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ABSTRACT

One of a series of follow-up surveys of graduates of the Los Angeles City Schools which began in 1948 and has been followed up in five year intervals, this study reports the post-high school educational and employment experiences of the 1973 graduates and explores their opinions on a number of issues relating to their high school education. Questionnaire forms were mailed to approximately one in three graduates and 39 percent of the selected sample returned the forms representing 13 percent of the entire class. The information in the study is usually presented for the total of all respondents, for the sexes, for five ethnic groups, and for four groups which were derived from the post-high school status of the graduates. The questionnaire used in the survey is included and the results are discussed. (Author/RC)

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FOLLOW-UP STUDY OF LOS ANGELES CITY 1973 HIGH SCHOOL GRADUATES

Research and Evaluation Branch

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REPORT
No. 346

Los Angeles Unified School District

FOLLOW-UP STUDY OF LOS ANGELES CITY 1973 HIGH SCHOOL GRADUATES
ONE YEAR AFTER GRADUATION

REPORT NO. 346

A Report Prepared by the
Research and Evaluation Branch
of the
LOS ANGELES UNIFIED SCHOOL DISTRICT
January, 1975

LOS ANGELES UNIFIED SCHOOL DISTRICT

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I. INTRODUCTION

This is a follow-up study of 4,228 graduates of the June, 1973, class from 49 senior high schools of the Los Angeles Unified School District. It reports the post-high school educational and employment experiences of the graduates and explores the graduates' opinions on a number of issues relating to their high school education.

The present study is one of a series of follow-up surveys of graduates of the Los Angeles City Schools which began with the 1948 graduates and has included six graduating classes which have been followed up at five-year intervals: 1948, 1953, 1958, 1963, 1968, and 1973. Where possible, the information from the earlier studies will be presented with that obtained in this survey.

The 1973 class was also surveyed two weeks before graduation and the results of that study were given in a previous report.* Where appropriate, information from the planning of the graduates will be compared with their actual experiences.

Sampling Procedures

There were 33,163 graduates in the June, 1973, class, and questionnaire forms were mailed to 10,900, or approximately one in three. The 4,228 forms which were returned represent 39 per cent of the selected sample and 13 per cent of the entire class.

While these percentages are not impressive, every effort was made to make the study sample truly representative of the original class. The returns from the first mailing were studied as to their representation, and after determining the deficient elements, telephone and mail communications were instituted to make up the deficiencies. Particular efforts were made to make certain that the sample contained the requisite proportions of the sexes, of schools, of ethnic groups, and of socio-economic areas.

The sample eventually had a small bias toward women and toward the minority groups. In the original class, the male-female proportions were almost exactly equal, whereas the sample contained 53 per cent women and 47 per cent men. The minority (non-white) proportion comprised approximately 42 per cent of the original class but made up 46 per cent of the sample. The percentage returns from the individual schools ranged from 10 per cent to 17 per cent of the original class, but only six of the 49 schools in the study differed by more than two percentage points from the district average of 13 per cent.

The Questionnaire

The questionnaire used in this survey is reproduced as Appendix A on pages 51 through 54. Essentially, the form is divided into two sections, that which elicits information about the educational and employment experiences of the graduates and that which asks the graduates their opinions of certain of their high school experiences. All information about the status of the graduates

*Research and Evaluation Branch, Los Angeles Unified School District. Plans of the 1973 Graduates. Report No. 333.

relates to a particular time span, the week of May 5-11, 1974. These reference dates were used so that the graduate would give uniform answers about a particular time period, regardless of when the form was actually completed.

Presentation of Information

The information in the study is usually presented for the total of all respondents, for the sexes, for five ethnic groups, and for four groups which were derived from the post-high school status of the graduates. The five ethnic groups include: Asian-Americans, Blacks, Spanish Surnamed Americans, Whites (except Spanish Surnamed), and "Other Ethnic." The four post-high school groups include: four-year college students, community college students, employed, and "other."

One cautionary note is required about the "other ethnic" group. This group includes ethnic groups not included in the other four categories and it also includes those graduates who refused to designate their ethnic background. The number of respondents in both these latter two groups was so small that a combination of the two was deemed advisable in order to insure that each subgroup had a reasonable number of respondents.

The mailed questionnaire for the follow-up survey contained no questions about sex or ethnicity. This information was obtained from the questionnaire used in the earlier in-school survey.

II. EDUCATIONAL AND EMPLOYMENT STATUS OF THE GRADUATES ONE YEAR AFTER GRADUATION

Educational and Employment Status of 1973 Graduates Compared with Earlier Graduates (Table 1)

As shown in Table 1, the proportion of graduates continuing their education increased from 39 per cent of the 1948 graduates to 65 per cent of the 1973 graduates. However, the steady increase in the proportions continuing their education over the years faltered in 1973, which showed a decline from the 67 per cent post-high school enrollment of the 1968 class.

In the past five years, there was an increase in the enrollment in four-year colleges. This can be attributed largely to an increase of poor and minority students who have received financial aid from four-year colleges. The decline in community college enrollment probably can be attributed to the end of the Vietnam War. In 1968, many high school graduates who would not otherwise have enrolled in college did so to prolong the period before they were drafted. It can be assumed that most of these students were enrolled in community colleges. No such motivation operated in 1973.

Of some interest is the fact that there appears to be a slow but steady increase in the enrollment in vocational schools. The percentage of graduates in this category increased from a negligible figure in 1948 to three per cent in 1973. The percentages that were employed showed a substantial decline from 1948 to 1968, but registered an increase from 1968 to 1973. The percentages of the unemployed, of homemakers, and of those in the military have tended to decline over the years.

TABLE 1
EDUCATIONAL AND EMPLOYMENT STATUS OF 1973 GRADUATES
COMPARED WITH EARLIER GRADUATES
ONE YEAR AFTER GRADUATION

	Graduates of - - -					
	1948	1953	1958	1963	1968	1973
Number in Class	15,173	14,226	17,507	25,020	32,199	33,163
Number in Sample	1,419	738	889	3,263	4,950	4,228
	%	%	%	%	%	%
Students						
Four-year College Students	19	19	26	30	28	32
Community College Students	21	23	32	29	37	30
Vocational School Students	0*	0*	1	2	2	3
Total-Students	39	42	59	61	67	65
Non-Students						
Employed	37	36	27	27	23	26
Unemployed	10	9	3	2	2	3
Homemakers	6	6	5	3	2	2
Armed Forces	5	3	5	5	4	2
Other**	3	4	1	2	2	2
Total-Non-Students . . .	61	58	41	39	33	35
Total	100	100	100	100	100	100

* Less than $\frac{1}{2}$ of 1%.

** Includes those who were ill, traveling or doing nothing in particular.

Plans of the Graduates and Their Status One Year After Graduation
(Table 2 on page 4)

Table 2 indicates that there were smaller proportions of graduates enrolled in post-high school institutions one year after graduation than had planned such enrollment. The biggest difference was in community college enrollment, which at 30 per cent in May, 1974, was six percentage points less than the expected enrollment. As will be shown in a later table, many students enrolled in a community college in September, 1973, but left college for employment or some other activity. A small number started in a community college and transferred to a four-year college.

Over-all enrollment in college would have probably shown a bigger decline from planning to performance had not the planning categories of students included a five per cent group who were listed as "uncertain." Many of these uncertain students decided to go to college.

Educational and Employment Status of Graduates According to Sex and Ethnicity (Table 3) #

A detailed breakdown of the activities of the graduates one year after graduation is shown in Table 3. More men than women were enrolled in four-year and community colleges, whereas more women than men were in vocational schools, were employed, or were in other pursuits. Black and Spanish Surnamed respondents reported less college enrollment than Whites, but all three groups reported less college enrollment than the Asian-American respondents. Approximately 87 per cent of the Asian-Americans were attending four-year or community colleges. Lowest in college enrollment among the four principal ethnic groups were the Spanish Surnamed graduates. Spanish Surnamed graduates reported a combined enrollment of 46 per cent in four-year and community colleges as compared with 62 per cent for all graduates in the study. The college enrollment of Black respondents was 53 per cent and that for White respondents, 67 per cent.

TABLE 2
PLANS OF GRADUATES IN JUNE, 1973, AND STATUS AS OF MAY, 1974

	June 1973 Plans of Graduates	1973 Graduates in May 1974
Number ^a	25,308*	4,228**
	%	%
Students		
Four-year College Students	27	32
Community College Students	36	30
Vocational School Students	5	3
Total Students	68	65
Non-Students		
Employed	21	26
Unemployed	0	3
Homemakers	2	2
Armed Forces	2	2
Other***	2	2
Uncertain	5	0
Total Non-Students	32	35
Total	100	100

*76% of 33,163 June, 1973 graduates who completed an in-school questionnaire

**13% sample of 33,163 June, 1973 graduates who completed the follow-up questionnaire

***Includes those who were ill, traveling or doing nothing in particular

#The numerical data for Table 3 is presented in Appendix B.

TABLE 3
EDUCATIONAL AND EMPLOYMENT STATUS OF GRADUATES ACCORDING TO SEX AND ETHNICITY
ONE YEAR AFTER GRADUATION

	All Graduates in Sample	Men	Women	Asian- American	Black	Spanish Surnamed American	White Except Spanish Surnamed	Other Ethnics*
Number	4,228	1,968	2,260	306	712	574	2,265	371
	%	%	%	%	%	%	%	%
Four-year College Students								
College full-time	21.5	22.9	20.2	39.5	18.4	12.7	22.8	18.3
College full-time, work pt. time	10.4	10.9	10.1	22.9	5.5	4.7	11.8	10.3
Total-Four-year College	31.9	33.8	30.3	62.4	23.9	17.4	34.6	28.6
Community College Students								
College full-time	15.3	16.2	14.4	12.4	19.4	16.4	13.8	17.0
College full-time, work pt. time	15.2	16.5	14.0	12.1	10.1	11.8	18.1	14.8
Total-Community College	30.5	32.7	28.4	24.5	29.5	28.2	31.9	31.8
Vocational & Other Students								
Vocational school full-time	2.3	0.9	3.5	0.7	5.5	2.8	1.3	2.7
Voc. School, work part-time	0.8	0.4	1.1	0.0	1.0	1.4	0.7	0.8
High School post-graduate	0.1	0.2	0.1	0.0	0.4	0.2	0.0	0.3
Total-Vocational Sch. & Other	3.2	1.5	4.7	0.7	6.9	4.4	2.0	3.8
Employed								
Working full-time	21.9	20.8	22.8	8.4	22.2	31.2	21.5	20.2
Work full-time, Casual school	3.3	2.8	3.8	1.3	2.8	4.2	3.6	2.9
Working part-time only	0.4	0.5	0.4	0.0	0.7	0.5	0.4	0.3
Total-Employed	25.6	24.1	27.0	10.1	25.7	35.9	25.5	23.4
Other								
Armed Forces	2.4	4.7	0.4	1.3	4.2	4.7	1.6	1.4
Looking for Work	3.4	2.1	4.7	0.7	6.3	4.2	2.2	6.5
Not working, or looking for work	0.7	0.7	0.6	0.3	1.3	1.6	0.2	0.8
Traveling	0.4	0.1	0.6	0.0	0.1	0.5	0.4	0.8
Ill or convalescing	0.3	0.3	0.3	0.0	0.4	0.3	0.3	0.0
Homemaker	1.6	0.0	3.0	0.0	1.7	2.8	1.3	2.9
Total-Other	8.8	7.9	9.6	2.3	14.0	14.1	6.0	12.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Includes Undesignated Ethnicities

Educational and Employment Status of Graduates by Schools and Areas
(Table 4)

The detailed data for schools and areas are presented in Table 4. The data is so extensive that only a few highlights can be mentioned. Area D had the highest percentage attending four-year colleges, with 45 per cent. Area I had the largest percentage attending community colleges, at 42 per cent. Area B had the highest percentage employed (45 per cent) and the highest percentage in the "other" status (20 per cent). The "other" group included homemakers, the military, the unemployed, those traveling, and those doing nothing in particular.

TABLE 4
EDUCATIONAL AND EMPLOYMENT STATUS OF GRADUATES ACCORDING TO SCHOOLS AND AREAS
ONE YEAR AFTER GRADUATION

School and Area	Number in Sample	PER CENT				Total
		Four- Year College Students	Community College Students	Employed	Other	
DISTRICT	4,228	31.9	30.5	25.6	12.0	100.0
Area A						
Banning	70	25.7	27.1	30.0	17.2	100.0
Garson	93	10.8	24.7	50.5	14.0	100.0
Gardena	98	48.0	25.5	19.3	7.2	100.0
Narbonne	74	29.7	21.6	37.9	10.8	100.0
San Pedro	119	26.9	39.5	20.2	13.4	100.0
Total-Area A	454	28.4	28.6	30.6	12.4	100.0
Area B						
Bell	54	13.0	20.4	57.4	9.2	100.0
Huntington Park	57	8.7	24.6	43.9	22.8	100.0
Jefferson	29	13.8	17.2	34.5	34.5	100.0
Jordan	60	20.0	23.4	28.3	28.3	100.0
South Gate	65	15.4	15.4	55.4	13.8	100.0
Total-Area B	265	14.3	20.4	44.9	20.4	100.0
Area C						
Fremont	67	22.4	14.9	26.9	35.8	100.0
Locke	72	19.5	20.8	33.3	26.4	100.0
Washington	91	25.3	34.0	25.3	15.4	100.0
Westchester	102	41.2	30.4	22.5	5.9	100.0
Total-Area C	332	28.3	26.2	26.5	19.0	100.0

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Table 4 (Cont.) Educational and Employment Status of Graduates According to Schools and Areas - One Year After Graduation

School and Area	Number in Sample	PER CENT				Total
		Four- Year College Students	Community College Students	Employed	Other	
Area D						
Hamilton	76	56.6	25.0	11.8	6.6	100.0
Palisades	82	56.1	26.8	11.0	6.1	100.0
University	113	43.3	31.0	19.5	6.2	100.0
Venice	114	32.4	34.2	24.6	8.8	100.0
Total-Area D	385	45.4	29.9	17.7	7.0	100.0
Area E						
Crenshaw	117	29.1	31.6	26.5	12.8	100.0
Dorsey	107	44.9	25.2	17.8	12.1	100.0
Fairfax	82	46.3	31.7	18.3	3.7	100.0
Los Angeles	104	26.0	37.5	22.1	14.4	100.0
Total-Area E	410	35.8	31.5	21.5	11.2	100.0
Area F						
Belmont	71	40.8	35.2	15.5	8.5	100.0
Hollywood	77	22.1	45.4	22.1	10.4	100.0
Manual Arts	67	14.9	34.3	26.9	23.9	100.0
Total-Area F	215	26.0	38.6	21.4	14.0	100.0
Area G						
Garfield	124	21.0	23.4	36.3	19.3	100.0
Roosevelt	80	17.5	40.0	22.5	20.0	100.0
Wilson	86	24.4	23.3	33.7	18.6	100.0
Total-Area G	290	21.1	27.9	31.7	19.3	100.0
Area H						
Eagle Rock	48	22.9	43.8	22.9	10.4	100.0
Franklin	86	20.9	30.2	38.4	10.5	100.0
Lincoln	37	37.9	10.8	16.2	35.1	100.0
Marshall	75	41.3	40.0	10.7	8.0	100.0
Total-Area H	246	30.1	32.9	23.6	13.4	100.0
Area I						
Francis Polytechnic	102	19.6	42.2	28.4	9.8	100.0
Grant	129	27.1	50.4	11.6	10.9	100.0
North Hollywood	63	25.4	28.6	33.3	12.7	100.0
Verdugo Hills	69	26.1	33.3	24.6	16.0	100.0
Total-Area I	363	24.5	41.1	22.6	11.8	100.0

(Continued next page)

Table 4 (Cont.) Educational and Employment Status of Graduates According to Schools and Areas - One Year After Graduation

School and Area	Number in Sample	PER CENT				Total
		Four-Year College Students	Community College Students	Employed	Other	
Area J						
Birmingham	104	48.1	38.4	8.7	4.8	100.0
Monroe	146	36.3	29.5	29.5	4.7	100.0
Reseda	76	23.7	38.2	27.6	10.5	100.0
Van Nuys	78	42.3	30.8	21.8	5.1	100.0
Total-Area J	404	38.1	33.7	22.3	5.9	100.0
Area K						
Granada Hills	104	44.2	26.9	23.1	5.8	100.0
Kennedy	81	35.8	28.4	27.2	8.6	100.0
San Fernando	48	31.2	12.6	31.2	25.0	100.0
Sylmar	67	23.9	28.3	29.9	17.9	100.0
Total-Area K	300	35.3	25.3	27.0	12.4	100.0
Area L						
Canoga Park	95	28.4	30.5	34.8	6.3	100.0
Chatsworth	142	43.7	26.1	23.2	7.0	100.0
Cleveland	68	32.4	27.9	29.4	10.3	100.0
El Camino Real	135	42.2	33.3	18.5	6.0	100.0
Taft	124	47.6	29.0	17.8	5.6	100.0
Total-Area L	564	40.3	29.4	23.6	6.7	100.0
DISTRICT	4,228	31.9	30.5	25.6	12.0	100.0

School and College Enrollment of 1973 Graduates Compared with Earlier Graduates (Table 5)

As shown in Table 5, the trends from 1963 to 1973 indicate that there has been increasing enrollment in California State Universities and Colleges, declining enrollment at campuses of the University of California, and increasing enrollment in California independent colleges. The proportionate enrollment in out-of-state colleges and in community colleges remained almost constant from 1963 to 1973, but as previously mentioned, there was a decline in community college enrollment from 1968 to 1973.

TABLE 5
SCHOOL AND COLLEGE ENROLLMENT OF 1973 GRADUATES
COMPARED WITH EARLIER GRADUATES

	Graduates of - - -		
	1963	1968	1973
Number	1,988	3,231	2,775
Schools and Colleges	%	%	%
Four-year Colleges			
California State Univ. and Colleges	17	16	20
University of California (all campuses)	20	17	15
California Independent Colleges . . .	6	5	9
Out-of-State Colleges	6	5	5
Total Four-year Colleges	49	43	49
Community Colleges			
Los Angeles District Colleges	36	45	37
Other Community Colleges	11	9	8
Undesignated Community Colleges . . .	1	0	1
Total Community Colleges	48	54	46
Vocational Schools	3	3	5
Total . . .	100	100	100

Enrollment in Schools and Colleges According to Sex and Ethnicity
(Table 6 on page 10)

Larger percentages of women were attending California State Colleges and vocational schools, whereas greater percentages of men were enrolled in the campuses of the University of California and community colleges. There were only small differences between the sexes in enrollment in other types of schools.

Asian-Americans had the highest percentages attending California State institutions, the campuses of the University of California, and California independent colleges. Blacks had the highest percentages attending out-of-state colleges and vocational schools. The highest percentage attending community colleges was reported by Spanish Surnamed respondents. White graduates made up such a large proportion of those continuing their education, that the proportions attending the various types of schools and colleges tended to be close to the average of all graduates.

TABLE 6
ENROLLMENT OF FULL-TIME STUDENTS IN SCHOOLS AND COLLEGES ACCORDING TO SEX AND ETHNICITY
HIGH SCHOOL GRADUATES ONE YEAR AFTER GRADUATION

	All Full-time Students	Men		Women		Asian-American		Black American		Spanish-Surnamed American		White Except Spanish Surnamed		Other Ethnicities**	
	Number	1,339	%	1,434	%	268	%	429	%	287	%	1,550	%	238	%
Schools and Colleges															
Four-year Colleges															
California State Univ. & Col. Univ. of Calif. (all campuses)	20.2	19.3		21.1		25.0		16.5		18.8		21.1		17.6	
California-Independent Col. Out-of-State Colleges	15.4	16.6		14.3		26.5		6.8		5.9		17.5		16.8	
Total-Four-year Colleges	8.5	8.6		8.3		17.9		8.9		8.0		7.1		6.3	
	4.6	5.1		4.1		1.9		7.5		2.1		4.8		3.8	
	48.7	49.6		47.8		71.3		39.7		34.8		50.5		44.5	
Community Colleges															
Los Angeles District Colleges	37.4	38.6		34.9		23.5		43.5		51.9		37.7		21.9	
Other Community Colleges	7.7	8.0		8.9		3.7		4.9		4.6		8.3		17.2	
Undesignated Comm. Colleges	1.3	1.6		1.0		0.8		0.5		0.0		0.5		10.5	
Total-Community Colleges	46.4	48.2		44.8		28.0		48.9		56.5		46.5		49.6	
Non-Accredited Vocational Schools	4.9	2.2		7.4		0.7		11.4		8.7		3.0		5.9	
Total	100.0	100.0		100.0		100.0		100.0		100.0		100.0		100.0	

*Data Available for 100%

**Includes Undesignated Ethnicities

Details of Enrollment in Schools and Colleges (Table 7)

Table 7 presents the enrollment at individual colleges and universities. The reader is cautioned to recall that this is the enrollment only for a sample of graduates, and not for the total graduating class. The listing is given only to indicate the approximate order of popularity of post-high school institutions among Los Angeles City high school graduates.

TABLE 7
DETAILS OF ENROLLMENT OF FULL-TIME STUDENTS IN SCHOOLS AND COLLEGES
HIGH SCHOOL GRADUATES ONE YEAR AFTER GRADUATION

<u>Individual Schools and Colleges</u>			
1. L. A. Pierce College	291	28. College of Canyons	12
2. Cal. State U., Northridge	280	29. Loyola-Marymount University	11
3. U. C. L. A.	267	30. Cerritos College	10
4. Los Angeles Valley College	229	31. Cal. St. U., San Luis Obispo	9
5. Los Angeles City College	143	32. Compton College	8
6. Los Angeles Harbor College	116	33. Stanford University	6
7. U. S. C.	102	34. U. C., Riverside	5
8. Santa Monica City College	95	35. Pasadena City College	5
9. East L. A. College	90	36. Cal. State U., Pomona	4
10. Cal. State U., Long Beach	83	37. Long Beach City College	4
11. L. A. Trade-Tech. College	78	38. Northrup Inst. of Technology	2
12. Cal. State U., Los Angeles	75	39. California Lutheran College	1
13. West L. A. College	67	<u>Grouped Schools and Colleges</u>	
14. Cal. State U., San Diego	47	1. Private Vocational Schools	92
15. U. C., San Diego	42	2. Other Community Colleges	70
16. U. C., Santa Barbara	37	3. Other Independent Calif. Col.	60
17. Glendale College	32	4. Occupational & Skill Ctrs.	39
18. Cal. State C., Dominguez H.	30	5. Far Western Colleges	38
19. U. C., Irvine	25	6. Other Cal. State Colleges	33
20. U. C., Berkeley	23	7. Eastern Colleges	33
21. L. A. Southwest College	22	8. Midwestern Colleges	30
22. Claremont Colleges	18	9. Southern Colleges	7
23. Occidental College	17	10. Armed Forces Academies	7
24. Pepperdine University	17	11. Foreign Colleges	7
25. U. C., Santa Cruz	16	12. Southwestern Colleges	5
26. El Camino College	15	13. High School Post-Graduate	5
27. U. C., Davis	13	Total 2,773	

College Curricula of 1973 Graduates Compared with Earlier Graduates
(Table 8)

The trends in college curricula among Los Angeles City high school graduates are somewhat confusing. With one exception, there does not appear to be any consistent trend up or down. Education is the only exception, having lost considerably in popularity since 1953. This is partly because of the declining opportunity in the field and also due to the fact that few colleges now offer undergraduate majors in the field. However, education did show a small increase in popularity from 1968 to 1973. This increase was partly the result of an increasing number of students deciding on careers in the field of Early Childhood Education.

The big changes in college curricula from 1968 to 1973 were in two fields: the humanities and science-engineering. Seventeen per cent of the 1973 graduates chose a major in the humanities area as compared with 24 per cent of the 1968 graduates. During the same period, the proportion of graduates in science and engineering increased from 18 per cent to 25 per cent.

TABLE 8
COLLEGE CURRICULA OF 1973 GRADUATES COMPARED WITH EARLIER GRADUATES
ONE YEAR AFTER GRADUATION

	Graduates of - - -				
	1953	1958	1963	1968	1973
Number Selecting Curricula	329	493	1,788	2,714	2,673
Curricula	%	%	%	%	%
Business and Secretarial	19	14	14	15	16
Education	15	13	7	5	6
Humanities*	13	16	22	24	17
Medical Services	10	9	8	6	10
Science and Engineering**	25	23	17	18	25
Social Sciences	12	19	25	27	23
Trade and Technical	6	6	7	5	3
Total	100	100	100	100	100

*Includes the Arts, Literature, Philosophy, and Foreign Language.

**Includes Architecture and Agriculture Curricula

College Curricula According to Sex and College Level (Table 9)

Of the 1973 graduates who had declared a major after one year of college, higher percentages of men than women were taking majors in the fields of science-engineering and in the trade-technical field, whereas more women than men were taking majors in education, medical service, the humanities and in the business-secretarial fields. As compared with community college students, there were more four-year college students taking majors in science-engineering and in the social sciences, whereas there were more community college students taking majors in the business-secretarial, education, and medical services fields.

TABLE 9
COLLEGE CURRICULA OF FULL-TIME STUDENTS ACCORDING TO SEX AND COLLEGE LEVEL
HIGH SCHOOL GRADUATES ONE YEAR AFTER GRADUATION

	Full-Time Students	Men	Women	Four- Year - College Students	Community College Students
Number Selecting Curricula	1,877*	900	977	997	880
Curricula	%	%	%	%	%
Agriculture and Related . . .	1.9	2.1	1.6	0.7	3.2
Business and Secretarial . .	15.9	14.0	17.6	10.2	22.3
Education	6.1	2.3	9.6	4.3	8.2
Humanities	16.7	12.8	20.3	17.3	16.0
Medical Services	9.9	7.3	12.2	6.2	14.0
Science and Engineering . . .	23.4	32.7	15.0	34.5	10.9
Social Sciences	22.8	22.8	22.9	26.8	18.4
Trade and Technical	3.3	6.0	0.8	0.0	7.0
Total	100.0	100.0	100.0	100.0	100.0

*760 or 29% of all college students had an "undeclared" major or failed to list a major.

Details of College Curricula (Table 10)

Table 10 lists the individual majors of the four-year and community college students who had selected a major. It should be emphasized that a sizeable proportion (29 per cent) had not yet declared a college major.

TABLE 10
DETAILS OF COLLEGE CURRICULA OF FULL-TIME STUDENTS
HIGH SCHOOL GRADUATES ONE YEAR AFTER GRADUATION

1. Biological Sciences	176
2. Business Administration . .	168
3. History or Political Science	147
4. Psychology	103
5. Social Sciences	93
6. Art, Design, or Photography	82
7. Mathematics or Computer Sci.	74
8. Education	71
9. Secretarial Science	65
10. Engineering	64
11. Nursing (RN) (pre)	57
12. Physical Sciences	53
13. Accounting	51
14. Music	51
15. English or Literature . . .	49
16. Physical Ed. or Recreation .	44
17. Medicine (MD) (pre)	38
18. Foreign Languages	35
19. Theater Arts or Broadcasting	30
20. Writing or Journalism	29
21. Dentistry (pre)	26
22. Police Science	26
23. Liberal Arts	24
24. Medical or Dental Technology	22
25. Architecture	21
26. Home Economics or Dietetics	20
27. Law (pre)	17
28. Forestry or Conservation . .	16
29. Health Science	16
30. Machinery or Mechanics . . .	16
31. Electronics	15
32. Communications	14
33. Animal Husbandry	11
34. Drafting	11
35. Pharmacy (pre)	10
36. Social Work (pre)	10
37. Medical or Dental Assisting	9
38. Physical or Occupat. Therapy	9
39. Data Processing	8
40. Military Science	8
41. Religion or Philosophy . . .	8
42. Veterinary Science (pre) ..	8
43. Building Crafts	7
44. Ecology	7
45. Graphic Arts	7
46. Cosmetology or Barbering . .	6
47. Dancing	5
48. Fire Protection Science . . .	3
49. Floristry	3
50. Landscape Architecture . . .	3
51. Merchandising	3
52. Agriculture	2
53. Industrial Arts	2
54. Vocational Nursing'	2
55. Advertising	1
<u>Grouped Occupations</u>	
1. Other Science and Engineering	16
2. Other Medical Service	4
3. Other Business or Secretarial	2
Total	1,877

Occupations of Full-time Employed and College Students Working Part-time
(Table 11)

The principal occupational groupings of the graduates one year after graduation were (1) clerical, (2) service, (3) unskilled or semiskilled and (4) sales. Women graduates were concentrated in the clerical, sales and service areas, whereas the male occupations were principally in the unskilled-semiskilled, clerical and service areas. Approximately one-third of the men were in either unskilled or semiskilled occupations and one-half the women were in clerical occupations.

A higher percentage of the full-time employed were working in clerical occupations and higher percentages of working students were working in sales and service occupations.

TABLE 11
OCCUPATIONS OF FULL-TIME EMPLOYED AND COLLEGE STUDENTS WORKING PART-TIME
HIGH SCHOOL GRADUATES ONE YEAR AFTER GRADUATION

	Employed Graduates	Men	Women	Full- Time Employed	College Students Working Part-Time
Number Employed	2,117*	936	1,241	915*	1,262**
Occupational Groupings	%	%	%	%	%
Professional & Semi-Professional	2.4	2.6	2.3	1.8	2.9
Managerial or Managerial-trainee	1.7	2.3	1.1	2.5	1.0
Clerical Occupations	37.4	20.4	50.3	45.1	31.9
Sales Occupations	13.8	11.8	15.3	9.9	16.6
Service Occupations	19.2	15.4	22.1	14.4	22.7
Skilled (Apprentice or helper)	6.6	13.6	1.3	8.9	4.9
Unskilled or Semiskilled	18.9	33.9	7.6	17.4	20.0
Total	100.0	100.0	100.0	100.0	100.0

*Occupational data available for 84% of full-time employed.

**Includes all students who had some work experience. The 1,262 exceeds the employed college students of May, 1974, by 178.

Details of Occupations of Graduates Working Full-time (Table 12)

Table 12 lists in detail the jobs held by the full-time employed graduates one year after graduation. Because of the wide variety of occupations in the clerical, unskilled, skilled, and service fields, it was necessary to categorize some of these occupations into miscellaneous categories.

TABLE 12
DETAILS OF OCCUPATIONS OF EMPLOYED WORKING FULL-TIME
HIGH SCHOOL GRADUATES ONE YEAR AFTER GRADUATION

1. Clerk-Typist	100	35. Telephone Operator	6
2. Sales Person	87	36. Cosmetologist, or Barber	5
3. Assembler or Factory Worker	59	37. Kitchen Helper or Bus Boy	5
4. Stenographer	56	38. Auto Repair Occupation	4
5. Stock, Ship, or Receiving Clk.	46	39. Data Processing Operator	4
6. Receptionist or PBX Operator	32	40. Laborer, Construction	4
7. Cashier or Checker	30	41. Routeman or Delivery Person	4
8. Machine Trades Occupation	24	42. Musician	4
9. Building Trades Occupation	23	43. Photographer	4
10. Clerk, Acct'g, Bank or Credit	23	44. Agriculture Worker	3
11. Helper, Warehouse or Stores	23	45. Art or Craft Worker	3
12. Counter Person (Fast Food)	21	46. Business Machine Operator	3
13. Cook	20	47. Gardener	3
14. Hospital Attendant	19	48. Usher or Ride Operator	3
15. Waiter or Waitress	19	49. Actor or Actress	2
16. Box Boy or Box Girl	15	50. Electronics Occupation	2
17. Clerk, Insurance	14	51. Florist's Assistant	2
18. School Aide	14	52. Key Punch Operator	2
19. Bank Teller	13	53. Library Clerk	2
20. Manager, Retail Establishment	13	54. Model	2
21. Medical Assistant	13	55. Animal Caretaker	1
22. Bookkeeper & Bookkeep-Cashier	12	56. Athlete	1
23. Mail Carrier or Clerk	11	57. Drafting Occupation	1
24. Graphic Arts Occupation	10	58. Forestry Worker	1
25. Manager-trainee	10	59. Religious Worker	1
26. Recreation Leader or Noon Aide	8	<u>Grouped Occupations</u>	
27. Truck Driver	8	1. Miscellaneous Clerical	39
28. Custodian	7	2. Miscellaneous Unskilled	23
29. Dental Assistant	7	3. Miscellaneous Skilled Trainee	9
30. Laboratory Assistant	7	4. Miscellaneous Service	3
31. Service Station Attendant	7	Total	
32. Guard or Police Assistant	6	915	
33. Machine or Hand Operator, Garments	6		
34. Maid	6		

Details of Occupations of College Students Working Part-time (Table 13)

The part-time jobs of students differed from those held by full-time workers in two respects: (1) there were a great many more sales clerks among the college students, and (2) many of the jobs of college students are campus related, e.g., library clerk, custodian, tutor, laboratory assistant, etc.

TABLE 13
DETAILS OF OCCUPATIONS OF COLLEGE STUDENTS WORKING PART-TIME
HIGH SCHOOL GRADUATES ONE YEAR AFTER GRADUATION

1. Sales Person	189
2. Clerk-Typist	84
3. Box Boy or Box Girl	62
4. Cashier or Checker	61
5. School Aide	57
6. Stock, Ship. or Receiving Clk.	52
7. Counter Person (Fast Food)	47
8. Recreation Leader or Noon-Aide	44
9. Kitchen Helper or Bus Boy	38
10. Assembler or Factory Worker	33
11. Waiter or Waitress	32
12. Hospital Attendant	28
13. Library Clerk	28
14. Stenographer	23
15. Custodian	22
16. Helper, Warehouse or Stores	22
17. Laboratory Assistant	22
18. Receptionist or PBX Operator	21
19. Service Station Attendant	21
20. Usher or Ride Operator	19
21. Mail Carrier or Clerk	18
22. Tutor or Counselor	18
23. Clerk, Acct'g., Bank or Credit	17
24. Routeman or Delivery Person	17
25. Cook	15
26. Gardener	15
27. Graphic Arts Occupation	10
28. Guard or Police Assistant	10
29. Musician	10
30. Bookkeeper & Bookkeep-Cashier	8
31. Machine Trades Occupation	8
32. Clerk, Insurance	7
33. Manager, Trainee	7
34. Telephone Operator	7
35. Building Trades Occupation	6
36. Data Processing Operator	6
37. Dental Assistant	6
38. Maid	6
39. Manager, Retail Establishment	6
40. Parking Lot Attendant	6
41. Truck Driver	6
42. Actor or Actress	4
43. Animal Caretaker	4
44. Drafting Occupation	4
45. Electronics Occupation	4
46. Art or Craft Worker	3
47. Bank Teller	3
48. Huckster or Peddler	3
49. Agriculture Worker	2
50. Auto Repair Occupation	2
51. Key Punch Operator	2
52. Laborer, Construction	2
53. Medical Assistant	2
54. Business Machine Operator	1
55. Cosmetologist	1
56. Machine Or Hand Operator, Garment	1
57. Model	1
58. Photographer	1
59. Translator	1
<u>Grouped Occupations</u>	
1. Miscellaneous Clerical	56
2. Miscellaneous Unskilled	40
3. Miscellaneous Skilled Trainee	6
4. Miscellaneous Service	6
Total	1,262

Requirement of High School Diploma for Employment (Table 14)

Of the full-time employed, approximately one-half of the graduates reported that a high school diploma was not required by their employer as a condition of employment and another one-fifth were uncertain. A much larger percentage of women than men indicated that a diploma was required. The responses of working college students were not reported for this question for two reasons: (1) college students tend to take any job available, and (2) many of their jobs are on-campus positions available only to college students, which limits them, of course, to students with a high school diploma.

TABLE 14
REQUIREMENT OF HIGH SCHOOL DIPLOMA FOR EMPLOYMENT
GRADUATES EMPLOYED FULL-TIME ONE YEAR AFTER HIGH SCHOOL GRADUATION

Response to Question: Was a high school diploma required by your employer as a condition of obtaining employment?

	Graduates Employed Full-Time	Men	Women
Number	871*	383	488
	%	%	%
Yes	28.6	16.7	37.9
No	50.6	68.7	36.5
Uncertain	20.8	14.6	25.6
Total	100.0	100.0	100.0

*80% of full-time employed responded to question.

Helpfulness of High-School Education in Employment. (Table 15)

Of the graduates employed full-time, 71 per cent reported some degree of helpfulness of their high school education in their employment. More women than men reported that their high school education was helpful, but the difference between the sexes was not of a large magnitude.

TABLE 15
HELPLEFULNESS OF HIGH SCHOOL EDUCATION IN EMPLOYMENT
GRADUATES EMPLOYED FULL-TIME ONE YEAR AFTER HIGH SCHOOL GRADUATION

Response to Question: How helpful is your high school education in your employment?

	Graduates Employed Full-Time	Men	Women
-Number	876*	385	491
	%	%	%
Very Helpful	21.7	20.3	22.8
Helpful	48.9	46.7	50.5
Not Helpful	29.4	33.0	26.7
Total	100.0	100.0	100.0

*81% of full-time employed responded to question.

High School Courses the Graduates Wished They Had Taken (Table 16)

When asked which courses they wished they had taken as preparation for employment (or wished they had taken more than they did), the graduates indicated their choices in the following order: (1) office skills, (2) bookkeeping, (3) mathematics, (4) English, and (5) data processing. A much larger group of women than men answered this question, and the above order of choices is almost exactly in the same order as it was for the female respondents. The principal male choices were (1) mathematics, (2) craft or industrial skills, (3) bookkeeping, (4) English, and (5) office skills.

The rank order of wished-for courses did not differ greatly between the graduates when analyzed according to their post-high school status.

The courses in Table 16 were listed on the questionnaire as a checklist which was derived from a questionnaire used in another district.* However, many of the respondents wrote in courses that were not listed. The written-in courses are obviously not comparable with the checklist courses, and as a consequence, the former are not listed. It would be well for future investigators to include a complete range of high school courses, particularly those in the fields of science, social studies, music, and physical education.

*Office of Research and Evaluation, The School District of Philadelphia.
Survey of Philadelphia High School Graduates, Class of 1971 and Class of 1972.

TABLE 16
HIGH SCHOOL COURSES THE GRADUATES WISHED THEY HAD TAKEN
HIGH SCHOOL GRADUATES ONE YEAR AFTER GRADUATION

Response to Question: As preparation for your present job, or for a job that you would like, are there any high school courses that you wish you had taken, or wish you had taken more than you did?

High School Courses	All Graduates	Men		Women		Four-Year College Students	Community College Students	Employed	Other
	Number	1,130	%	1,694	%	872	922	712	318
			%		%		%		%
1. Office Skills	39.4	21.1		51.7		37.2	33.1	44.0	53.8
2. Bookkeeping	30.1	22.5		35.1		29.1	25.1	34.3	37.7
3. Mathematics	28.7	34.1		24.8		24.2	31.7	29.4	30.0
4. English	20.0	21.9		18.8		21.1	20.1	20.5	16.0
5. Data Processing	16.4	18.8		14.7		18.9	14.1	15.9	17.0
6. Art, Art Crafts, or Design	14.3	13.8		14.6		13.3	16.8	14.3	9.7
7. Health Occupational Skills	13.3	9.0		16.1		13.9	11.8	11.9	19.2
8. Craft or Industrial Skills	12.9	25.8		4.3		10.7	13.1	16.6	10.1
9. Home Economics	9.9	4.3		16.1		8.1	11.2	9.0	13.2
10. Music	8.6	11.9		6.3		9.1	9.3	7.3	8.2
11. Drafting	8.2	15.7		3.2		8.5	9.4	7.4	5.7
Total*	201.8	198.9		205.7		194.1	195.7	210.6	220.6

*67% of the graduates indicated at least one course.

**Totals exceed 100% because graduates were permitted more than one choice.

Branch of Service of Graduates Serving In Armed Forces (Table 17)

The Air Force and the Army were the principal branches of service chosen by the graduates entering the armed forces. It should be emphasized that the armed forces data in this study may be underestimated, since graduates in the military were among the most difficult to contact or to obtain completed questionnaires once they had been contacted.

Post-High School Education of Graduates Not Attending a School or College In May, 1974 (Table 18)

Of those not enrolled full-time in college in May 1974, approximately 25 per cent had enrolled in some type of full-time or part-time education since leaving high school. Most of these graduates had attended a community college.

Of those who had left a school or college, approximately one-half had attended the institution for at least one semester. Only about one in ten had gone to school for less than one month.

Of those who had left school, approximately one-fourth had completed the course they had planned to take. Most of this group had completed a three-month, six-month, or nine-month course in a vocational school. Other than the completion of the course, the principal reasons given for leaving school centered around personal problems and financial problems. Only five per cent of those who had left post-high school institutions indicated that the cause was academic.

TABLE 17
BRANCH OF SERVICE OF GRADUATES SERVING IN ARMED FORCES
HIGH SCHOOL GRADUATES ONE YEAR AFTER GRADUATION

	Graduates In Armed Forces	Men	Women
Number	102*	93	9
	%	%	%
Air Force . . .	38.2	36.6	55.6
Army	34.3	34.4	33.3
Marines	7.9	8.6	0.0
Navy	19.6	20.4	11.1
Total	100.0	100.0	100.0

*100% of sampled graduates in armed forces.

TABLE 18
POST-HIGH SCHOOL EDUCATION OF GRADUATES NOT ATTENDING
A SCHOOL OR COLLEGE IN MAY, 1974
1973 GRADUATES ONE YEAR AFTER GRADUATION

Response to Question: If you were not attending a school or college May 5-11, 1974, but did attend one sometime between high school graduation and May, 1974, indicate the following: name of school or college, time in attendance, and reason for leaving.

Non-Students in Sample	
Number	1,455
Type of School	%
Four-year College	2.5
Community College	15.3
Vocational School	5.6
Adult School	1.3
Armed Forces School	0.6
Never Attended a School	74.7
Total	100.0
Leavers of Post-High School Institutions	
Number	350*
Time in School	%
One Semester or More	54.4
One to Four Months	35.7
Less than One Month	10.9
Total	100.0
Leavers of Post-High School Institutions	
Number	386*
Reasons for Leaving	%
1. Personal Reasons	56.2
2. Completed Course	25.1
3. Financial Reasons	17.5
4. Academic Difficulties	5.7
5. Medical Reasons	4.6
6. Taking One Semester Vacation from School	4.6
Total	113.7**

*95% of leavers indicated time in school, and 99% indicated reason for leaving.

**Total exceeds 100%; respondents were permitted to check more than one reason.

III. OPINIONS OF GRADUATES CONCERNING CERTAIN HIGH SCHOOL SUBJECTS

In this section and in the following four sections, the opinions of graduates are reported on the basis of how they indicated their agreement or disagreement with 42 statements that related to their high school experience. The opinions of the graduates are presented in five groupings: (1) subjects, (2) curriculum, (3) teaching, (4) counseling, and (5) administration. The items in the questionnaire were not presented in the above order but were deliberately mixed to avoid any possibility of response patterns. The number of each item in the questionnaire is shown after the wording of the statement.

In the questionnaire, the respondents had four options to evaluate an agreement or disagreement with each statement: "strongly agree," "agree," "disagree," and "strongly disagree." In order to simplify the analysis of the responses, the first two options were combined into one response, "agree," and the last two options were combined in one response, "disagree."

English Skills (Table 19)

Sixty per cent of the graduates agreed with the statement that their English courses had given them adequate preparation in using English skills well enough for college work, or for employment, or for writing letters. Women reported more satisfaction than men with their English skills, and Black respondents reported substantially more satisfaction with their English skills than any other ethnic group. As might be expected, the respondents attending college rated their English skills considerably lower than did the non-college respondents.

Understanding of United States History (Table 20)

Approximately one-half of the respondents (48 per cent) agreed with the statement that their course in United States history was most realistic and that it has helped them understand our nation's past and present problems. The difference in the opinions of men and women in respect to their history instruction was not large, but Black and Spanish Surnamed respondents reported substantially more satisfaction than did the other ethnic groups. When the responses were analyzed according to the graduates' post-high school activity, four-year college students were the least satisfied, and those who were neither employed nor in college were the most satisfied.

Role of Ethnic Minorities in History (Table 21)

Two in five of the respondents agreed that their high school courses had helped them become aware of the role of racial and ethnic minorities in the history of the United States. The response patterns by sex was not dissimilar, but there were marked differences according to the racial and ethnic background of the respondents. Only 35 per cent of the Asian Americans reported agreement with this statement as compared with 48 per cent of the Blacks and 51 per cent of the Spanish Surnamed respondents. College students (especially four-year college students) expressed less satisfaction about their understanding of the ethnic role in history than did the non-college respondents.

OPINIONS OF GRADUATES CONCERNING CERTAIN HIGH SCHOOL SUBJECTS

Note: Item numbers in parenthesis refer to location of item on opinion poll. "AGREE" and "STRONGLY AGREE" responses have been combined into one category - "AGREE." "DISAGREE" and "STRONGLY DISAGREE" responses have been combined into one category - "DISAGREE."

TABLE 19*

My English courses gave me an adequate preparation in using English skills well enough for college work, or for employment, or for writing letters. (Item 18)

	AGREE	DISAGREE
All graduates in Sample	60	40*
Men	57	43
Women	61	39
Asian Americans	57	43
Blacks	65	35
Spanish Surnamed Americans	58	42
Whites, except Spanish Surnamed	59	41
Other Ethnic	60	40
Four-year College Students	55	45
Community College Students	56	44
Employed	66	34
Not in College Nor Employed	81	19

TABLE 20

My high school course in U.S. History was most realistic; it helped me understand our nation's past and present problems. (Item 12)

	AGREE	DISAGREE
All graduates in Sample	48	52
Men	50	50
Women	47	53
Asian Americans	47	53
Blacks	55	45
Spanish Surnamed Americans	57	43
Whites, except Spanish Surnamed	45	55
Other Ethnic	46	54
Four-year College Students	43	57
Community College Students	49	51
Employed	51	49
Not in College Nor Employed	56	46

TABLE 21

My high school courses did a good job in helping me to become aware of the role of racial and ethnic minorities in the history of the United States. (Item 21)

	AGREE	DISAGREE
All graduates in Sample	40	60
Men	42	58
Women	39	61
Asian Americans	35	65
Blacks	48	52
Spanish Surnamed Americans	51	49
Whites, except Spanish Surnamed	36	64
Other Ethnic	38	62
Four-year College Students	31	69
Community College Students	41	59
Employed	48	52
Not in College Nor Employed	47	53

*Data for tables 19 to 60 reflect the responses of from 83% to 89% of the graduates in the sample.

Understanding the Functioning of Government (Table 22)

Approximately two-thirds of the respondents (66 per cent) agreed that their high school courses did a good job in helping them understand how governments function. Above average satisfaction with this instruction was expressed by men, Blacks, respondents with Spanish surnames, and by those who were not in college nor employed.

Mathematical Skills (Table 23)

A substantial proportion of the graduates (84 per cent) reported agreement with the statement that they had learned sufficient mathematical skills to work out the practical problems of everyday life. Men exceeded women in their agreement with this statement. Above the general average in evaluating their mathematical skills were Asian-Americans, Whites, and four-year college students.

Understanding Reports of Scientific Advancement (Table 24)

Approximately one-half of the respondents (49 per cent) agreed that their high school courses had helped them understand reports of scientific advancement. Significantly more male respondents than female reported this type of scientific knowledge. Spanish Surnamed respondents were above the general average in agreeing with this statement and Whites were below average. There was very little difference between college and non-college respondents in the evaluation of their scientific understanding.

Developing Skills for Recreational Activities (Table 25)

About three in five of the graduates (59 per cent) agreed that their physical education teachers had taken an interest in their developing the skills needed for recreational activities. A substantially larger percentage of women than men indicated this agreement. Among the ethnic groups, Black and Spanish Surnamed respondents gave higher than average marks to the physical education program and Asian-Americans gave especially low marks. The ratings of four-year college students on this issue were below those of the community college students or the non-college respondents.

OPINIONS OF GRADUATES CONCERNING CERTAIN HIGH SCHOOL SUBJECTS (CONT.)

Note: Item numbers in parenthesis refer to location of item on opinion poll. "AGREE" and "STRONGLY AGREE" responses have been combined into one category - "AGREE." "DISAGREE" and "STRONGLY DISAGREE" responses have been combined into one category - "DISAGREE."

TABLE 22

My high school courses in government did a good job in helping me understand how national, state, and local governments function.

(Item 32)

	% AGREE	% DISAGREE
All graduates in Sample	66	34
Men	68	32
Women	64	36
Asian Americans	62	38
Blacks	74	26
Spanish Surnamed Americans	71	29
Whites, except Spanish Surnamed	64	36
Other Ethnic	60	40
Four-year College Students	63	37
Community College Students	67	33
Employed	66	34
Not in College Nor Employed	70	30

TABLE 23

I learned sufficient mathematical skills in school to work out the practical problems of everyday life.

(Item 50)

	% AGREE	% DISAGREE
All graduates in Sample	84	16
Men	86	14
Women	82	18
Asian Americans	88	12
Blacks	80	20
Spanish Surnamed Americans	80	20
Whites, except Spanish Surnamed	85	15
Other Ethnic	81	19
Four-year College Students	88	12
Community College Students	81	19
Employed	84	16
Not in College Nor Employed	76	24

TABLE 24

My high school courses have helped me to understand reports of scientific advancement that I have read in newspapers and magazines.

(Item 45)

	% AGREE	% DISAGREE
All graduates in Sample	49	51
Men	57	43
Women	43	57
Asian Americans	51	49
Blacks	51	49
Spanish Surnamed Americans	56	44
Whites, except Spanish Surnamed	46	54
Other Ethnic	50	50
Four year College Students	49	51
Community College Students	48	52
Employed	50	50
Not in College Nor Employed	50	50

TABLE 25

My physical education teachers took an interest in my developing the skills needed for active recreational activities.

(Item 37)

	% AGREE	% DISAGREE
All graduates in Sample	59	41
Men	53	47
Women	63	37
Asian Americans	53	47
Blacks	70	30
Spanish Surnamed Americans	66	34
Whites, except Spanish Surnamed	56	44
Other Ethnic	56	44
Four-year College Students	54	46
Community College Students	60	40
Employed	63	37
Not in College Nor Employed	62	38

Knowledge of Drugs and Alcohol (Table 26)

Sixty-nine per cent of the respondents agreed that their health education course was a good source of information about the use of drugs and alcohol. A slightly larger percentage of women than men agreed with this statement. Among the ethnic groups, substantially larger proportions of Black and Spanish Surnamed graduates expressed satisfaction with their drug and alcohol instruction than did the other ethnic groups. When the responses were analyzed according to the graduates' post-high school status, four-year college students expressed the least agreement with the statement and those who were neither in college nor employed the most agreement.

Sex Education (Table 27)

Less than one-half of the respondents (44 per cent) agreed with the statement that their high school instruction had included sufficient information about the social, moral, and physical aspects of sex. There was very little difference between the responses of men and women, but Black and Spanish Surnamed respondents indicated greater satisfaction with their sex education than did the other ethnic groups. A substantially smaller proportion of four-year college students (33 per cent) reported satisfaction with their sex education than was the case for community college students, the employed, or those not in college nor employed.

Understanding of Economic Problems (Table 28)

Only 30 per cent of the respondents agreed that their high school courses had helped them understand the economics of inflation, of unemployment, and of strikes and lockouts. It should be pointed out that this "understanding" was asking a great deal of high school education, since many experts in the field find these issues difficult to understand. It should also be emphasized that no formal course in economics is required of every student. Among the ethnic groups, White and Asian-American respondents indicated the least satisfaction with the knowledge of these economics problems, and Black and Spanish Surnamed respondents the greatest satisfaction. There were large differences among the respondents according to their post-high school experiences. Least satisfied were the four-year college students (19 per cent) and most satisfied were the employed (42 per cent).

OPINIONS OF GRADUATES CONCERNING CERTAIN HIGH SCHOOL SUBJECTS (CONT.)

Note: Item numbers in parenthesis refer to location of item on opinion poll. "AGREE" and "STRONGLY AGREE" responses have been combined into one category - "AGREE." "DISAGREE" and "STRONGLY DISAGREE" responses have been combined into one category - "DISAGREE."

TABLE 26

My health education course was a good source of information about the use of drugs and alcohol.

(Item 24)

	% AGREE	% DISAGREE
All graduates in Sample	69	31
Men	67	33
Women	71	29
Asian Americans	67	33
Blacks	81	19
Spanish Surnamed Americans	82	18
Whites, except Spanish Surnamed	65	35
Other Ethnic	65	35
Four-year College Students	63	37
Community College Students	70	30
Employed	72	28
Not in College Nor Employed	79	21

TABLE 27

My high school class instruction included sufficient information about the social, moral, and physical aspects of sex.

(Item 35)

	% AGREE	% DISAGREE
All graduates in Sample	44	56
Men	43	57
Women	44	56
Asian Americans	40	60
Blacks	54	46
Spanish Surnamed Americans	54	46
Whites, except Spanish Surnamed	39	61
Other Ethnic	44	56
Four-year College Students	33	67
Community College Students	45	55
Employed	50	50
Not in College Nor Employed	55	45

TABLE 28

My high school courses helped me understand the economics of inflation, of unemployment, and of strikes and lockouts.

(Item 16)

	% AGREE	% DISAGREE
All graduates in Sample	30	70
Men	31	69
Women	30	70
Asian Americans	28	72
Blacks	44	56
Spanish Surnamed Americans	44	56
Whites, except Spanish Surnamed	25	75
Other Ethnic	29	71
Four-year College Students	19	81
Community College Students	30	70
Employed	42	58
Not in College Nor Employed	41	59

IV. OPINIONS OF GRADUATES ON CERTAIN CURRICULUM ISSUES

Need for Employment Skills (Table 29)

Nine in ten of the respondents expressed agreement with the statement that high schools should encourage all students to learn a skill they can use in employment. Ninety-three per cent of women respondents agreed with this statement as compared to 86 per cent of the men. The minority respondents tended to agree with the statement more than the White respondents, and the employed more than the college students.

Music and Artistic Skills (Table 30)

Approximately nine in ten of the graduates (88 per cent) agreed that all high school students should have an opportunity to learn to play a musical instrument or to learn an artistic skill. There was an unusual unanimity in the responses to this item in that there were no great variations among the ethnic groups nor were there any great variations among the graduates according to their post-high school experiences.

Male Students and Homemaking Skills (Table 31)

Approximately four in five of the respondents (81 per cent) agreed that high schools should encourage male students to learn homemaking skills. A significantly larger percentage of female respondents agreed with this statement than was the case for male respondents. Among the ethnic groups, the Asian-Americans were in the greatest agreement that men should learn homemaking skills. When the responses were analyzed by the post-high school status of the graduates, there was very little difference, except that the community college students were somewhat in lesser agreement with the statement than were the other groups.

Female Students and Mechanical Skills (Table 32)

Eighty-five per cent of the graduates agreed that high schools should encourage female students to learn mechanical and repair skills. More women than men were in agreement with the statement. Asian-American and Spanish Surnamed respondents expressed above-average agreement with the statement; Black respondents expressed below-average agreement. In relation to the post-high school status of the graduates, four-year college students were most in accord with the statement, and those not in college nor employed, the least.

OPINIONS OF GRADUATES ON CERTAIN CURRICULUM ISSUES

Note: Item numbers in parentheses refer to location of item on opinion poll. "AGREE" and "STRONGLY AGREE" responses have been combined into one category - "AGREE." "DISAGREE" and "STRONGLY DISAGREE" responses have been combined into one category - "DISAGREE."

TABLE 29

High schools should encourage all students to learn a skill that they can use in employment. (Item 42)

	AGREE	DISAGREE
All graduates in Sample	90	10
Men	86	14
Women	93	7
Asian Americans	93	7
Blacks	94	6
Spanish Surnamed Americans	94	6
Whites, except Spanish Surnamed	88	12
Other Ethnic	90	10
Four-year College Students	85	15
Community College Students	91	9
Employed	95	5
Not in College Nor Employed	95	5

TABLE 30

All high school students should have an opportunity to learn to play a musical instrument or to learn an artistic skill. (Item 47)

	AGREE	DISAGREE
All graduates in Sample	88	12
Men	87	13
Women	89	11
Asian Americans	86	14
Blacks	86	14
Spanish Surnamed Americans	87	13
Whites, except Spanish Surnamed	90	10
Other Ethnic	86	14
Four-year College Students	91	9
Community College Students	87	13
Employed	88	12
Not in College Nor Employed	85	15

TABLE 31

High schools should encourage male students to learn homemaking skills. (Item 39)

	AGREE	DISAGREE
All graduates in Sample	81	19
Men	77	23
Women	83	17
Asian Americans	85	15
Blacks	80	20
Spanish Surnamed Americans	80	20
Whites, except Spanish Surnamed	80	20
Other Ethnic	83	17
Four-year College Students	83	17
Community College Students	77	23
Employed	82	18
Not in College Nor Employed	82	18

TABLE 32

High school courses should encourage female students to learn mechanical and repair skills. (Item 49)

	AGREE	DISAGREE
All graduates in Sample	85	15
Men	80	20
Women	89	11
Asian Americans	88	12
Blacks	82	18
Spanish Surnamed Americans	87	13
Whites, except Spanish Surnamed	85	15
Other Ethnic	84	16
Four-year College Students	87	13
Community College Students	84	16
Employed	85	15
Not in College Nor Employed	81	19

V. OPINIONS OF GRADUATES ON CERTAIN TEACHING ATTITUDES AND METHODS

Friendliness of Teachers (Table 33)

Four in five of the respondents (80 per cent) agreed that usually their high school teachers were friendly and that it was easy to get to talk with them. Somewhat more men than women reported that their high school teachers were friendly, and a distinctly higher than average percentage of Asian-Americans also reported friendly teachers. Somewhat higher percentages of college students reported friendly teachers than did the non-college graduates.

Student Participation in Classroom Discussion (Table 34)

Somewhat more than one-half of the respondents (53 per cent) agreed that there was a great deal of student participation in classroom discussions. There was very little difference in the responses to the item according to the sex of the respondents. Among the ethnic groups, there were wide divergences in the response patterns. Sixty-seven per cent of the Blacks gave an affirmative response to this item as compared with only 44 per cent of the Asian-Americans, 50 per cent of the Whites, and 55 per cent of the Spanish Surnamed Americans. College students reported significantly less classroom discussion than did the respondents who did not continue their education.

Lecturing in High School (Table 35)

The respondents apparently turned thumbs down on lecturing at the high school level with only 17 per cent agreeing that instruction would be more productive if the teachers lectured more and had less class discussion. Slightly more men than women were in favor of the lecture method and all the minority groups were more in favoring of lecturing than were the White graduates. There was virtually no difference in the responses of the graduates according to their post-high school experiences.

Quietness and Good Order in the Classroom (Table 36)

Approximately three in five of the respondents (61 per cent) agreed that quietness and good order in the classroom are essential in getting a good education. There was no difference in the responses to this item according to the sexes, but above-average percentages of Black and Spanish Surnamed respondents were in agreement with the statement. When grouped by their post-high school experiences, four-year college students indicated the least approval with the statement, and those not in college nor employed, the most approval.

OPINIONS OF GRADUATES ON CERTAIN TEACHING ATTITUDES AND METHODS

Note: Item numbers in parentheses refer to location of item on opinion poll. "AGREE" and "STRONGLY AGREE" responses have been combined into one category - "AGREE." "DISAGREE" and "STRONGLY DISAGREE" responses have been combined into one category - "DISAGREE."

TABLE 33

Usually I found my high school teachers friendly and it was easy to get to talk with them.

(Item 15)

	AGREE	DISAGREE
All graduates in Sample	80	20
Men	82	18
Women	78	22
Asian Americans	87	13
Blacks	80	20
Spanish Surnamed Americans	82	18
Whites except Spanish Surnamed	79	21
Other Ethnic	77	23
Four-year College Students	83	17
Community College Students	80	20
Employed	75	25
Not in College Nor Employed	76	24

TABLE 34

In most cases, there was a great deal of student participation in classroom discussions.

(Item 19)

	AGREE	DISAGREE
All graduates in Sample	53	47
Men	52	48
Women	54	46
Asian Americans	44	56
Blacks	67	33
Spanish Surnamed Americans	55	45
Whites except Spanish Surnamed	50	50
Other Ethnic	50	50
Four year College Students	49	51
Community College Students	51	49
Employed	57	43
Not in College Nor Employed	65	35

TABLE 35

High school instruction would be more productive if the teachers lectured more and had less class discussion.

(Item 28)

	AGREE	DISAGREE
All graduates in Sample	17	83
Men	20	80
Women	16	84
Asian Americans	23	77
Blacks	21	79
Spanish Surnamed Americans	24	76
Whites except Spanish Surnamed	14	86
Other Ethnic	20	80
Four-year College Students	16	84
Community College Students	18	82
Employed	17	83
Not in College Nor Employed	19	81

TABLE 36

Quietness and good order in the classroom are essential in getting a good education.

(Item 22)

	AGREE	DISAGREE
All graduates in Sample	61	39
Men	62	38
Women	61	39
Asian Americans	63	37
Blacks	72	28
Spanish Surnamed Americans	69	31
Whites except Spanish Surnamed	58	42
Other Ethnic	61	39
Four year College Students	57	43
Community College Students	64	36
Employed	63	37
Not in College Nor Employed	67	33

Easiness of High School Courses (Table 37).

Forty-two per cent of the graduates in the sample reported that their high school courses were too easy to be challenging. There were no great differences in the responses to this item by the sexes nor by ethnic groups, but there was considerable variation according to the post-high school status of the graduates. Fifty per cent of the four-year college students indicated that their high school courses were too easy, which contrasted with 36 per cent of the community college students, 42 per cent of the employed, and 35 per cent of the "other" group.

Difficulty of High School Courses (Table 38)

A miniscule seven per cent of the respondents agreed that, in general, their high school courses were most difficult and that they found it hard to keep up with their class work. The sexes did not differ markedly in their responses to this item, but a larger percentage of Spanish Surnamed respondents found their high school courses difficult than was the case for the other ethnic groups. Only four per cent of the four-year college students agreed that their high school courses were too difficult. This percentage compared with six per cent of the community college students, eight per cent of the employed, and 15 per cent of those not in college nor employed.

Controversial Books and Issues (Table 39)

Forty-eight per cent of the graduates in the study agreed that most high school teachers tend to avoid controversial books and issues. There was very little difference between the sexes and the ethnic groups in responding to this statement, but the 64 per cent agreement of the four-year college students was substantially higher than the percentage agreements for community college students, the employed, and the other graduates.

Intolerance of Dress Standards (Table 40)

Only one in five of the respondents (21 per cent) agreed that teachers were often intolerant of the dress standards established by the school. There was only a minor difference between men and women in answering this item, but compared to the other ethnic groups, a relatively large proportion of Blacks complained of teacher intolerance to dress standards. Four-year college students were also somewhat off the norm; in this case, a smaller than average proportion reported this type of teacher intolerance.

OPINIONS OF GRADUATES ON CERTAIN TEACHING ATTITUDES AND METHODS (CONT.)

Note: Item numbers in parentheses refer to location of item on opinion poll. "AGREE" and "STRONGLY AGREE" responses have been combined into one category - "AGREE." "DISAGREE" and "STRONGLY DISAGREE" responses have been combined into one category - "DISAGREE."

TABLE 37

In general, my high school courses were too easy to be challenging. . . . (Item 43)

	% AGREE	% DISAGREE
All graduates in Sample	42	58
Men	43	57
Women	41	59
Asian Americans	41	59
Blacks	38	62
Spanish Surnamed Americans	37	63
Whites, except Spanish Surnamed	44	56
Other Ethnic	44	56
Four-year College Students	50	50
Community College Students	36	64
Employed	42	58
Not in College Nor Employed	35	65

TABLE 38

In general, my high school courses were most difficult and I found it hard to keep up with my class work. . . . (Item 25)

	% AGREE	% DISAGREE
All graduates in Sample	7	93
Men	8	92
Women	6	94
Asian Americans	8	92
Blacks	7	93
Spanish Surnamed Americans	12	88
Whites, except Spanish Surnamed	5	95
Other Ethnic	8	92
Four-year College Students	4	96
Community College Students	6	94
Employed	8	92
Not in College Nor Employed	15	85

TABLE 39

Most high school teachers tend to avoid controversial books and issues. . . . (Item 40)

	% AGREE	% DISAGREE
All graduates in Sample	58	42
Men	59	41
Women	57	43
Asian Americans	55	45
Blacks	57	43
Spanish Surnamed Americans	55	45
Whites, except Spanish Surnamed	60	40
Other Ethnic	56	44
Four-year College Students	64	36
Community College Students	58	42
Employed	53	47
Not in College Nor Employed	54	46

TABLE 40

My teachers were often intolerant of the dress standards established for my school. (Item 13)

	% AGREE	% DISAGREE
All graduates in Sample	21	79
Men	23	77
Women	20	80
Asian Americans	23	77
Blacks	31	69
Spanish Surnamed Americans	22	78
Whites, except Spanish Surnamed	18	82
Other Ethnic	21	79
Four-year College Students	17	83
Community College Students	21	79
Employed	24	76
Not in College Nor Employed	27	73

VI. OPINIONS OF GRADUATES ON CERTAIN COUNSELING AND PERSONAL RELATIONSHIPS

Friendliness of Counseling Staff (Table 41)

Approximately three in five of the graduates (59 per cent) agreed that the high school counseling staff was friendly and that it was easy to get to talk with them. Men rated the friendliness of the counseling staff somewhat higher than did women, and the principal minority groups all rated the counseling higher than did the White respondents. There was little difference in the responses to this item according to the post-high school status of the graduates.

Advice About Post-High School Education (Table 42)

Of the respondent graduates, 45 per cent reported that the counseling staff gave them worthwhile advice about colleges and other post-high school institutions. There were very small differences between the response patterns of men and women, or between the graduates according to their post-high school experiences, but there were major differences among the ethnic groups. The three principal minority groups all gave the counseling staff better marks for their post-high school guidance than did the White respondents.

Interest in Students Planning College and Those Planning Employment (Table 43)

Approximately two-thirds of the respondents (66 per cent) agreed that teachers and counselors seemed to be more interested in those planning to go to college than those planning post-high school employment. Identical percentages of male and female respondents agreed with this statement. Among the ethnic groups, higher percentages of the minority respondents agreed with the statement than was the case for the White respondents. As would be expected, a larger percentage of non-college respondents reported this type of bias than was the case for the college students.

Discussions of Academic or Personal Problems (Table 44)

Fifty-seven per cent of the graduates agreed with the statement that the school staff seldom seemed to have time for meaningful discussions about academic or personal problems. The reporting for this item was unusual in that there was very little deviation from the general norm by any of the subgroups.

OPINIONS OF GRADUATES ON CERTAIN COUNSELING AND PERSONAL RELATIONSHIPS

Note: Item numbers in parentheses refer to location of item on opinion poll. "AGREE" and "STRONGLY AGREE" responses have been combined into one category - "AGREE." "DISAGREE" and "STRONGLY DISAGREE" responses have been combined into one category - "DISAGREE."

TABLE 41

I found that the high school counseling staff was friendly and it was easy to get to talk with them. (Item 44)

	% AGREE	% DISAGREE
All graduates in Sample	59	41
Men	61	39
Women	57	43
Asian Americans	70	30
Blacks	65	35
Spanish Surnamed Americans	72	28
Whites, except Spanish Surnamed	55	45
Other Ethnic	52	48
Four-year College Students	59	41
Community College Students	58	42
Employed	60	40
Not in College Nor Employed	63	37

TABLE 42

My high school counseling staff gave me worthwhile advice about colleges and other post-high school institutions. (Item 14)

	% AGREE	% DISAGREE
All graduates in Sample	45	55
Men	46	54
Women	45	55
Asian Americans	54	46
Blacks	55	45
Spanish Surnamed Americans	59	41
Whites, except Spanish Surnamed	39	61
Other Ethnic	42	58
Four-year College Students	46	54
Community College Students	42	58
Employed	47	53
Not in College Nor Employed	45	55

TABLE 43

My teachers and counselors seemed to be more interested in students planning to go to college than in those planning post-high school employment. (Item 23)

	% AGREE	% DISAGREE
All graduates in Sample	66	34
Men	66	34
Women	66	34
Asian Americans	74	26
Blacks	76	24
Spanish Surnamed Americans	70	30
Whites, except Spanish Surnamed	63	37
Other Ethnic	62	38
Four year College Students	64	36
Community College Students	63	37
Employed	71	29
Not in College Nor Employed	70	30

TABLE 44

The school staff seldom seemed to have time for meaningful discussions about academic or personal problems. (Item 31)

	% AGREE	% DISAGREE
All graduates in Sample	57	43
Men	57	43
Women	57	43
Asian Americans	57	43
Blacks	57	43
Spanish Surnamed Americans	57	43
Whites, except Spanish Surnamed	55	45
Other Ethnic	57	43
Four year College Students	57	43
Community College Students	54	46
Employed	58	42
Not in College Nor Employed	57	43

Understanding Talents and Interests (Table 45)

Exactly one-half of the respondents agreed that their high school courses had done a great deal to help them gain an understanding of their talents and interests. Slightly more women than men reported favorably on this issue and the minority groups all reported more favorably than did the White respondents. The noncollege respondents agreed with the statement to a greater degree than did the respondents attending college.

Getting Along with Different Races and Ethnic Groups (Table 46)

Slightly more than one-half of the graduates in the study (53 per cent) agreed with the statement that their high school experiences helped them to learn to get along with others of different races or ethnic backgrounds. More women than men reported favorably on this issue. Among the ethnic groups, above-average percentages of Asian-American and Spanish Surnamed respondents and a below-average percentage of Whites reported agreement with the statement. When the responses were analyzed by the post-high school activity of the respondents, the principal finding was that a smaller than average percentage of four-year college students indicated that high school had helped them get along with others of different ethnic backgrounds.

Prevalence of Social Cliques (Table 47)

Approximately one-half of the graduates (51 per cent) agreed that there were so many social cliques in high school that it was difficult to get to know students. Women respondents found this a greater problem than men. Black and Spanish Surnamed respondents found social cliques less of a problem than did Asian-Americans and Whites. There were only minor differences in the responses to this item when analyzed according to the post-high school activity of the graduates.

Lasting Friendships (Table 48)

Three in four of the graduates reported that they had made lasting friendships with their high school classmates. There were no great differences in the reporting on this item according to sex or according to the post-high school activity of the graduates; however, there were some significant differences according to ethnicity. It would appear that high school was a better source of friendships for the three principal minority groups than it was for the White graduates.

OPINIONS OF GRADUATES ON CERTAIN COUNSELING AND PERSONAL RELATIONSHIPS (CONT.)

Note: Item numbers in parentheses refer to location of item on opinion poll. "AGREE" and "STRONGLY AGREE" responses have been combined into one category - "AGREE." "DISAGREE" and "STRONGLY DISAGREE" responses have been combined into one category - "DISAGREE."

TABLE 45

My high school courses did a great deal to help me gain an understanding of my talents and interests. (Item 34)

	% AGREE	% DISAGREE
All graduates in Sample	50	50
Men	48	52
Women	51	49
Asian Americans	51	49
Blacks	58	42
Spanish Surnamed Americans	62	38
Whites, except Spanish Surnamed	46	54
Other Ethnic	46	54
Four-year College Students	47	53
Community College Students	48	52
Employed	54	46
Not in College Nor Employed	53	47

TABLE 46

My high school experiences helped me to learn how to get along with others of different races or ethnic backgrounds. (Item 29)

	% AGREE	% DISAGREE
All graduates in Sample	53	47
Men	51	49
Women	55	45
Asian Americans	72	28
Blacks	55	45
Spanish Surnamed Americans	70	30
Whites, except Spanish Surnamed	47	53
Other Ethnic	52	48
Four-year College Students	47	53
Community College Students	54	46
Employed	57	43
Not in College Nor Employed	62	38

TABLE 47

There were so many social cliques in high school that it was difficult to get to know other students. (Item 36)

	% AGREE	% DISAGREE
All graduates in Sample	51	49
Men	47	53
Women	54	46
Asian Americans	50	50
Blacks	42	58
Spanish Surnamed Americans	42	58
Whites except Spanish Surnamed	55	45
Other Ethnic	54	46
Four-year College Students	51	49
Community College Students	49	51
Employed	52	48
Not in College Nor Employed	55	45

TABLE 48

I made many lasting friendships with my high school classmates. (Item 50)

	% AGREE	% DISAGREE
All graduates in Sample	75	25
Men	76	24
Women	73	27
Asian Americans	84	16
Blacks	79	21
Spanish Surnamed Americans	82	18
Whites except Spanish Surnamed	72	28
Other Ethnic	73	27
Four-year College Students	77	23
Community College Students	76	24
Employed	71	29
Not in College Nor Employed	76	24

VII. OPINIONS OF GRADUATES ON CERTAIN ADMINISTRATIVE POLICIES

Rules and Regulations (Table 49)

Slightly less than one-half of the respondents (47 per cent) agreed with the statement that nearly all the rules and regulations in their high school were necessary for the administration of the school. A substantially larger percentage of women than men supported the school administration on this issue. Among the ethnic groups, Asian-Americans, Blacks, and Spanish Surnamed respondents all reported far greater agreement with the school rules than did the White respondents. The graduates who did not go to college were also more in favor of the school rules than were those who went to college.

Students Treated as Responsible Persons (Table 50)

Forty-eight per cent of the respondents agreed, that in general, their high school treated students as responsible persons. Slightly more men than women agreed with this statement, and among the ethnic groups, the minority graduates were in greater agreement with the statement than were the White graduates. Substantially larger percentages of the graduates who did not go to college were in agreement with the statement than were those who went to college.

Behavior and Learning (Table 51)

Approximately three in five of the graduates (62 per cent) agreed that the school administration seemed to be more interested in student behavior than in student learning. There were very small differences in the responses to this statement according to the sexes or according to the post-high school activity of the graduates, but there were some differences among the ethnic groups. An above-average percentage of Black respondents and a below-average percentage of Asian-American respondents agreed that schools seemed to be more interested in behavior than in learning.

Competitiveness in High School (Table 52)

Approximately three in five of the respondents (59 per cent) agreed with the statement that high schools were too competitive, i.e., that there was too much emphasis on getting good grades. A slightly higher percentage of men than women agreed with this statement. Somewhat smaller than average percentages of Black and Spanish Surnamed respondents indicated that they thought that the schools were too competitive. In answering the item, there were only minor differences between the graduates who went to college and those who did not.

OPINIONS OF GRADUATES ON CERTAIN ADMINISTRATIVE POLICIES

Note: Item numbers in parentheses refer to location of item on opinion poll. "AGREE" and "STRONGLY AGREE" responses have been combined into one category - "AGREE." "DISAGREE" and "STRONGLY DISAGREE" responses have been combined into one category - "DISAGREE."

TABLE 49

It seems to me that nearly all the rules and regulations in my high school were necessary for the administration of the school:

(Item 41)

	% AGREE	% DISAGREE
All graduates in Sample	47	53
Men	42	58
Women	51	49
Asian Americans	55	45
Blacks	58	42
Spanish Surnamed Americans	62	38
Whites, except Spanish Surnamed	40	60
Other Ethnic	47	53
Four-year College Students	38	62
Community College Students	47	53
Employed	55	45
Not in College Nor Employed	59	41

TABLE 50

In general, my high school treated students as if they were responsible persons.

(Item 27)

	% AGREE	% DISAGREE
All graduates in Sample	48	52
Men	50	50
Women	47	53
Asian Americans	55	45
Blacks	53	47
Spanish Surnamed Americans	60	40
Whites, except Spanish Surnamed	45	55
Other Ethnic	43	57
Four-year College Students	43	57
Community College Students	48	52
Employed	53	47
Not in College Nor Employed	56	44

TABLE 51

The school administration and teachers seemed to be more interested in student behavior than in student learning.

(Item 20)

	% AGREE	% DISAGREE
All graduates in Sample	62	38
Men	61	39
Women	62	38
Asian Americans	51	49
Blacks	67	33
Spanish Surnamed Americans	55	45
Whites, except Spanish Surnamed	63	37
Other Ethnic	66	34
Four-year College Students	60	40
Community College Students	62	38
Employed	64	36
Not in College Nor Employed	60	40

TABLE 52

High schools are too competitive; there is too much emphasis on getting good grades.

(Item 46)

	% AGREE	% DISAGREE
All graduates in Sample	59	41
Men	61	39
Women	58	42
Asian Americans	60	40
Blacks	54	46
Spanish Surnamed Americans	55	45
Whites, except Spanish Surnamed	61	39
Other Ethnic	61	39
Four year College Students	58	42
Community College Students	58	42
Employed	61	39
Not in College Nor Employed	59	41

Permission to Leave the Campus (Table 53)

Sixty per cent of the graduates were in agreement with the statement that high schools should permit students to leave the campus at any time they wished. Those who favored the idea the most were men, Asian-Americans, Whites, and four-year college students. Those who favored it the least were women, Blacks, Spanish Surnamed respondents, and those not in college nor employed.

Supervision of School Paper (Table 54)

Approximately four in five of the graduate respondents (82 per cent) agreed that the school paper should be under the supervision of the student body rather than the school administration. More men than women were in favor of a student supervised newspaper. A smaller than average percentage of Spanish Surnamed respondents were in agreement with the statement. There was little difference between the college and the noncollege respondents about the issue of the school paper.

Student Government (Table 55)

Almost three in five of the graduates in the sample (58 per cent) agreed that the student government in their high school was seldom permitted to make decisions about the issues with which students were really concerned. A substantially greater proportion of men than women agreed with this statement. Minority respondents tended to be somewhat less in agreement with this statement than White respondents. There was little difference between the college students and the noncollege respondents on this issue.

Student Militants (Table 56)

A relatively small percentage of the graduates (29 per cent) agreed that most students were in sympathy with the ideas and actions of the student militants. Apparently this issue was raised a year or so too late, as many respondents asked the question, "What militants?" There was virtually no difference between men and women on this issue, but substantially larger percentages of Black and Spanish Surnamed respondents agreed that most students were in sympathy with the militants than was the case for the other ethnic groups. There was little difference between the college students and the employed on this issue, but an above-average percentage of those not in college nor employed were in agreement with the statement.

OPINIONS OF GRADUATES ON CERTAIN ADMINISTRATIVE POLICIES (CONT.)

Note: Item numbers in parentheses refer to location of item on opinion poll. "AGREE" and "STRONGLY AGREE" responses have been combined into one category - "AGREE." "DISAGREE" and "STRONGLY DISAGREE" responses have been combined into one category - "DISAGREE."

TABLE 53	TABLE 54
High schools should permit students to leave the campus at any time they wish. (Item 38)	The school paper should be under the supervision of the student body rather than the school administration. (Item 17)
<div></div> <div>AGREE</div> <div>DISAGREE</div>	<div></div> <div>AGREE</div> <div>DISAGREE</div>
All graduates in Sample 60 40	All graduates in Sample 82 18
Men 63 37	Men 85 15
Women 58 42	Women 80 20
Asian Americans 57 43	Asian Americans 81 19
Blacks 50 50	Blacks 80 20
Spanish Surnamed Americans 50 50	Spanish Surnamed Americans 76 24
Whites, except Spanish Surnamed 65 35	Whites, except Spanish Surnamed 84 16
Other Ethnic 61 39	Other Ethnic 80 20
Four-year College Students 68 32	Four-year College Students 84 16
Community College Students 56 44	Community College Students 82 18
Employed 57 43	Employed 80 20
Not in College Nor Employed 53 47	Not in College Nor Employed 81 19

TABLE 55	TABLE 56
The student government at my high school was seldom permitted to make decisions about the issues with which students were really concerned. (Item 10)	Most students were in sympathy with the ideas and actions of the student militants. (Item 26)
<div></div> <div>AGREE</div> <div>DISAGREE</div>	<div></div> <div>AGREE</div> <div>DISAGREE</div>
All graduates in Sample 58 42	All graduates in Sample 29 71
Men 63 37	Men 28 72
Women 54 46	Women 29 71
Asian Americans 54 46	Asian Americans 25 75
Blacks 53 47	Blacks 37 63
Spanish Surnamed Americans 56 44	Spanish Surnamed Americans 36 64
Whites, except Spanish Surnamed 61 39	Whites, except Spanish Surnamed 26 74
Other Ethnic 57 43	Other Ethnic 27 73
Four year College Students 60 40	Four year College Students 26 74
Community College Students 58 42	Community College Students 28 72
Employed 57 43	Employed 29 71
Not in College Nor Employed 56 44	Not in College Nor Employed 38 62

Gang Activity (Table 57)

Thirty per cent of the respondents agreed that there was too much disruptive gang activity in their high school. There was very little difference between men and women on this issue, but there were major differences among the ethnic groups. Sixty per cent of the Black respondents and 41 per cent of the Spanish Surnamed respondents reported too much gang activity; whereas for White respondents, the percentage was only 20 per cent. Those who went to college reported less gang activity at their high schools than those who did not continue their education.

Publicity of Campus Disruption (Table 58)

Four in five of the graduates (80 per cent) agreed that there was not as much campus disruption as newspaper and television publicity would seem to indicate. In general, minority respondents were less in agreement with this statement than White respondents, but the percentages of men and women reporting agreement were nearly equal. There was little difference between college students and the employed, but a less than average percentage of graduates not in college nor employed agreed with the statement.

School Integration (Table 59)

When asked to agree or disagree with the statement that high schools should be integrated to more closely resemble the proportions of racial and ethnic groups in the Los Angeles area, 35 per cent of the respondents expressed agreement. On the issue of integration, both Black and Spanish Surnamed respondents departed from the majority view. Fifty-nine per cent of the Blacks "voted" for integration as did 42 per cent of those with Spanish surnames. This compares with 34 per cent of the Asian-Americans and 28 per cent of the Whites. There were only minor differences between the college and noncollege respondents on the issue of integration. A small but significantly higher percentage of women than men favored integration.

Reasons for Staying in School (Table 60)

Seventy-seven per cent of all respondents agreed with the statement that the principal thing that keeps students in high school is the knowledge that they will need a diploma to go to college or to get a good job. There were only minor differences on this issue between the sexes, among ethnic groups, or among the graduates according to their post-high school activity.

OPINIONS OF GRADUATES ON CERTAIN ADMINISTRATIVE POLICIES (CONT.)

Note: Item numbers in parentheses refer to location of item on opinion poll. "AGREE" and "STRONGLY AGREE" responses have been combined into one category - "AGREE." "DISAGREE" and "STRONGLY DISAGREE" responses have been combined into one category - "DISAGREE."

TABLE 57

There was too much disruptive gang activity in high school. (Item 48)

	% AGREE	% DISAGREE
All graduates in Sample	30	70
Men	31	69
Women	29	71
Asian Americans	36	64
Blacks	61	39
Spanish Surnamed Americans	41	59
Whites, except Spanish Surnamed	20	80
Other Ethnic	27	73
Four-year College Students	25	75
Community College Students	29	71
Employed	31	69
Not in College Nor Employed	43	57

TABLE 58

From my experience, there was not as much campus disruption as newspaper and television publicity would seem to indicate. (Item 30)

	% AGREE	% DISAGREE
All graduates in Sample	80	20
Men	79	21
Women	81	19
Asian Americans	76	24
Blacks	70	30
Spanish Surnamed Americans	75	25
Whites, except Spanish Surnamed	83	17
Other Ethnic	80	20
Four-year College Students	80	20
Community College Students	81	19
Employed	80	20
Not in College Nor Employed	75	25

TABLE 59

My high school should have been integrated to more closely resemble the proportions of races or ethnic groups in the Los Angeles area. (Item 11)

	% AGREE	% DISAGREE
All graduates in Sample	35	65
Men	32	68
Women	38	62
Asian Americans	34	66
Blacks	59	41
Spanish Surnamed Americans	42	58
Whites, except Spanish Surnamed	28	72
Other Ethnic	36	64
Four-year College Students	35	65
Community College Students	36	64
Employed	31	69
Not in College Nor Employed	43	57

TABLE 60

The principal thing that keeps students in high school is the knowledge that they will need a diploma to go to college or to get a good job. (Item 33)

	% AGREE	% DISAGREE
All graduates in Sample	77	23
Men	78	22
Women	77	23
Asian Americans	78	22
Blacks	80	20
Spanish Surnamed Americans	80	20
Whites, except Spanish Surnamed	77	23
Other Ethnic	73	27
Four-year College Students	78	22
Community College Students	77	23
Employed	76	24
Not in College Nor Employed	81	19

VIII. OVERALL EVALUATION OF HIGH SCHOOL

When asked to rate the job that high schools were doing, three per cent of the graduates gave the schools an excellent rating, 33 per cent a good rating, 47 per cent a fair rating, and 17 per cent a poor rating (see Table 61). Male and female respondents differed hardly at all in these ratings: the combined total of excellent and good ratings was 36 per cent for both groups.

Among the ethnic groups, 41 per cent of the Asian-American respondents gave the schools either excellent or good ratings, which compares with 28 per cent of the Blacks, 39 per cent of the Spanish Surnamed, and 37 per cent of the Whites.

The responses to this question according to the post-high school activity of the graduates showed only small and insignificant differences: 35 per cent of the four-year college students gave the schools either excellent or good ratings, which compares with 36 per cent of the community college students, 37 per cent of the employed, and 36 per cent of the "other" group.

IX. SELECTED COMMENTS OF GRADUATES

In response to a request to write any comments they wished to make about their high school experiences, following is a small selection of the statements of the graduate respondents:

Female, harbor area school, employed: I know everything is programmed and analyzed these days, so I don't mind answering this questionnaire. I only hope it will bring some substantial change in the quality of high school education.

Male, valley school, attending a State university: The existence of social cliques did not prevent students of one social group from interacting with another. What prevented a student from making friends was his inability to reach out to others . . . Teachers should make some effort to give encouragement to such a student and try to instill some confidence in them; in effect, make high school more than just a learning experience.

Female, west side school, attending a private college: Please (1) let students obtain credit by taking classes outside of high school, (2) encourage students to return to school to talk about their post-high school experiences, and (3) allow as many students as possible to take an extra class. Because of the period cut, I lost out in both math and science.

Male, central city school, attending a private college: We had what I would call academic capitalism, which in effect states that "if I can get a good grade without learning, that's perfectly all right."

Female, central city school, attending a community college: The whole time at . . . High, the Girls Athletic Association was getting nothing. The school refused to buy any supplies for the girls, but the boys could get anything they wanted. In my last year, we had to fight to keep our track team together.

TABLE 61
OVERALL EVALUATION OF HIGH SCHOOL

Response to Question: How would you rate the job that high schools are doing?

	All Graduates	Men	Women
Number	3,678*	1,581	2,097
	%	%	%
Excellent	3.0	3.7	2.4
Good	33.2	32.8	33.6
Fair	47.0	44.8	48.6
Poor	16.8	18.7	15.4
Total	100.0	100.0	100.0

	Asian Americans	Black	Spanish Surnamed American	White Except Spanish Surnamed	Other Ethnic**
Number	271	518	423	2,118	348
	%	%	%	%	%
Excellent	4.4	3.1	3.1	2.5	4.6
Good	36.8	24.5	38.0	34.4	30.2
Fair	44.5	55.1	44.0	46.2	45.1
Poor	14.3	17.3	14.9	16.9	20.1
Total	100.0	100.0	100.0	100.0	100.0

	Four-Year College Students	Community College Students	Employed	Other
Number	1,255	1,151	871	401
	%	%	%	%
Excellent	2.7	2.8	3.6	3.0
Good	32.6	33.6	33.7	32.9
Fair	47.4	48.7	43.6	47.9
Poor	17.3	14.9	19.1	16.2
Total	100.0	100.0	100.0	100.0

*87% of all respondents

**Includes undesignated ethnics

Female, west side school, attending a state university: My high school was not a fairy tale experience. I had no rude awakening when I entered the "real world" of competition, decision making, and diversified ideas and ideals. The atmosphere in my high school was an intellectually aware one. The administration and the relations of students and students to administration was as tolerant as possible.

Female, valley school, attending a U. C. campus: The transfer from high school to college is an emotionally traumatic experience; an "A" essay in high school would barely pass at Hard classes should be available to college-bound students.

Male, east side school, attending a private college: Gang warfare is a problem, and it will probably always be one unless gang members get together at least once a week as a class and discuss problems and social activities. Maybe this will be the solution to end gang warfare.

Male, central city school, attending a U. C. campus: You will probably only receive a few returns from students of inner city schools because they are suffering. Many of my friends who graduated with me are just on the streets or in jail. And I suppose this is some sign as to how well the educational system prepares us. I am concerned about the present and future of our children: white, black, brown, red, and yellow.

Male, central city school, serving in armed forces: I would like to mention some good things. Our principal had the guts to try many new programs. Some worked, some didn't. The ones that did were worth the cost of the ones that didn't.

Female, valley school, attending a state university: Being enclosed with a 10 foot fence is asinine. Take a lesson from schools in the School District. Trust your students, and they'll stick around.

Male, west side school, attending a U. C. campus: History books gave us the same old line about how the brave colonists fought the "savage" Indians. I give you a sample question from a book: "Give five ways you admire George Washington."

Female, harbor area school, employed: I would like only to mention that the counseling staff was really great. They were a group of hard-working, understanding people.

Female, central city school, attending a community college: As an activist in student government, I learned that student body offices and "leadership" classes were clever devices to "pacify" the student body.

Male, west side school, attending a private college: My English and mathematics courses were excellent preparation for college. My history classes were not so good. I had one taught by a conservative where we learned only boring facts. I had two taught by liberals who were only interested in displaying their opinions.

Female, east side school, attending a private college: Students were behaving so badly (immaturely) that the school administration spent much of their time improving the students' behavior, thus neglecting academic enrichment. Also, there should be more emphasis on personal appearance. Appearances affect one's personal growth and social image. Coming from a poor neighborhood doesn't mean one is poor forever.

Female, valley school, employed: Since moving to a small town, I have discovered how advanced the city schools are. City schooling has a larger field of activities and courses to take. In the city, the students are treated as adults and are free to take the subjects of their interests. In a small town, one has to attend a junior college to get a variety of courses.

Male, central city school, employed: I feel that I would have enjoyed high school more if I had held some kind of office or had been on one of the school teams. There should be more programs so that students and faculty could get to know each other better.

Female, central city school, attending a private college: I think that more schools should be integrated. Some students don't get to see another racial group until they get out into the world. Also, there should be a class called college orientation because I went through a lot of unnecessary worry about entering college.

Male, valley school, attending a community college: With the finances allotted, the schools do the best job possible.

Female, valley school, employed: There should not be so much noise in the book learning and a little more doing. But in all, . . . was a good school. It had interesting teachers, an interesting sport program, was a lot of fun, and I loved it.

Female, harbor district school, homemaker: My first two years in high school were spent in a foreign country. The schools I attended had few restrictions and no "attendance" offices. When I started school at . . . I really felt I had been placed behind bars.

Male, central city school, attending a community college: I think that I'm fortunate that I went to . . . High School. I think it's one of the best, if not the best in the Los Angeles area. I had a lot of fun and learned a lot . . . They had a very good department for foreign students.

Male, valley school, attending a community college: Integration at . . . High School did not help improve relations between the minority and the majority. A good example of this is that during the lunch time, each ethnic group would gather in the same area each day, rather than having relations with each other.

Female, central city school, attending a private college: High schools located in areas of low income should be paid more attention. I attended a school which is predominately enrolled with Mexican American students. Since many of us had to compete with a second language at home, it is very important that a good, solid, basic, English course be given throughout the high school years.

Male, east side school, attending a state university: At . . . High, the faculty and administration had everything under control. Having been in student government, I personally witnessed outstanding efforts by teachers to help struggling students. The only bad thing was student apathy toward clubs and student body activities.

Female, east side school, attending a private college: My school stressed nonacademic subjects much more than academic. I would suggest that you combine some of the schools in my area to have one where the students could go to learn skills and another to learn academics.

Female, east side school, attending a state university: I would like to comment on the budgeting of funds. It was very unfair the way the administration cut the funds for fine arts. Just as students should be given a chance to learn a mechanical skill, or participate in sports, so should those who are talented in music, drama, and art have a chance to explore the talent that lies within them.

Male, west side school, attending a U. C. campus: The general attitude of the students was to get grades good enough to be accepted into the college of their choice, or the one of their parents' choice, do as little as possible to get those grades, and have a good time, which we did. The desire to learn for learning's sake was usually lacking.

Female, valley school, attending a community college: I would rate my school "Excellent," but then, if high schools thought they were perfect, they wouldn't try so hard to help the kids.

Female, central city school, attending a private college: . . . is an almost all black school. There is considerable gang violence in and around the school. It is my opinion that the school is judged unfairly because of this. Given the opportunity, visitors may observe an eagerness to learn and a desire to advance mentally. Students want to learn there, and given a fair chance, they can. The school, in my opinion is one of the finest in the country.

Male, central city school, employed: I think this poll is a good idea. I'm glad you're interested.

APPENDIX A
QUESTIONNAIRE: GRADUATES OPINION POLL

GRADUATES' OPINION POLL

A Follow-up Survey of Los Angeles City 1973 High School Graduates
Research and Evaluation Branch — Los Angeles Unified School District — June 1974

Dear Graduate

Shortly before you graduated from high school you completed a questionnaire in which you indicated your post-high school plans for education or employment. Your replies to the initial questionnaire were most helpful and we would like to thank you at this time for your cooperation.

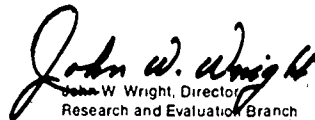
At the time of the in-school survey, you were informed that one-third of the 1973 class would be asked to participate in a follow-up study. You have been selected as member of the one-third sample, and enclosed is the follow-up questionnaire.

We would like to emphasize that your replies will be entirely confidential. Your name is requested only to enable us to relate the information on this questionnaire with that given in the earlier in-school questionnaire. The purpose of the study is not to identify graduates by their replies but to provide over-all information that can be used to improve the instructional program in the Los Angeles City Schools.

Filling in the form will take only a few minutes of your time. When complete, please return it to us as soon as possible, using the enclosed business-reply envelope.

Thank you in advance for your assistance.

Sincerely yours,


John W. Wright, Director
Research and Evaluation Branch

P.S. — TO THE PARENT: If your son or daughter is no longer living at home, please forward the enclosed material. If it is difficult to contact your son or daughter, please complete as much of the factual information as possible and return the form to us. Thank you for your assistance.

- 1 Name (Circle) Mr., Miss, Mrs., Ms. _____
(Last) (First) (Middle)
- 2 If you had a different last name when you graduated from high school, indicate it here _____
- 3 Permanent Address Street _____ City _____ State _____ Zip _____
- 4 From what high school did you graduate? _____
- 5 DURING THE WEEK OF MAY 5-11, 1974, WERE YOU — (Check (✓) as many as apply.)
 - 01 ☐ Attending a four-year college?
 - 02 ☐ Attending a two year community college?
 - 03 ☐ Attending an occupational center, skill center, trade school, business school, or vocational school?
 - 05 ☐ Serving in armed forces? (Branch _____) (Regular ☐ Reserves ☐)
 - 04 ☐ Employed? (Include self-employment)
 - 06 ☐ Looking for work?
 - 07 ☐ A homemaker?
 - 08 ☐ Other (Specify) _____

Appendix A (Cont.) - Questionnaire: "Graduates' Opinion Poll"

GRADUATES' OPINION POLL (Continued)

- 6 If you were attending a school or college, give its name _____
 02 Hours or classes per week _____ 03 Course or major _____
- 7 01 If you were employed, what job did you have? _____
 02 Hours of work per week _____
 03 Was a high school diploma required by your employer as a condition of obtaining employment? Yes ☐ No ☐ Uncertain ☐
 04 How helpful is your high school education in your employment? Very Helpful ☐ Helpful ☐ Not Helpful ☐
- 8 As preparation for your present job, or for a job that you would like, are there any high school courses that you wish you had taken, or wish you taken more than you did? (Check (✓) as many as apply.)
- | | |
|--|--|
| 01 <input type="checkbox"/> Art, Art Crafts, or Design | 08 <input type="checkbox"/> Home Economics Skills (Foods, Clothing, Child Care, Cosmetology, etc.) |
| 02 <input type="checkbox"/> Bookkeeping | 09 <input type="checkbox"/> Mathematics |
| 03 <input type="checkbox"/> Craft or Industrial Skills (Machinery, Construction, etc.) | 10 <input type="checkbox"/> Music |
| 04 <input type="checkbox"/> Data Processing | 11 <input type="checkbox"/> Office Skills (Typing, Filing, etc.) |
| 05 <input type="checkbox"/> Drafting | 12 <input type="checkbox"/> Other (Specify) _____ |
| 06 <input type="checkbox"/> English | |
| 07 <input type="checkbox"/> Health Services Occupational Skills | |
- 9 If you were not attending a school or college May 5-11, 1974, but did attend one sometime between high school graduation and May, 1974, indicate the following:
- 01 Name of School or College _____
- 02 Time in attendance Months _____ Weeks _____
- Reasons for Leaving: 03 ☐ Completed course 06 ☐ Academic difficulties
 (Check as many as apply) 04 ☐ Financial reasons 07 ☐ Other (Specify) _____
 05 ☐ Personal reasons _____

Check (✓) the response which most closely approximates your agreement or disagreement with each of the following statements about your high school experience. PLEASE BE FRANK. No graduate will be identified by his or her responses to the statements

	STRONGLY AGREE	AGREE	DIS AGREE	STRONGLY DISAGREE
10 The student government at my high school was seldom permitted to make decisions about the issues with which students were really concerned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 My high school should have been integrated to more closely resemble the proportions of races or ethnic groups in the Los Angeles area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 My high school course in U.S. History was most realistic; it helped me understand our nation's past and present problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 My teachers were often intolerant of the dress standards established for my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 My high school counseling staff gave me worthwhile advice about colleges and other post-high school institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Usually I found my high school teachers friendly and it was easy to get to talk with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 My high school courses helped me understand the economics of inflation, of unemployment, and of strikes and lockouts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 The school paper should be under the supervision of the student body rather than the school administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix A (Cont.) - Questionnaire: "Graduates' Opinion Poll"

GRADUATES' OPINION POLL (Continued)

	STRONGLY AGREE	AGREE	DIS AGREE	STRONGLY DISAGREE
18 My English courses gave me an adequate preparation in using English skills well enough for college work, or for employment, or for writing letters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. In most cases, there was a great deal of student participation in classroom discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The school administration and teachers seemed to be more interested in student behavior than in student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 My high school courses did a good job in helping me to become aware of the role of racial and ethnic minorities in the history of the United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Quietness and good order in the classroom are essential in getting a good education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 My teachers and counselors seemed to be more interested in students planning to go to college than in those planning post-high school employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 My health education course was a good source of information about the use of drugs and alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 In general, my high school courses were most difficult and I found it hard to keep up with my class work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Most students were in sympathy with the ideas and actions of the student militants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 In general, my high school treated students as if they were responsible persons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 High school instruction would be more productive if the teachers lectured more and had less class discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 My high school experiences helped me to learn how to get along with others of different races or ethnic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. From my experience, there was not as much campus disruption as newspaper and television publicity would seem to indicate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The school staff seldom seemed to have time for meaningful discussions about academic or personal problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 My high school courses in government did a good job in helping me understand how national, state, and local governments function.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 The principal thing that keeps students in high school is the knowledge that they will need a diploma to go to college or to get a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 My high school courses did a great deal to help me gain an understanding of my talents and interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 My high school class instruction included sufficient information about the social, moral, and physical aspects of sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 There were so many social cliques in high school that it was difficult to get to know other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37 My physical education teachers took an interest in my developing the skills needed for active recreational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38 High schools should permit students to leave the campus at any time they wish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 High schools should encourage male students to learn homemaking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix A (Cont.) -- Questionnaire: "Graduates' Opinion Poll"

GRADUATES' OPINION POLL (Continued)

Do not
write in
this space

	STRONGLY AGREE	AGREE	DIS AGREE	STRONGLY DISAGREE
40 Most high school teachers tend to avoid controversial books and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41 It seems to me that nearly all the rules and regulations in my high school were necessary for the administration of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42 High schools should encourage all students to learn a skill that they can use in employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43 In general, my high school courses were too easy to be challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44 I found that the high school counseling staff was friendly and it was easy to get to talk with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45 My high school courses have helped me to understand reports of scientific advancement that I have read in newspapers and magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46 High schools are too competitive, there is too much emphasis on getting good grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47 All high school students should have an opportunity to learn to play a musical instrument or to learn an artistic skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48 There was too much disruptive gang activity in high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49 High school courses should encourage female students to learn mechanical and repair skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50 I learned sufficient mathematical skills in school to work out the practical problems of everyday life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51 I made many lasting friendships with my high school classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52 How would you rate the job that high schools are doing? (Check one)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor				
53 Please write any comments you would like to make about your high school experience.				

THANK YOU FOR YOUR COOPERATION

KINDLY RETURN AS SOON AS POSSIBLE -- A BUSINESS REPLY ENVELOPE IS ENCLOSED

APPENDIX B
NUMERICAL TABULATION OF EDUCATIONAL AND EMPLOYMENT STATUS OF GRADUATES ACCORDING TO SEX AND ETHNICITY
ONE YEAR AFTER GRADUATION

	All Graduates in Sample	Men	Women	Asian- American	Black	Spanish Surname American	White Except Spanish Surname	Other Ethnics
Four-year College Students								
College full-time	908	451	457	121	131	73	515	68
College full-time, work pt. time	442	214	228	70	39	27	268	38
Total-Four-year College	1,350	665	685	191	170	100	783	106
Community College Students								
College full-time	645	319	326	38	138	94	312	63
College full-time, work pt. time	642	326	316	37	72	68	410	55
Total-Community College	1,287	645	642	75	210	162	722	118
Vocational and Other Students								
Vocational School full-time	97	18	79	2	39	16	30	10
Voc. School, work part-time	34	8	26	0	7	8	16	3
High School post-graduate	5	3	2	0	3	1	0	1
Total-Voc. School and Other	136	29	107	2	49	25	46	14
Employed								
Working full-time	925	409	516	27	158	179	486	75
Working full-time, casual school	141	56	85	4	20	24	82	11
Working part-time only	18	9	9	0	5	3	9	1
Total-Employed	1,084	474	610	31	183	206	577	87
Other								
Armed Forces	102	93	9	4	30	27	36	5
Looking for Work	146	41	105	2	45	24	51	24
Not working or looking for work	28	14	14	1	9	9	6	3
Traveling	15	2	13	0	1	3	8	3
Ill or convalescing	12	5	7	0	3	2	7	0
Homemaker	68	0	68	0	12	16	29	11
Total-Other	371	155	216	7	100	81	137	46
Total	4,228	1,968	2,260	306	712	574	2,265	371