELPFUL IN POSITIONS SECURED BY 95 WOMEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957**

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</thead>
<tbody>
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<td>4</td>
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<td>24.2</td>
</tr>
<tr>
<td>Extra Curricular</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>10.5</td>
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<td>0</td>
<td>0</td>
<td>1</td>
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<td>1</td>
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<td>1</td>
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<td>2</td>
<td>16</td>
<td>18</td>
<td>26</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The 1950-1957 graduates of Waverly High School were questioned as to the degree to which high school counseling had been helpful to them. The data from Table XVI show the results of the men graduates. Twenty men graduates stated counseling had been extremely helpful, 61 disclosed some help, and 19 said counseling had given them very little help. Sixteen men indicated that they had not received counseling while in high school, and 8 of the men participants expressed the feeling that the counseling received was not helpful.

TABLE XVI

THE DEGREE TO WHICH COUNSELING WAS REPORTED AS HELPFUL TO 124 MEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957

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</tr>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Some Help</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>14</td>
<td>9</td>
<td>15</td>
<td>61</td>
</tr>
<tr>
<td>Very Little Help</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Didn't Have Any Help</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Not Helpful At All</td>
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<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>16</td>
<td>11</td>
<td>14</td>
<td>10</td>
<td>26</td>
<td>17</td>
<td>26</td>
<td>124</td>
</tr>
</tbody>
</table>
The data from Table XVII show 11 of the 95 women participants indicated that counseling was extremely helpful, 56 said some help was obtained from counseling and 17 women stated they had received very little help from high school counseling. Seven stated that no counseling had been received in high school. Four women said no help had been received through high school counseling.

TABLE XVII

THE DEGREE TO WHICH COUNSELING WAS REPORTED AS HELPFUL TO 95 WOMEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957

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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Helpful</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>11.6</td>
</tr>
<tr>
<td>Some Help</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>13</td>
<td>15</td>
<td>56</td>
<td>58.9</td>
</tr>
<tr>
<td>Very Little Help</td>
<td>0</td>
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<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>17</td>
<td>17.9</td>
</tr>
<tr>
<td>Didn't Have Any Help</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>7.4</td>
</tr>
<tr>
<td>Not Helpful At All</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4.2</td>
</tr>
<tr>
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Sixty-six of the men graduates, as shown by the tabulations in Table XVIII, indicated a desire to obtain a
managerial, semi-professional, or professional position. Fifteen disclosed a desire to become engaged in agriculture, and 14 men stated a desire to obtain a skilled or semi-skilled position. Four men did not reply to this portion of the questionnaire.

**TABLE XVIII**

**FUTURE OCCUPATIONAL PLANS AS REPORTED**
**BY 124 MEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957**

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The data compiled in Table XIX show that 39 of the
women graduates hoped to enter the professional, semi-professional or managerial field. Fourteen women indicated a desire to enter the clerical or sales field, and 1 expressed a desire to enter a skilled or semi-skilled occupation. Twenty-one women graduates stated a desire to be a housewife, and 5 participants had not decided what future occupation they preferred.

**TABLE XIX**

**FUTURE OCCUPATIONAL PLANS AS REPORTED BY 95 WOMEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957**

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</table>
The data compiled in Table XX pertain to the degree to which high school experiences gave useful information in specific fields. Fifty of the men responding to the questionnaire indicated that little useful information was received through their high school experiences in the field of marriage and family relationships. Thirty-six men said they received little useful information in the areas of appreciating music, art, literature, and nature, and 45 indicated some useful information was acquired in this area. In the field of science, 51 men graduates said some useful information was obtained in high school. Fifty-four men said some useful experiences were acquired in the field of economic competency. Sixty-two men participants said they had received some useful information with respect to intelligent use of leisure time, whereas 76 men indicated much information was provided in their high school experiences toward getting along with others.
## TABLE XX

**DEGREE TO WHICH HIGH SCHOOL EXPERIENCES PROVIDED USEFUL INFORMATION IN SPECIFIC FIELDS AS REPORTED BY 124 MEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957**

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<td>16</td>
<td>18</td>
<td>26</td>
<td>95</td>
</tr>
</tbody>
</table>
A question was asked of the 1950-1957 Waverly men graduates concerning the most difficult problems met by them since graduation. The results were tabulated in Table XXII.

**TABLE XXII**

MOST DIFFICULT PROBLEM MET SINCE GRADUATION AS REPORTED BY 124 MEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957

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<tbody>
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<td>0</td>
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<td>4</td>
<td>2</td>
<td>5</td>
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<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>7</td>
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<td>16</td>
<td>11</td>
<td>14</td>
<td>10</td>
<td>26</td>
<td>17</td>
<td>26</td>
<td>124</td>
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</tr>
</tbody>
</table>
Thirty-five of the men graduates said that continuing their education was their most difficult problem since graduation from high school. Twenty stated that the military service had been their biggest problem, and 7 men said that boy-girl relationships had been the most difficult problem for them since high school graduation. Seven other men stated their most difficult problem was adjusting to marriage, whereas the most difficult problem for 6 men graduates was of a moral and spiritual nature. Five said that holding a job was their greatest problem, and 11 indicated they had had no difficult problems since high school graduation.

The information compiled in Table XXIII shows that 29 of the women graduates felt that continuing their education was their most difficult problem. Fourteen women disclosed adjusting to marriage to be their most difficult problem since graduating from high school. Six graduates said boy-girl relationships were considered their most difficult problem, and the same number felt moral and spiritual problems had been the most difficult. Twelve women said they had had no difficult problems since high school graduation.
TABLE XXIII

MOST DIFFICULT PROBLEM MET SINCE GRADUATION AS REPORTED BY 95 WOMEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957.

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<td>16</td>
<td>18</td>
<td>26</td>
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</tbody>
</table>

The 219 graduates who participated in this study listed several comments and suggestions for improvement of
the school program. Those most commonly indicated were requirements of more mathematics and science, more counseling, more creative writing and speech, and a course in family living. Other comments and suggestions made by the graduates were offer more foreign languages, offer more industrial arts for the boys, place more emphasis on the gifted student, give all students more individual help, and place less emphasis on sports and co-curricular activities.

The data compiled in Table XXIV show the types of

TABLE XXIV

TYPES OF SCHOOLS ENROLLED IN FOLLOWING HIGH SCHOOL GRADUATION AS REPORTED BY 124 MEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957

<table>
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<th>1953</th>
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<th>1955</th>
<th>1956</th>
<th>1957</th>
<th>Total</th>
<th>Per Cent</th>
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<tbody>
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<td>12</td>
<td>6</td>
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<td>1</td>
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<td>26</td>
<td>17</td>
<td>26</td>
<td>124</td>
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1See Appendix C for graduates' comments and suggestions for improvement of the Waverly High School program.
schools the men graduates had enrolled in since graduation from high school. Of the 124 men graduates participating in this study, 73 had enrolled in a college, 12 had attended a trade school, and 8 men graduates had attended schools other than those listed on the questionnaire since graduation from high school.

Forty-nine women graduates as indicated in Table XXV, had enrolled in a college. One graduate indicated attendance at a trade school and 1 indicated she had enrolled

**TABLE XXV**

**TYPES OF SCHOOLS ENROLLED IN FOLLOWING HIGH SCHOOL GRADUATION AS REPORTED BY 95 WOMEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957**

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<th>1953</th>
<th>1954</th>
<th>1955</th>
<th>1956</th>
<th>1957</th>
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<th>Per Cent</th>
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</thead>
<tbody>
<tr>
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in a business college since graduating from high school. Six women stated they had at one time enrolled in nurses training, and 5 said they had attended schools of another nature. Thirty-three women graduates did not reply to this question.

Graduates of Waverly High School were asked, "How well do you believe you were prepared for the institution you attended?" Forty-one of the men indicated that they were well prepared and forty-four said they were given a fair amount of preparation for the institution they attended. Thirty-three of the women graduates said they were well prepared, whereas twenty-seven women indicated they had received fair preparation for the institution in which they had enrolled.

IV. PERSONAL INTERESTS

The data compiled in Table XXVI indicate that 92 of the men graduates exercised their voting privileges and 23 stated they did not. Five men graduates stated they had done voluntary work for the Red Cross. Eighteen indicated they had participated in Boy Scout work, 15 men said they were active in Young Men's Christian Association activities, and 29 specified that they had participated in other voluntary civic and social duties. Twenty-three men had exercised their rights in writing to their congressman or
### TABLE XXVI

**PARTICIPATION IN COMMUNITY AFFAIRS AS REPORTED BY 124 MEN GRADUATES OF WAVELEY, IOWA HIGH SCHOOL, 1950-1957**

|------------------|------|------|------|------|------|------|------|------|-------|----------|

#### a. Vote

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<td>11</td>
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<td>17</td>
<td>26</td>
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#### b. Voluntary Work for:

**Red Cross**

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**Boy Scouts**

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state legislator.

The data compiled in Table XXVII show that 53 of the women graduates had exercised their voting right. Seven women said they had participated in voluntary work for the Red Cross. Twenty-nine stated they had participated in
### TABLE XXVII

**PARTICIPATION IN COMMUNITY AFFAIRS AS REPORTED BY 95 WOMEN GRADUATES OF WAVERLY, IOWA HIGH SCHOOL, 1950-1957**

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Girl Scout work, and 11 women said they were active in the Young Women's Christian Association. Participation in other voluntary programs was expressed by 26 women and 9 stated they had exercised the privilege of writing to their congressman or state legislator. Five of the women graduates said
they had taken part in political campaigns, and 7 indicated they had joined service clubs.

The recreational interests of the 124 Waverly men graduates have been compiled in Table XXVIII. According to

**TABLE XXVIII**

RECREATIONAL INTERESTS AS REPORTED BY 124 MEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957

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<td>5</td>
<td>21</td>
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<tr>
<td>Books</td>
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<td>4</td>
<td>6</td>
<td>3</td>
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<td>11</td>
<td>19</td>
<td>62</td>
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</tr>
<tr>
<td>Watch Television</td>
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<td>13</td>
<td>6</td>
<td>11</td>
<td>5</td>
<td>20</td>
<td>13</td>
<td>20</td>
<td>92</td>
<td>74.2</td>
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<td>12</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>20</td>
<td>14</td>
<td>25</td>
<td>101</td>
<td>81.4</td>
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<tr>
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<td>7</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>16</td>
<td>14</td>
<td>14</td>
<td>76</td>
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</tr>
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<td>5</td>
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<td>2</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>36</td>
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<tr>
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<td>5</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>12</td>
<td>41</td>
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<td>14</td>
<td>7</td>
<td>16</td>
<td>54</td>
<td>43.5</td>
</tr>
</tbody>
</table>
the tabulations 8 of the men graduates said they had participated in sports, and 112 disclosed they had watched sports as a leisure time activity. Sixty-two men said they read books, and 92 stated they had watched television for recreation. Fifteen of the men did gardening in their leisure time and 41 said they had participated in musical activities. Other recreational activities reported by the men graduates were hunting, working on the car, fishing, playing cards, bowling, roller skating, traveling, swimming, writing and playing records.

The data from Table XXIX disclosed that 53 of the women graduates said they had participated in sports, and 63 women said they had watched sports as a leisure time activity. Books were read by 64 women and 89 said they read newspapers. Seventy-one women stated they watched television in their leisure time, and 13 said they did gardening as a leisure time activity. Other leisure time activities participated in by the women graduates were roller skating, playing cards, boating, painting, fishing, sewing, cooking, listening to records, writing letters, swimming, picnicking, shopping, baking and playing with children.

V. SUMMARY

One hundred sixty-two persons who responded to the questionnaire lived within the state of Iowa. Of this
TABLE XXIX
RECREATIONAL INTERESTS AS REPORTED BY 95 WOMEN GRADUATES, WAVERLY, IOWA HIGH SCHOOL, 1950-1957

<table>
<thead>
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<td>13</td>
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<td>9</td>
<td>3</td>
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<td>Magazines</td>
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<td>5</td>
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<td>15</td>
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<td>Newspapers</td>
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<td>20</td>
<td>71</td>
<td>74.7</td>
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<tr>
<td>Go to Movies</td>
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<td>15</td>
<td>15</td>
<td>22</td>
<td>76</td>
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<tr>
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<td>5</td>
<td>12</td>
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<td>47</td>
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<td>Musical Activities</td>
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<td>6</td>
<td>4</td>
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<td>10</td>
<td>10</td>
<td>14</td>
<td>49</td>
<td>51.6</td>
</tr>
<tr>
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<td>1</td>
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<td>1</td>
<td>5</td>
<td>8</td>
<td>11</td>
<td>29</td>
<td>30.5</td>
</tr>
</tbody>
</table>

number, 110 lived in the local area.

The results pertaining to the marital information of the graduates indicated that one man and one woman had
received a divorce.

Eighty-six graduates were attending college at the time of this survey. One hundred eighty-nine persons said they were either working full time or attending school full time. Two men and two women were unemployed and seeking work. Skilled and semi-skilled occupations were held by seventy-four men. Twenty-three graduates said they were employed in professional, semi-professional or managerial positions. Twenty-five women indicated employment in a clerical or sales job. The high school aided seven graduates in obtaining their positions. Sixty-four persons said they used their own efforts in getting their jobs. Twenty-six men and thirty-five women stated that they had obtained the type of work they wanted at the time of graduation. Forty-seven graduates said there was no relationship between the work they were doing and the work they had desired to do on graduation day. One hundred nine persons indicated satisfaction in the type of work they were doing at the time of this survey. No women reported that they were dissatisfied with their jobs. Four men indicated that the jobs they had were not to their liking.

Eighty-nine men and women said the general subjects taken in high school had been most beneficial to them in their present positions. Twenty-three graduates reported that no counseling had been received by them during their
high school years. One hundred seventeen men and women said some counseling had been received. Eighty graduates reported little useful information was received in high school in the area of marriage and family relationships. Fifty-one men said some useful information was provided in the field of science, whereas thirty-eight women stated little information was provided in that area. The most difficult problem met since graduation for sixty-four persons was concerned with the furthering of their education.

Some of the most commonly indicated suggestions and comments by the graduates were, require more mathematics and science, make more counseling available, and require more creative writing and speech.

Ninety-three men and fifty-three women said they exercised the voting privilege, and the privilege of writing to the congressman and state legislator was exercised by forty-two graduates. Forty-seven persons said they were active in Scout work and twelve said they did voluntary work for the Red Cross.

Watching sports as a leisure time activity was reported by 175 men and women, and 126 said they read books during their leisure time.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to appraise the curriculum of the Waverly, Iowa High School with specific attention to the employment of the graduates, the influence of the school on the graduates, and the graduates' personal interests. Opinions were compiled from responses of the 219 men and women who participated in this study.

It would appear that the majority of the graduates were either working full time or in school full time. Unemployment did not seem to be a particular problem.

The type of work most commonly secured by the male graduates was reported to be of a skilled and semi-skilled nature. A majority of the women said they were employed in clerical and sales work.

The general subjects taken in high school were said to be the most beneficial to the graduates in positions which they secured. Some of the graduates said that more counseling should be given to high school students, and others stated they thought a course should be offered in marriage and family relationships.

The problem most frequently encountered by the gradu-
ates appeared to concern furthering education.

It appeared that voting was the most frequently reported community activity among the graduates surveyed. Scout work was next in frequency of those mentioned as a community activity.

The responses seem to indicate that watching sports activities was done by more graduates than any of the other forms of leisure time activity.

The responses as compiled did not indicate a great difference of opinion between the viewpoints of the women and viewpoints of the men answering the questionnaire.

II. CONCLUSIONS AND RECOMMENDATIONS

The compiled results of the opinion survey support the following conclusions and recommendations with regard to certain phases of the Waverly High School program:

1. There is a need for further study in the area of curriculum revision in the Waverly High School.

2. There is a need for some evaluation of the existing guidance program. There is a need for inclusion of a marriage and family relations course. There is also a need for a well defined program which would help to prepare students for furthering education. A full time guidance counselor should be employed in the Waverly, Iowa High School.
BIBLIOGRAPHY


Dear Waverly High School Graduates:

As a requirement for the Master of Science Degree in Education at Drake University, I am conducting a survey of 400 Waverly High graduates, from 1950-1957. Its purpose is to determine the effectiveness of Waverly's present educational program.

Please fill in the enclosed questionnaire and return it in the enclosed envelope. Since the success of this survey depends entirely on the number of replies received, will you please make a special effort to return the questionnaire to me? All replies will be held in the strictest confidence.

Prompt attention will be sincerely appreciated.

Respectfully yours,

Dale L. Jensen
Social Studies Instructor
Waverly, Iowa
APPENDIX B

FOLLOW-UP OF HIGH SCHOOL GRADUATES
CONFIDENTIAL REPORT

We Are Interested In You—And You Can Help Us Help Others

Year Graduated

1. Name

Girls, if married give maiden name

2. Present address

3. Sex

M. F.

4. Marital status:

Single Divorced
Married Separated
Widowed

5. Employment: (Check those applicable)

Employed full time
Employed part time
Unemployed-seeking work
Armed Services
Housewife
In school full time
Other

6. What is your work


7. If you are employed for wages, how did you obtain your job? Through:
Family
8. To what extent is your present job like the type of work you thought you would follow when you left high school?
   - Didn't have definite choice
   - Not related
   - Closely related
   - The type of work I wanted

9. What part of your high school education helped you most in your present position? (Please name)
   - General Studies
   - Vocational Studies
   - Extra Curricular Activities

10. How well satisfied are you with your present job?
    - Satisfied
    - Moderately satisfied
    - Indifferent
    - Dissatisfied

11. To what extent has the counseling you received in high school been helpful to you?
    - Extremely helpful
Some help.................................

Very little help..........................

Not helpful at all........................

Didn't have any in school.............

12. What occupation do you hope to follow?..........................

..............................................................

13. To what extent did your high school experience give you useful information in the following fields?

<table>
<thead>
<tr>
<th>Field</th>
<th>Little</th>
<th>Some</th>
<th>Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>In development of salable skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In developing and maintaining your health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civic and world affairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marriage and family relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic competency (Handling money)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to &quot;keep up&quot; in a scientific world</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciation of beauty in music, art, literature and nature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligent use of leisure time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting along with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self expression through speech and writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Which was the most difficult problem you had to meet since graduating from high school?

Holding a job or employment ..................

Making friends ..................................

Military service .............................
Boy-girl relationships ...........................................
Adjusting to marriage ...........................................
Further education .............................................
Moral and spiritual .............................................
List other problems.............................................

15. What changes in courses or activities in the high school you attended do you feel would help the school better prepare other students? ...........................................

16. School
Have you attended any of the following types of schools since high school?

a. College (Name) .............................................
   Dates attended ............................................
   Major subject ............................................

b. Business College (Name) ..................................
   Dates .....................................................

c. Trade or Technical School
   (Name) ....................................................
   Dates .....................................................

d. Nurse Training (Name) ....................................
   Dates .....................................................
e. Others

Dates

f. How well do you believe you were prepared for the institution you attended?

Well............. Fairly well............. Poorly.....

17. Community Affairs

Have you been interested enough to do any of the following since graduation from high school?

a. Vote
   Yes ....... No........

b. Voluntary work for:
   Red Cross
   Yes ....... No........
   Boy or Girl Scouts
   Yes ....... No........
   YMCA
   Yes ....... No........
   YWCA
   Yes ....... No........
   Other similar (Name)........................................

   ...........................................................

c. Write to your Congressman or State Legislator?
   Yes ........... No ...........

d. Take an active part in any political campaign?
   Yes ........... No ...........

e. To what service club do you belong?
   (Kiwanis, Rotary, etc.).....................................

   ...........................................................

18. Recreational Interests

What do you do most during your free time to relax?

a. Participate in sports (Name)...............................
b. Watch Sports (Name)

c. Read:
   Magazines (List)
   Newspapers
   Books (List any read in past year)

d. Watch television (Favorite programs)

e. Go to movies

f. Go to dances

g. Handicrafts (Do-it-yourself projects)

h. Gardening

i. Musical activities

j. Loaf

k. Other (Name favorite)
APPENDIX C


1950

1. Offer more foreign language.

2. Offer more field experiences.

3. Demphasize sports and other extra-curricular activities.

4. Require speech or public speaking.

1951

1. More emphasis on marriage and family living was indicated by four persons.

2. Speak more of world affairs.

3. More emphasis on intramural sports.

4. Two persons indicated more counseling should be given.


6. Three people suggested more written expression and creative writing should be employed.

7. More vocational education was mentioned by two persons.

8. Examine science program in grades seven, eight, and nine, so that it doesn't frighten students from science in high school.
9. Require speech.

10. More emphasis on science.

11. Study the moral and religious duties to your community.

1952

1. Develop more creativity within the students.

2. Require at least one foreign language.

3. Two persons suggested more required mathematics.

4. Less emphasis should be placed on sports and co-curricular activities.

5. Require speech was indicated by two people.

6. More required science was also indicated.

7. More economics should be given.

8. Two mentioned more written expression should be offered.

9. Teach the pupil how to take notes during class or lectures.

10. Do not require so much history.

11. Teachers should get to know the individual students better.

12. Place more emphasis on Latin and English.


1953

1. A suggestion of more mathematics was given by three people.
2. Two persons wanted required speech.
3. One year of drawing should be required for boys.
4. Help should be given on study habits.
5. Two indicated more science should be offered.
6. Teach how to control money.
7. Give students wider choice in curriculum.
8. More religious training should be offered.
9. A suggestion was given to combine American literature and American history.
10. Emphasize fine arts more in high school.

1954

1. Two people indicated more mathematics is needed.
2. Science, and more vocations studies are needed.
3. Separate students according to their abilities was a suggestion indicated.
4. More written expression is needed.
5. More English should be required, was expressed by two graduates.
6. One boy thought extra-curricular activities were overstressed.
7. One person said, speech should be required, another said, do not require American literature.

1955

1. One person suggested the school should offer German and French.
2. More creative written expression was indicated as a must by three graduates.

3. A larger and better manual training program was expressed by two men.

4. The school should develop a higher standard of education to issue a greater challenge.

5. Students should be allowed to take more than four courses a semester.

6. Offer sociology to high school students.

7. Three boys agreed that speech should be required.

8. Eliminate American literature requirement was one suggestion.

9. There should be more activities for advanced students.

10. More opportunity should be given to do original work in biology.

11. Require more mathematics and English was indicated by one graduate.

12. More stress on higher education should be given by the school.

13. Two persons suggested that one foreign language should be required.

14. More years of art should be made available to high school students.
15. More science should be required for high school students.

16. The school should require more manual training for boys.

17. Three persons agreed that more mathematics and science should be offered.

18. Make eight periods in a day so more electives can be taken.

19. More counseling should be given high school students.

20. One graduate indicated more organic chemistry and genetics should be offered.

21. One person thought too much emphasis was placed on the more capable students.

1956

1. Three men indicated that more mathematics and science should be required.

2. Two persons suggested offering more written expression.

3. More foreign language should be required.

4. European history should be required.

5. More responsibility should be given to students.

6. One suggestion was to offer psychology.

7. More individual counseling was also a suggestion.

8. More vocations studies should be required for high school students.
1. Four years of mathematics and science was indicated by five boys.

2. Require more essays and term papers to establish more written expression was suggested by three persons.

3. The school should emphasize vocations at an earlier age.

4. More power should be given to the student council.

5. Freshman subjects are too limited was one complaint.

6. One person suggested that a full year course in family living should be given.

7. One comment was that French should be made available.

8. Two persons indicated speech should be required.

9. A course in current government affairs should be required.

10. Schools should require more reading.

11. Some metal work should be given.

12. More time should be given for commercial classes was one suggestion.

13. One person said that a mathematics refresher course would be beneficial.

14. The introduction of sex education should be given earlier than the senior year.
15. A schedule should be made for athletic practices to be held at a time convenient for rural people as well as city people.
Comments and suggestions for improving the school curriculum by ninety-five women graduates, Waverly, Iowa High School, 1950-1957.

1950

1. More grammar should be required of all students.
2. One girl stated that senior refresher courses would be an improvement.
3. More creative writing should be given in the form of a thesis, term papers, etc.
4. One indicated that family living courses would be of an interest to all.
5. One girl stated that a child psychology course would be of interest.

1951

1. One girl suggested that speech should be required.
2. One person indicated that more should be done for the gifted student.
3. A suggestion was given to provide a wood-working course for girls who wish to enroll.
4. More stress should be placed on the power of reasoning instead of memorizing.
5. One girl indicated that the school should have more general mathematics courses.

1952

1. More required subjects in the field of fine arts.
2. Three indicated more counseling should be provided.

3. There should be more required science and mathematics.

4. More individual help would benefit the student.

5. One person indicated that speech should be required.

6. More music could be given to high school students.

7. One graduate suggested less emphasis on sports.

1953

1. One person suggested that band practice be held during school hours.

2. A family living course should be added, suggested two graduates.

3. A course in psychology would be helpful for high school students.

4. One woman said, home-making should be a required course.

1954

1. More history and government should be required.

2. More creative writing and speech should be given.

1955

1. More individual help could be given to students.

2. One person suggested more emphasis should be placed on civic and world affairs.
3. Home-making courses should be required for girls.
4. Senior refresher courses would be helpful to the seniors.
5. A family living course should be offered.
6. Two persons suggested that the school require more creative writing in the form of essays and term papers.
7. One graduate said a choice should be given between algebra and general mathematics.
8. More personal interest in the subject should be given by the teachers.
9. Two persons said, more science should be required.
10. Two girls listed more English should be required.
11. It was suggested that more emphasis be given on the use of a library.

1956
1. Two persons agreed more guidance and counseling should be given.
2. Four years of English should be required.
3. The school should offer college preparation courses.
4. One year of home-making should be required.
5. One foreign language should be required.
6. Two graduates listed World History should be a requirement.
7. More emphasis should be given on the use of a library.
8. More creative writing in the form of term papers, etc., should be required.

9. Two alumni indicated that courses in family living would be an improvement.

1957

1. Allow students to drop courses as they do in college, was suggested by one graduate.

2. More should be done for the gifted student.

3. Three people agreed more government and sociology should be offered.

4. More counseling is needed, said four graduates.

5. Two persons indicated courses in family living should be offered.

6. One girl was in favor of a girls basketball team.

7. Two graduates suggested a business mathematics course and also more mathematics were needed.

8. Two girls said more speech was needed.

9. More chemistry was needed, said two graduates.

10. A suggestion was given that the last part of the senior year be devoted to future vocational plans.

11. Credits should be given for instrumental and vocal music.

12. Two persons stated more science courses should be offered.
13. A course on how to study would be beneficial, said one graduate.

14. Two persons agreed that a foreign language should be required.

15. Less emphasis on sports and more on education was one statement.

16. More English and grammar should be offered.

17. Psychology should be a required course for high school students.