

AN ABSTRACT OF THE THESIS OF

Duane F. Faul for the M. Educ. in Education

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Title Opinions of the McMinnville High School Program
From Follow-Up of School-Leavers

Abstract approved

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This study is an evaluation of the McMinnville high school program from a follow-up survey of the opinions of the high school graduates and drop-outs. Questionnaires and personal interviews were used to obtain information from the school-leavers on the following phases of school life: Socio-economic life adjustment; School attendance; The school program of studies; The school services; and School graduation requirements.

The purpose of the study was to find ways of improving the school drop-out problem. The compilation of data revealed the following important facts:

1. Twenty-seven per cent of the school-leavers are married within a few years after leaving high school.
2. Graduates have a better status than drop-outs as regards types of employment, size of salaries, amount of employment, length of employment, and job training.
3. Twenty-nine per cent of the high school graduates go to college but only 4 per cent finally graduate.
4. The greatest majority of drop-outs receive less than three years of high school with the greatest number dropping out at 15, 16, and 17 years of age.
5. Three of the most important reasons given by drop-outs for leaving school are dislike of subjects, lack of interest, and dislike of teachers.
6. School-leavers liked subject fields in high school that offered some carry-over into occupational activity after high school.
7. School-leavers indicated a strong dislike for the more academic subjects such as English, social studies, science, and mathematics because of lack of apparent utility and interest.
8. The school-leavers received the most value from school activities that they had participated in during high school.
9. The high school counseling service does not function for the benefit of all the students.

10. Over fifty per cent of the school-leavers felt that they had taken subjects against their wishes or were not allowed to take desired subjects because of the rigidity of the graduation and scheduling requirements.

From the information presented, the following recommendations have been made for the improvement of the McMinnville high school program:

1. Extend maximum effort to hold drop-outs in school until graduation.

2. Give the school-leaver a good course in marriage and family-life as preparation for early marriage.

3. Give the student a vast amount of occupational information and training, especially in clerical and vocational jobs.

4. Make a special effort to help potential drop-outs through their freshman and sophomore years.

5. Have teachers evaluate subject fields and methods of presentation to discover areas where the subjects do not offer real-life values and a great deal of interest.

6. Make every subject in the high school program have some discernable carry-over value into the occupational field.

7. Enlarge the industrial arts, general mechanics, commercial, and home economics departments to take care of the demand for those subjects.

8. Have teachers make every effort to present pleasing appearances and attitudes toward all students.

9. Maintain a well-integrated activity program with special effort to include students with drop-out tendencies.

10. Discontinue the practice of having the Dean of Boys and the Dean of Girls act as truant officers.

11. Increase the amount of occupational information presented in the classrooms, library, and counselors' offices, and encourage its use by the students.

12. Make it possible for the student to take subjects of interest to themselves by including these subjects in the program and reducing the barrier of scheduling requirements.

13. Increase the number of electives for the student by reducing graduation requirements or including more subjects which meet graduation requirements.

14. Make it possible for a person to graduate with a vocational preparation diploma or a college preparation diploma.

OPINIONS OF THE McMINNVILLE HIGH SCHOOL PROGRAM
FROM FOLLOW-UP OF SCHOOL-LEAVERS

by

DUANE FREMONT FAUL

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APPROVED:

Redacted for privacy

Professor of Education

In Charge of Major

Redacted for privacy

Head of Department of Education

Redacted for privacy

Chairman of School Graduate Committee

Redacted for privacy

Dean of Graduate School

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Typed by Elizabeth K. Honn

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OPINIONS OF THE McMINNVILLE HIGH SCHOOL PROGRAM
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CHAPTER I

INTRODUCTION

In recent years the number of high school drop-outs has become alarmingly large. Many of the young folk in their communities are turning from high school before completion of graduation requirements.

If the communities sincerely believe that their program of education should benefit all their youth, then they must do everything in their power to hold these youths in the schools until graduation. This poses a genuine problem for the communities of our nation as there are many factors, economic and personal, drawing the youth of America away from the classrooms. The communities may well spend valuable time in studying the problems of drop-outs in an attempt to make every effort they can toward combatting the factors which cause young folk to drop out of school.

Statement of the Problem

A recent survey of the various businesses and industries of McMinnville showed an 80 per cent demand

for future employees to have at least a high school diploma. The business men ask especially that the young folk coming to them for employment present a certificate of graduation. The opinion of the employers of McMinnville is that the high school graduate possesses a higher degree of scholastic achievement and mental maturation which make him far more suitable for understanding a job and doing well on the job, than the drop-out. On the other hand, the non-graduate employee lacks maturity and knowledge of many fundamental skills and attitudes in carrying out job assignments to a successful conclusion. (9, p. 10) If for no other reason than personal satisfaction to the young boys and girls themselves, every effort should be made by the local high school to keep these drop-outs in school until graduation.

The problem of the school drop-out is not a new one. However, very little in the way of evaluation has been done by our schools in an attempt to solve this problem. It would be a blessing to any community if its school drop-out problem were improved. Aside from the psychological effects that this solution might have on the student involved, the community would be more able to place that boy and girl in satisfactory occupations if they were graduates. The community would benefit from the higher maturation level of school graduates and would notice an

improvement in the attitudes of teen-agers toward public education. Many of our male drop-outs are seeking relief from the prying questions of friends and family by entering some branch of military service, while the female group of drop-outs to a large extent are married. These married drop-outs then become consumers in the community. The added years of high school that these boys and girls could have received would have made them better citizens, more intelligent consumers, and far more valuable service men for our country.

The school drop-out picture in McMinnville high school is not a startling or an unusual one. Twenty-four per cent of the students leave school--which per cent falls well below the national average of forty per cent of the total school enrollment. (19, p. 130) While the drop-out problem in McMinnville is not unusual in a numerical comparison, it is unique in other respects. Many of the students who drop out of school give financial need or employment as the reason for so doing, but on later check-ups it is discovered that these students do not actually go to work. The results of the study showed a surprisingly low number of drop-outs holding permanent jobs. Many have not even sought employment. A number of these drop-outs may be found loitering about the school grounds during noon and after school hours. This has created a

very undesirable situation in respect to the enrolled students, as these drop-outs entice the students to skip school and to be generally antagonistic to the teachers and the school situation. A number of these drop-outs have admitted in conversation after leaving school that they had falsified statements in order to get out of school. It might be pointed out here that the students at McMinnville are not permitted to leave school without maximum effort being made to keep them in attendance.

The six years (1946-1951) that this study covers show a total of 805 who did or should have graduated from McMinnville high school, or from some other high school to which the student transferred. It is difficult to obtain an accurate and complete tabulation due to the number of students who enrolled at McMinnville high school and later transferred but sent no request for a transfer of their records. These people were necessarily eliminated from the original count because they had moved from the community and nothing was known of their status unless information was later received about their transferring or graduation from another high school. If this were the case, the name was added to the original count.

The number of students who graduated from high school from 1946 to 1951 is 544, or 68 per cent of the traceable enrollment covering the six-year period. The remaining

two hundred sixty-one students, or 32 per cent of the traceable enrollment, are divided between school drop-outs, known transfers, and graduates formerly enrolled at McMinnville. The school drop-outs number 173, or about 24 per cent of the original 805. The transfers and known graduates of other communities who at one time attended McMinnville numbered 88 or 9 per cent. A composite picture of the McMinnville high school leaver situation can be summarized by saying: Eight hundred and five students should or would have graduated from the McMinnville high school. Five hundred and forty-four actually did graduate during the six-year period beginning with 1946 and ending with 1951. Eighty-eight students transferred or were known to have graduated from other high schools. One hundred seventy-three leavers did not finish high school at McMinnville or at any other high school. It should be pointed out that there is also a possibility that this number of leavers might be higher, but no way of checking has been devised. This number includes those who at one time enrolled at McMinnville, later left school, and the community, for which no transfers have been requested, and for whom no forwarding addresses are available.

Value of this Study

The writer is attempting in this study to gain the

partial answers to five specific problems from the tabulated opinions of the school-leavers.

The five problems are:

1. Does the drop-out seek socio-economic self-improvement when he leaves school? Does the drop-out feel that school has nothing to offer him in the way of socializing experiences or training for a life occupation?
2. Why do students leave school before graduation? What are the direct causes which force these drop-outs to leave, as determined by their collective attitudes? What can the school do to alleviate these conditions?
3. How can the school program be improved to hold drop-outs?
4. Should school graduation requirements be changed so that students can select subjects that will meet their desires and needs? How do our school-leavers feel about the subject requirements of high school?
5. Are the school services adequate? Do the leavers consider counseling, teachers' and activities services adequate?

The opinions of school-leavers should prove extremely valuable in evaluating the five phases of the school program previously mentioned. It is hoped that the results of this study will pave the way for improvements and changes in the school program for the benefit of students. The five phases of school life which need evaluating and to which the five questions refer are:

1. Socio-economic life adjustment

2. School attendance
3. The school program of studies
4. The school services
5. School graduation requirements

The value of such a study cannot be immediately determined, but if the results produce a desire on the part of the administrators, faculty, and the people in the community for the improvement of the school program, and if the desire produces action, then the value of such a study may become apparent. It is with this hope that the study has been made.

Procedures Used in Selecting Subjects

In the main, this study will deal with that number of school-leavers who quit school and who have remained in the community or who have left the community for the service, marriage, employment, or travel. A set of questionnaires has also been sent to a random sampling of high school graduates of the same six-year span. It is the intention in so doing to provide a means of cross-checking and comparing the opinions of the successful school-leaver with the unsuccessful school-leaver.

The grouping of the subjects in this study falls into two classifications. The drop-out is a member of the first group by virtue of non-attendance in school. The graduate becomes a member of the second class by virtue

of completion of graduate requirements and graduation from high school.

The list of drop-outs was compiled in the following manner:

A. The school attendance record for the six-year period was carefully checked. This was done to obtain the names of any student who did not appear on the record for four consecutive years. The students presently in school were also eliminated during this process.

B. The list of names obtained in this manner was then cross-checked with the official graduation lists of each year.

C. The remaining list was then checked for transfers. The faculty and students were very helpful in this step by providing much information about students who had left the community or had re-entered school elsewhere.

D. The final list was then used in drawing cards from the card indexes of the last six years. This index card carries the home address of the student and his year in school. Senior-year cards were used so that these addresses would be the last available. Students and faculty were once again very helpful in giving more up-to-date changes in addresses. A number of drop-outs had brothers or sisters in high school, and this facilitated obtaining correct addresses.

The list of drop-outs at this point numbered 173. Index cards for 34 could not be found. The remaining number of 138 comprised the official list of drop-outs.

The list of graduates was compiled in the following manner:

A. The official graduation lists for the six years were used in making a random selection of two hundred names. (An attempt was made to select names of those graduates believed to have home addresses still in the community.)

B. The two hundred names were then drawn from the card index under the year in which that student was a senior. In this manner the latest known home addresses were obtained.

The Questionnaire

The opinions' questionnaire (Appendix A) and a letter (Appendix B) of explanation were mailed to all of the school-leavers. A cross-checking number system was used on the letters to drop-outs so that their names could be checked from the master list as the questionnaires were returned. At the end of a four-week period the drop-outs who had failed to return the questionnaires were visited and personal interviews conducted to obtain the desired information.

The graduate questionnaires were returned in such a high percentage that personal interviews were not deemed necessary.

CHAPTER II

THE PREVIOUS STUDIES

When one begins the task of locating information on past studies concerned with this topic, it becomes readily apparent that the problem of school drop-outs is not a new one. The really amazing thing about the problem is that, while there has been a great deal of information written and a wealth of material gathered to substantiate the validity of such a program, there still remains relatively little actual progressive action toward its solution. As stated in Chapter I, the problem of school drop-outs is not unique to the city of McMinnville alone. From each section of the country there comes the written word of a multitude of school educators and laymen who have discovered the startling facts of the school drop-out.

Johnson (19, p. 130) reveals in an article "Education for All Youth" that "A U. S. census estimate of October, 1947, revealed that eight million boys and girls of the age group fourteen through nineteen were in school, while roughly five million were out of school. In other words, only about 60 per cent of the boys and girls of high school age are actually in school."

This is indeed a matter for concern, not only to educators but to everyone who believes that the defense of a

democracy against the encroachment of foreign ideologies is an educated citizenry. In McMinnville the high school drop-out problem has not yet reached the astounding proportions as put forth by Johnson, but it annually draws nearly fifty of the city's youth away from high school. This indicates a need for investigation on the part of administrators and teachers of the local school system. Johnson and Legg (20, p. 24) placed the burden on the schools in their study of school drop-outs for the U. S. Department of Labor. "To make the most use of the resources of the schools is a matter of prime importance to all school personnel. Our educational theory is that public school systems, extending through high school, are open to all and serve all. Yet at least half of the children who enter the fifth grade drop out before completing high school... These drop-outs are not statistics, but children. Study of the motives that led them to leave school is worth while to point out ways in which their potentialities may be better employed."

Too much optimism has been generated in the past decade over the fine job that our schools are doing in the educational field. Many people have fallen under the spell of such catch phrases as "Education for All American Youth," only to be rudely awakened by statistics which show almost the opposite trend. Gragg (17, p. 458) has

very aptly summarized this attitude of complacency in but a single sentence, "Contrary to the optimistic prediction that within a few years 75 to 80 per cent of our youth will complete high school, there is little evidence in the current scene to substantiate that prophecy." It would seem that, while many of our educators are aware of the problem of drop-outs, the general public, aside from the youth themselves, know little about--or are little concerned with--the problem. Yet this brings the author to the raising of these questions: What about these youth? Their attitudes? Their emotions? Their support in future years of the whole educational program? Does not the self-satisfied public owe a square deal to those youth who will some day be the voters, the consumers, the members of the community?

E. M. Stern (38, pp. 34-35) sounds a note of warning along this same line. His warning is:

The disgruntled masses of youngsters who have been let down by the schools are a force in public opinion, and their opinion of school is low. No one supports what he does not like, and their grudge against the schools could block many a community effort. It could wear down our educational ideals to the point of their disappearance and certainly no one who feels a sense of responsibility for the future of our Democracy, which depends upon stable and well-informed citizens, wants to see that happen.

The need for improvement is apparent, yet little in

the way of improvement has been accomplished. School administrators have tried to maintain school enrollments by devious and dubious methods with relatively poor success and the fact still remains that, "Prison wardens are still the only accurate supervisors of attendance; and if school attendance does not become a responsible function of education, then wardens can continue to find their clientele among those very names that we teachers see every week on our mimeographed absence lists." (45, pp. 403-407)

What a gruesome picture to visualize! It is the opinion of the author that if we sincerely desire to see a change in this picture of school drop-outs, it can be done, but let us not wait for the pendulum to swing of its own accord. Why not attack the problem with renewed efforts and attempt to bring new information to light which will lend assistance to the solution of the problem? Just what is the problem, exactly? What are some of the factors that are involved? What effects do these factors have upon the youth?

Bell (2, p. 39) summarizes the problem neatly into three general areas: (1) Employment, (2) Education, and (3) Recreation. One must remember, though, these general classifications leave a lot unsaid while covering much ground. First, to understand the problem, one must uncover facts and data about a multitude of things

concerned with the individual and his physical as well as psychological make-up. Many things can be done for youth, but the final solution boils down to what is to be done for each individual case.

A bit of research soon shows that there is not one but many reasons why young folk leave school before graduation. This tends to make the job more difficult as many of the reasons cannot be dealt with in any degree of objectivity without running aground on concomitant factors involving a myriad of psychological details. Age, marital status, sex, abilities, economics, interests, and aspirations are but a few of the factors involved in a study of this sort. What have educators and laymen found in their pursuit of the solution to this problem? The following paragraphs deal largely with the reports and summaries of many people who have been engaged in this work during past years.

The U. S. Department of Education became concerned with this problem early last year and called a meeting of top educators and laymen from all over the country to meet in Chicago, Illinois. A great deal of time and effort was used in attempting to gain more insight into the problem, and from the reports of this group come many suggestions and much information.

It was found by this group (48, p. 8) that the ages

of school drop-outs vary largely from 14 to 19. They discovered that at 14 only about one per cent of our youth leave school, at 15 about nine per cent leave, and at 16 the largest percentage leave, approximately thirty-four per cent. It then tapers off to where about twenty-six per cent leave, and at 18 or over a remaining ten per cent have left high school. These figures will vary somewhat for the different parts of the country. The greater number of drop-outs occur in the Eastern and Southern sections of the United States, with a smaller number from the Middle-Western states, while the Pacific Coast region enjoys the dubious distinction of having the lowest percentage, which is still well over 24 per cent.

Many of these teen-agers who are leaving school will be married within a short time after their termination of high school activities. It would seem, then, that there is a certain element of responsibility on the part of the school to prepare these school-leavers for marriage and family life. Street (40, p. 31) learned in his investigation of school-leavers that "40 per cent of the men and 59 per cent of the women are married. When the graduates of the last four years are eliminated, the percentages then increase to 58 for the men and 83 for the women. The Malin study indicates that a larger per cent of the graduates marry soon after finishing high school; hence the

school should prepare its graduates for family living."

A somewhat higher percentage of 68.5 per cent of the boys and 74.5 per cent of the girls was observed by Oppenheimer and Kimball (32, p. 231) in their study of high school graduates. There is an excellent opportunity for the high school to do a great deal of needed work in the fields of home economics as well as in health and consumer education. Here are young folk who are eager for training and very much in need of it. The adjustments to marriage and family living are trying enough without being hampered by lack of knowledge of many of the common problems of everyday living. The curriculum could easily be changed to meet the needs of these young boys or girls who will shortly be married. Whitlow (44, p. 109) states that "Seven years after graduation from high school 50 per cent of the men and 66 per cent of the women were married. Fifty-two per cent of the married women had one or more children. The rapidity with which the graduates assume the obligations of homemaking suggests that possibly the high school curriculum should give relatively more attention to information pertinent to domestic responsibility. Comparatively few of the girl graduates majored in home economics while in high school; those who did, and who are married, in a very high percentage of cases said that this subject was the most valuable in the curriculum."

Covert (6, p. 271) goes one step further in pointing out the advisability of improving the curriculum to meet the needs of these students by stating that six per cent of the original sixty-seven per cent of the students who had married within six years of graduation had been divorced. These facts and the opinions expressed by the school-leavers in many studies point to a definite need for instruction for marriage and family life.

One of the prime factors to be considered when dealing with school-leavers is the matter of employment. Many of the youths who leave school are going on to college, but many more, especially the school drop-outs, terminate their education when they leave high school. Does the high school give these terminal leavers enough of a background in vocational training and experience to enable them to hold jobs successfully? Certainly those who continue in high school until graduation gain some knowledge which will be beneficial, but what of the boy or girl who leaves before receiving this valuable training? Another question which might be raised at this point is: Does the high school prepare the graduate adequately for his job? Some authorities feel that the problem of employment of our youth is the major one facing the high schools today. In line with this trend of thought Zimand (50, p. 8) says, "Probably the major child-labor problem is the very large

number of young people who leave school for work before they complete high school. The extent of school drop-outs is considered by many educators to be the major problem in secondary education today. Increasingly, educators are recognizing that this is not solely--perhaps not even primarily--because of the financial inability of young people to continue in school, but rather to factors that lie within the province of the school to remedy." Zimand further states that many of these young folk left school to get wartime jobs and have not returned to school, with their ranks being swelled by added numbers of new members each year.

A somewhat brighter but nevertheless dismal picture of what the school drop-out is doing after leaving school is reported by Melcher. (28, p. 255) Melcher states, "Three-fourths of them have had only one or two jobs since leaving school...Most of them had been working from twelve to fifteen months...Not only were these young people working, most of them were happy in their work."

What is the attitude of the school-leaver toward the subjects he took in high school, and of what value have they been in his present job? A great deal of information can be located on this point. Perhaps one of the best reports covering this point is the one given by Whipple. (42, p. 165) He finds that five per cent felt they were

working on jobs that had no relation to their high school training. Twenty per cent indicated a need for guidance, especially in the fields of selection of courses already offered.

These findings have been substantiated by Brown (3, pp. 25-26) and Covert (6, p. 275) in their separate studies of high school graduates. The types of employment that the school-leavers find will depend to a large extent upon the community in which they live and the section of the country.

As relates to the school drop-out, Cramer (8, p. 183) found in his study that "More than 80 per cent find their employment in average and lower grades of occupations. To this large group, the usual academic interests in high school contribute little to their work." The graduate fares slightly better in his quest for employment in that he possesses a higher qualification as demanded by employers today.

Oppenheimer and Kimball (32, p. 234) list the types of occupations in rank order as being: (1) Clerical, sales, and kindred workers; (2) Professional and semi-professional; (3) Full-time students and proprietors, managers, officials; (4) Military services; and (5) Unemployed.

It might also be noted that Davis (9, pp. 224-225) locates the women graduates who do not go into college in

the clerical vocations and homemaking, while the boys of the same class enter mechanical industries or trades.

A summary of the employment status of high school leavers might simply be: High schools do not prepare youth adequately for gainful occupation, as evidenced by the opinions of many high school graduates and drop-outs. The school should not be bearing the entire responsibility for this, however. There are many factors which must be considered when presenting the problem of employment of our high school youth. Cramer (8, p. 185) points this out when he states that the ability of graduates to make desirable occupational adjustments is affected by many factors. Among these are age, sex, ability, health, parental background and training, together with a large number of personality traits and habits.

Probably the greatest amount of information available on the problem of school drop-outs is that dealing with the reasons for boys and girls leaving school before graduation. One soon becomes aware of the fact that there is not any one authority who is outstanding in his work on this specific question. After an examination of the evidence these men present, the conclusion is that not one but many factors act together to force students out of high school. It is interesting to note that while the various

authorities do not agree completely on the reason for school drop-outs, still there is some degree of correlation if you group the listed reasons together and view them as a group.

Goff (16, p. 330) does not list a group of reasons for youth leaving school, but he has this to say, "When a young man of sixteen has decided that school has nothing to offer him, he just will not be talked out of it. The line of reasoning of such a boy, about to drop out, is something like that of an infatuated teen-ager, 95 per cent feeling and emotions, seasoned with 5 per cent of rationalization."

Gragg (17, pp. 457-459) attacks the problem from a somewhat more positive viewpoint than most authorities in his article "School Leavers Can be Spotted in Junior High." He lists the factors which indicate the possibility of early school leaving as being: (1) Retardation in school amounting to two or more grades; (2) An intelligence, aptitude, or achievement score which is in the lowest decile of the scores of those tested; (3) Too many absences from school prior to dropping out; (4) Failure in one or more subjects the previous year; and to a lesser degree, (5) Male sex; (6) Poor reading ability; (7) Membership in a broken home; (8) Membership in a family with relatively little education; (9) Members of lower income groups; and

(10) Lack of participation in extra-class activities.

This brings on the suggestion to junior high school administrators: Be on the lookout for those members of your school who have some or all of the deficiencies in the list mentioned above. If you have such students as these, make it known to the high school administrators, guidance personnel, and teachers. A special effort could then be made to correct as many of the conditions as possible.

The following paragraph will summarize briefly the findings of four authorities in their survey of the reasons why youth leave school before graduation.

Van Denburg (41, pp. 113-114) found that "Early elimination from school is favored by late entering age; by having younger brothers and sisters; by a childhood free from serious illness; by foreign-born parentage of Irish, Austro-Hungarian, Scotch or Italian stock; by the choice of an occupation for boys, or stenography for girls; by a disbelief in the value of a high school course; by an uncertainty as to probable length of stay or a determination to leave early," but that "On the whole, the economic status of these pupils (so far as it is shown by monthly rentals) seems to be only a slight factor in the determination of the length of stay in the high school." On the other hand, Karpinos (22, pp. 29-49) takes a stand

in direct contrast to that of Van Denburg, when he found in his studies that there is a definite relationship between low-income families and youth leaving school. Still another viewpoint is presented by Jones (21, p. 23) who lays much of the responsibility on the schools by saying that we cannot escape the conclusion that the big majority of those who leave school do so because they do not find activities which sufficiently challenge them, because the learning experiences are not suited to their abilities, and because life inside the school does not seem as real as it does outside the school. On page 25 is a table which was prepared by H. H. Dillion (11, pp. 98-99) for use in his book Early School Leavers, based on a study of drop-outs in New York City. This table was also used by the Work Conference on Life Adjustment Education (48, p. 10) in their report of the conference which met in Chicago to discuss the problem of school drop-outs. The author has compiled a table of reasons for dropping out of school as given by twelve writers dealing with the problem of school drop-outs. The reasons indicated in the table are those given by the subjects of similar follow-up studies as this one. The table lists the reasons given by the writers and also the number of writers indicating this reason as valid, and it is arranged in rank order of importance so it may be readily interpreted.

Reasons Given by Drop-Outs for Leaving School
(compiled by Dillion)

Reasons	Num- ber	Per cent
Preferred work to school	342	36
Was not interested in school work	104	11
Could not learn and was discouraged	66	7
Failing grades	55	6
Dislike of teachers	57	5
Dislike of certain subjects	30	3
Could learn more out of school	16	1
Needed money to buy clothes and help at home	114	15
Wanted spending money	55	6
Ill health	49	5
Friends left school	29	3
Parents wanted youth out of school	20	2

Reasons Given for Leaving School
(compiled by author)

Reasons	Number
1. Financial	8
2. Failing marks	7
3. Lack of interest	6
4. Dislike of teachers	5
5. Lack of personal adjustment	5
6. Family or community pressure	5
7. To take other employment	4
8. Health of family or self	4
9. Over-age or under-age	4
10. No relationship between school and job	3
11. Dislike of school subjects	2
12. Marriage	2
13. Request of school (discipline)	2
14. Too many transfers	2
15. No friends in school	2
16. Too far from school	2
17. Sex	1
18. Military service	1

This table was compiled with information from (1, p. 319), (2, p. 39), (7, p. 521), (14, p. 236), (15, p. 91), (24, p. 665), (25, p. 120), (28, p. 255), (37, p. 156), (38, pp. 34-35), (33, pp. 9-14), and (43, pp. 48-51)

It is apparent that financial reasons rate high in the minds of school drop-outs, or as an excuse for leaving school. While some writers have not found this to be so, and would heartily disagree with the statement, still it was the one reason listed as a possible factor by the greatest number of writers. There might be some explanation for the fact that this reason was listed by many writers yet not held to be important by them. Many students may drop out of school because of financial pressure from home or because of a desire to have some measure of financial independence, yet they will hesitate to indicate it as the most important reason for leaving school, due to personal or family pride, or due to a feeling of embarrassment. Certainly such a case is possible when one notices the number of high school youths who do part-time work during the school year and especially during the summer. The second highest frequency of reasons given for dropping out of school was that of failing marks (seven choices), and in third place was lack of interest (six choices). There were three items listed next in rank order: to take employment, health of family or self, and over-age or under-age, with four choices each. No relationship between school and occupation is the next in line with three choices, and dislike of school subjects, marriage, request of school, too many transfers, no school friends,

and too far from school, in that order, with two choices each. Sex and military service end up the list with but one choice each. There were eighteen choices indicated by the writers as reasons why boys and girls drop out of school. This fact alone gives emphasis to the statement that it is not one but a group of reasons which cause our youth to leave school before graduation. The school administrator and teacher should be cognizant of these facts when dealing with the problem in their own school situation. The services of a competent counselor would prove valuable to any school system sincerely interested in improving this situation. One note of warning should be given at this point, however. Do not obtain the services of a counselor and then burden him down with the job of school-attendance officer. No counselor can be expected to do his best job of helping those students who are dropping out of school if he has to do it under the guise of attendance-officer.

A great deal of insight can be secured from the opinions of school-leavers when dealing with the problems of curriculum construction. A teacher would do well to listen to the comments of these school-leavers before setting up the outline of organization for any subject offered in high school. Too many of the school's personnel

consider their subject as the most valuable and certainly the most important subject a student could take while in high school.

Many academic courses of our high school need a thorough overhauling in content and method. The high schools of America are hamstrung to outmoded curricula and methods which hold the student to a regimented situation and leave him chafing to be out and away from school at all costs. It is a rare individual, indeed, who can swallow the boring content of many of our textbooks and still feel that school has something to offer him. The school compulsory attendance law makes it a matter of daring for the young person to kick over the traces of scholastic regimentation. True, the law was passed with the best of intentions, but until the citizens of the state show a willingness to spend twice or three times as much for schools as they have spent in the past, then we are not ready to have such a law. Our school programs are not fitted for such a situation. Ask the young boys and girls what their opinions of the present school programs are.

Moser (31, p. 170) asked students to appraise the subjects offered by the high school and found several outstanding characteristics: "(1) Subjects which directly prepared them for their present positions as students,

secretaries, or industrialists were named; (2) The more difficult high school subjects ranked higher than the 'snap' courses; and (3) Subjects which were closely related to community life at the time they were taken or subjects largely practical and functional had a relatively high rank. This list implies shortcomings in not offering adequate facilities, instructional material, supplies, and personnel to develop first-class courses of study in such subjects as homemaking, physical education, health, music, and arts."

Whitlow (44, p. 113), in evaluating the subjects of most value to the students rated the traditional high school subjects very low; foreign languages especially were believed to be of little value, while "the social studies, despite their assumed values on the part of educators, generally received a low rating." This latter fact contradicts the findings of Mort and Devricks (30, pp. 119-134) in their article, "An Accounting of General Values in the Small High School Curriculum." The subjects which are rated as the most helpful are those which carry the most practical value into post-school careers. Subjects such as typing, shorthand, bookkeeping, shop, and mathematics were found to be the favorite of the students in Covert's (6, p. 273) study, while English and social studies were not very highly regarded. "Apparently

graduates tend to measure the value of their high school courses in terms of their occupational utility...It would be difficult to convince these youth that the subjects which are usually required in high school, especially the social studies and science, have all the value that has been claimed for them." (7, p. 519) Also, "If the traditional study of foreign languages has the values claimed for it, the values seem apparent only to the teachers--for even this select group of high school youth, the graduates, fails to appreciate those values."

In Harding high school, Warren, Ohio, Stevens (39, p. 122) found that the girls rated practical English first, with commercial studies and mathematics following in that order, while the boys rated machine shop and wood shop first, and then practical English and mathematics. Bringing this problem back to a locality in Oregon (48, p. 113), we find that the Malin high school students rated algebra, civics, and geometry as the most objectionable, and the reason given for taking these subjects was that they were required for graduation. The graduates, however, were especially interested in such subjects as agriculture and typing because they felt that such subjects were of practical use, regardless of vocation. This study was conducted prior to the passing of the compulsory school

attendance law, but there was little difference noted in a more recent study completed in 1949 by William Dolmyer (12, pp. 27-28) dealing with the high school program for Albany high school as indicated by school-leavers.

Under the present economic situation it is difficult for schools to offer extensive listings of courses from which the students may choose. Not only is it difficult from the financial standpoint, but it is also hard from the standpoint of graduation requirements. The State Department of Education specifies certain courses which must be taken in order to meet requirements. In addition, individual high schools may add certain other requirements of their own. This indicates little planning in regard to the desires and needs of the student. Yet, amazingly enough, the students express great interest in the subjects offered or not offered. They list suggested courses which they feel should be offered and which would be valuable. Too many administrators have stated the belief that students don't entirely know what they want nor what is good for them to take, hence the requirements are strict and the electives limited. This is true to a limited extent, but it would be well for these administrators to examine the desires and needs of their students and to adjust the requirements, course organizations, and demands to the needs of the students.

Street (40, p. 116) found a great deal of interest on the part of the graduates in subjects not offered in Malin high school. They offered many helpful suggestions and remarks in regard to the English courses and social studies. The graduates felt that English could be taught with a more practical emphasis on oral and grammatical English. Social studies needed stress on the important events of the day as well as economic, political, and social factors involved with present governmental policies. However, the graduates were practically unanimous in the opinion that the school did not do enough for its students in the way of music, guidance, and subject counseling. Many of the students look for courses which they feel will benefit them most after leaving school, when choosing the few electives for their schedules.

Moser (31, pp. 170-171) says that in the list of subjects not specifically offered in high school one notices, "(1) the courses which are directly related to the developmental needs of youth, such as health, sex, psychology, personality development, and poise; (2) the courses which are directly related to labor and the professions, such as cost accounting, photography, public speaking, electricity, and radio; (3) avocational or cultural aspects of life, including Latin, French, German, dramatics, music appreciation, tennis, and swimming."

In answering the question, "What subjects do you wish you had taken while in high school?" Mort and Devricks (30, p. 122) found students listing commercial, vocational, and home economics for the girls. They also listed book-keeping, typing, shorthand, science, and public speaking, when asked to give the subjects offered that they had not taken but which would have been helpful.

From the information presented there is an indication that the graduates of our high schools feel that there is not a close enough correlation between the subject matter of the required subjects and life activities--that a course in science, for example, should stress application to life problems rather than preparation for college, and that in the social science field there should be more stress upon the importance of the events occurring today.

As was found in the information secured by Roenicke (34, p. 48), Street (40, p. 118) found that the graduates felt that there should be more stress on the fundamentals of grammar and also on oral English. A large number of graduates also desired a large number of activities as a means of training for proper use of leisure time.

The extra-curricular activities of the high schools come in for their share of evaluation, partially in an attempt to justify their presence in the high school program to some of our citizens, who declare that the frills

in education are much too expensive and impractical. This does not show intelligent or constructive thinking on the part of such individuals, for with the increasing amount of leisure time, youths as well as adults are seeking ways to better occupy their time. The proper use of leisure time is not the only valuable result which comes from extra-curricular activities. If a young boy or girl is to feel any degree of worthwhileness in life, he must first succeed at something. The extra-curricular activities of the high school give this boy or girl a chance to find something at which he can be a success. Other values such as interest in school, appreciation of teachers, fellow students, and the whole school situation can be better accomplished if the student is actively engaged in some form of experience designed to improve his interest and non-scholastic aptitudes.

Mort and Devricks (30, p. 133), in their study of general values of the small-school curriculum, have this to say:

Since more than a third of the value received from the high school course seems to come from those influences that may be considered by-products, then greater emphasis than has been given in the past should be placed upon these phases of school life. Attention in general may be called to the good-will development tendency of opening exercises, the high general effects of social affairs, athletics, and association with teachers and students,

the good-will tendency of the system of school government, scholarship contests, and debating. In particular, students expecting to become farmers should be encouraged to take part in social affairs, scholarship contests, and school government to bring up the special lack in citizenship values.

Whitlow (44, p. 113) expresses a different attitude in his study of the graduates of the smaller high schools:

Some authorities have been inclined to assign relatively high values to the extra-curricular activities of the high school. This tendency cannot be justified in the light of opinions expressed by the graduates of this study. The curricular values loomed large in their estimation, and many of the extra-curricular activities were ascribed but meager or little value. Among the extra-curricular activities the men and women agreed that the following were those valuable: debate, dramatics, publications, school offices, band and orchestra. The women questioned the value of inter-scholastic competitive athletics; the men questioned the value of student participation in student government.

The judgments of the graduates in this study emphasize the need for objective evaluation of extra-curricular activities. Among others, Rugg (35, pp. 6-7) and Counts (5, pp. 412-421) have insisted upon this need.

Cory (4, p. 681) offers some valuable suggestions and gives some worthwhile conclusions at the end of his study, "High School Graduates Appraise Extra-Curriculum Activities." Here is a brief summary of his conclusions and his

recommendations:

1. School administrators and teachers place undue emphasis on extra-curricular activities that are of little value to the participants from the standpoint of extensiveness of use after graduation and the worthwhileness of the activities themselves.
2. Administrators in each community should observe the activities in which the adults residing there are engaging and, by encouraging the desirable activities of the school program, teach the pupils how to become proficient in them.
3. All teachers are not equally successful as activity sponsors. Select the sponsor with great care.
4. More pupils should be encouraged to participate in the extra-curricular activities, particularly in activities that are shown to be worth-while.
5. The activity program should be given more time during school hours in order that a greater number of pupils may participate.
6. Music was generally ranked high by the graduates of this study.
7. The athletics offered in high school are seldom used in adult life and, therefore, rank low in usefulness and worth-whileness.
8. More practical and useful activities should be planned.

Practically every writer had recommendations to make for the improvement of the school drop-out problem or for the improvement of the high school in view of the

opinions of the drop-outs or graduates. The extensiveness of many of these recommendations makes it impractical to include even a brief summary of them in this chapter. However, the author will present some of the more pertinent recommendations in a brief form for the benefit of later references in Chapter IV.

One of the best lists of conclusions and recommendations was that presented by the Work Conference on Life Adjustment (48, pp. 136-137) and a brief summary of the work on the school drop-out problem is presented in the following eight items:

1. Secondary schools as now organized do not meet the needs of all students in many school systems.
2. Rigid and inflexible curricula for three or four school years have been planned largely along subject matter lines, leaving little opportunity for students to choose subjects of need and interest.
3. Pupil achievement should be evaluated in terms of progress in relation to known ability.
4. Fees and other hidden costs related to school attendance should be reduced to a minimum.
5. The program of studies is not adapted to the common needs of the students.
6. Curricular experiences are not closely related to life situations. We need to study our subject offerings and organize them to relate to life.

7. Potential early school-leavers often do not participate in student activities. We need to remove or ease the rule of academic achievement as a requirement for participation in these activities.
8. Potential early school-leavers do not feel that they belong, so we need to systematically identify students who are socially immature and provide them with more socializing experiences.

Covert (6, p. 274) finds that the schools need to provide more vocational training, consumer education, sex education, marriage education, and extended social experiences, with a much improved guidance program.

Moser (37, p. 173) also feels the need of a better guidance program, with a breakdown of subject and course requirements and more flexibility in the use of electives.

Miller (29, pp. 325-326) offers five worth-while suggestions not previously mentioned. They are: (1) Help the slow learner continue his schooling; (2) Keep tabs on pupils who leave school early to go to work (encourage them back to school and keep school services open to them); (3) Get summer-time drop-outs to return to school; and (4) Arrange school and work programs, and (5) Let pupils share in course building and program planning.

A program of work-experience education is also the comment of Stern (38, pp. 34-35), along with more individual help of teachers and the need of teaching subjects

that make sense to boys and girls.

Jones (21, p. 23) asks for an improvement in the curriculum, with a good system of pupil personnel service, including a more extensive testing program to determine weaknesses, interests, aptitudes, and personal idiosyncrasies of the individuals.

Martin (26, pp. 536-537) presents some useful suggestions in his article on school drop-outs and how to reduce their number. His suggestions are ideas presented to him by various contributors in all sections of the country. He offers three suggestions as follows: (1) Use a method of ability grouping to get students into classes more nearly suited to their potentialities; (2) Establish a minimum core of required subjects and increase the electives; (3) Provide a means of meeting the need of the pupils through financial aid and supervised work experiences.

Hand (18, pp. 363-365) asks that all administrators who are focusing attention on the school drop-out should do so in relation to the program of studies, the hidden tuition costs, and the activity program of the school.

This chapter has dealt with the problem of school-leavers as found in the entire nation. As can be seen from the information presented, there is a great deal of

data that can and needs to be gathered if one is to understand the problem as it exists within his own community. The next chapter will deal with the presentation of the data found to exist in the community of McMinnville, Oregon. Recommendations based on these data will be presented for the improvement of the problem of school-leavers in McMinnville, Oregon

CHAPTER III

THE STUDY

The data gathered for this study were obtained from a questionnaire (Appendix A) which was sent to school-leavers whose names were compiled with the aid of teachers and students of McMinnville high school.

The returns were most gratifying from the graduates but disappointing from the drop-outs. This can probably, in a measure, be explained in that drop-outs represent the unsuccessful school-leaver. Then, too, the drop-out may have left school with a feeling of dislike for, or antagonism to, some teacher or the whole school situation in general. Another reason for the low percentage of drop-out returns is the desire on the part of the drop-out to conceal certain facts concerning employment, educational status, and marriage which might prove to be embarrassing to themselves.

The number of graduates to whom questionnaires were sent was two hundred, of which one hundred and sixty-three had been returned by the deadline date of July 5. This represents approximately 82 per cent of the total number. The return was high enough that it was decided to eliminate additional follow-up of the graduates. It was interesting to note the amount of enthusiasm and interest shown

by these graduates who inquired into the nature of the study and offered additional information.

The returns from the drop-outs were also much better than expected. However, the number was not up to the standard set by the graduates. To increase the number of returns from this group of drop-outs, personal interviews were conducted with those subjects who could be contacted. It might be noted that while the drop-outs were hesitant about filling out the questionnaire and mailing it back to the author, many were very willing to give personal interviews after some assurance as to the intended use of the information. Some drop-outs had thought originally that the information was to be used as a means of forcing them back to school. This might also explain why the mailed returns were low. The official list of drop-outs numbered one hundred and thirty-nine. The final count of returns for this group was 96. This number of returns represents approximately 69 per cent of those questionnaires mailed out to the 139 drop-outs.

In tabulating the information the totals were always given, when practical, so that the reader would have a means of checking the group for which the table was prepared. The tables were also given in numbers of subjects answering as well as per cent of those answering. The percentage of the table is always calculated from the total

number given unless otherwise noted at the bottom of the table. In calculating the employment status for graduates and drop-outs, the author did not include college students or housewives as it was felt that these were either earning their living in summertime or temporary occupations, or that they received a livelihood from another person. The author was somewhat disappointed in the very low return to the question of salary information. This low return may be due, in part, to the attitude of many subjects that financial conditions are of a personal nature and of no concern to others.

The data which calls for the subject to rate his opinions into three classes or groups in order of importance required some means of compiling and scoring so that each item is properly considered in order of that importance. The author has established a point-system for this need. The items which rank first in the mind of the subject are given a value of three points if the item is listed under column one. The items which rank second in the mind of the subject are given a value of two points if this item is listed in column two. And the items which are listed under column three are given a value of one point. Thus, if a subject checks item A in column one, item B in column two, and item C in column three,

he has amassed a total of six points. In order to obtain a composite picture, however, it is necessary to add these ranked items in such a manner as to get a total value score for each item. This is done by multiplying the frequency of choices in each column, 1, 2, and 3, by the weight-value of that item. This weight score is then added for each item in all three columns.

Marital Status

The marital status of school-leavers becomes important when evaluating the high school program. If a large number of school-leavers marry soon after leaving school, then the school must accept some responsibility in preparing these leavers for married life. Tables I and II present the marital situation as it pertains to McMinnville high school leavers.

Table I shows the marital status of the 163 graduates answering the questionnaire. Thirty-four, or 20 per cent, of the graduates are married, while one hundred twenty-nine, or 80 per cent, are single. This percentage of married is somewhat lower than was expected for the group.

In comparison to this, Table II shows thirty-seven, or 39 per cent, of the drop-outs married, and fifty, or 52

TABLE I
 Graduates Indicate Their Marital Status

Indication	Number	Per cent
Married	34	20
Single	129	80
No Answer	0	0
Totals	163	100

TABLE II
 Drop-Outs Indicate Their Marital Status

Indication	Number	Per cent
Married	37	39
Single	50	52
No Answer	9	9
Totals	96	100

per cent, single. A slightly larger percentage of drop-outs are married than graduates. One possible reason for this is the apparently higher physical maturation level of drop-outs as compared to graduates. When considering drop-outs and graduates together, it appears that nearly 24 per cent of the school-leavers are married within a few

years after leaving high school.

Employment

The types of occupations that school-leavers enter after leaving high school is going to determine to a great extent the value and kind of vocational program the high school is going to have. The information concerning the types of occupations entered by McMinnville high school leavers is presented in Tables III and IV.

Tables III and IV give the indication of graduates and drop-outs as to the type of employment they are in at the present time. The graduates have the largest single group of subjects in the college type, numbering 47, or 29 per cent, with logging coming next, having 27, or 17 per cent. Third is the classification, housewife, with 22, or 13 per cent, of the graduates. The table for drop-outs gives a different picture. No one is listed as a college student, and while the housewife numbers compare quite closely to those of the graduates, the percentage is higher. Table IV, for drop-outs, has housewife as the leading number with 21 per cent, followed by military with 17 subjects, or 18 per cent, and farmer with 12 subjects, or 13 per cent. One notices in comparing Table III with Table IV on types of employment for graduates and drop-outs that the graduates hold a higher percentage of

TABLE III

Graduates Indicate the Types of Employment
They Are In

Type	Number	Per cent
College	47	29
Clerical and Stenographic	12	7
Housewife	22	13
Logging	27	17
Vocational and Industrial*	16	10
Farmer	14	9
Military	5	3
Unemployed	0	0
No Answer	20	12
Totals	163	100

*Vocational and Industrial include: trucking, mechanics, electricians, beauticians, telephone operators, service men, etc.

TABLE IV

Drop-Outs Indicate the Types of Employment
They Are In

Type	Number	Per cent
College	0	0
Clerical and Stenographic	5	5
Housewife	20	21
Logging	9	9
Vocational and Industrial*	8	8
Farmer	12	13
Military	17	18
Unemployed	2	2
No Answer	23	24
Totals	96	100

*Vocational and Industrial include: trucking, mechanics, electricians, beauticians, telephone operators, service men, construction, etc.

the stenographic, college, and vocational-industrial types of work. The drop-outs appear to hold the edge on farming, military, and kindred occupations. This would indicate that the drop-out does not fare as well as the graduate in obtaining the more desirable "white collar" jobs. This is partly due to the fact that many drop-outs do not meet the requirements set up by stenographic and vocational-industrial employers.

With the indication of the types of employment comes the importance of knowing if the person employed in a particular job is working part-time or full-time. The amount of employment in a job is going to determine, to a certain extent, the success of the employee in that job as well as his ability for self-support. Tables V and VI give the information for this question of the amount of employment.

Table V shows the full or part-time employment of graduates, and Table VI shows the same information for drop-outs. The graduates indicate that 54, or 73 per cent, of the employed subjects hold full-time jobs, and 17, or 23 per cent, hold part-time jobs. The drop-outs indicate only 32 subjects, or 60 per cent, holding full-time jobs, while 13, or 25 per cent, have part-time employment. From a comparison of these two tables, one is led to

TABLE V
Employed Graduates Indicate
Full-Time or Part-Time Employment

Indication	Number	Per cent
Full-time Work	54	73
Part-time Work	17	23
No Answer	3	4
Totals	74	100

Note: College students and housewives are not included in this table.

TABLE VI
Employed Drop-Outs Indicate
Full-Time or Part-Time Employment

Indication	Number	Per cent
Full-time Work	32	60
Part-time Work	13	25
No Answer	8	15
Totals	53	100

Note: College students and housewives are not included in this table.

believe that here again the graduate fares better in employment status.

The security a person has in a chosen occupation is going to depend in part on his educational background and preparation for this job. The schools should give their leavers a sound background in types of employment in order to insure long tenure in that job if so desired. Tables VII and VIII present data on tenure of employed school-leavers in their various jobs.

These two tables give a comparison of the length of time of employment in present jobs for graduates and drop-outs. Table VII shows the number of years of employment, in the present occupation, for graduates. The majority of graduates have held their jobs for two to three years. This number can be found by adding the figures given for years two and three. Twenty-two subjects have indicated two and three years of employment. The percentage for each is 15 per cent. The same number of subjects indicated employment for one-half years. In comparison to this, Table VIII shows the years of employment for the drop-outs. The majority of drop-outs fall into the first and second years with 15, or 28 per cent, being in year one and 11, or 21 per cent, in year two. This is one year lower than the graduates. The real difference

TABLE VII

Employed Graduates Indicate the Number of Years
Of Employment in Present Occupation

Years	Number	Per cent
One-half	11	15
One	4	5
Two	11	15
Three	11	15
Four	6	8
No Answer	31	42
Totals	74	100

Note: College students and housewives are not included in this table.

TABLE VIII

Employed Drop-Outs Indicate the Number of Years
Of Employment in Present Occupation

Years	Number	Per cent
One-half	19	36
One	15	28
Two	11	21
Three	4	8
Four	0	0
No Answer	4	7
Totals	53	100

Note: College students and housewives are not included in this table.

is in the comparison of the one-half year columns. The graduates list only 15 per cent in this column, while the drop-outs list higher with 36 per cent, or over twice as many. Also the tables show eight per cent of the graduates holding jobs for four years, and the drop-outs having no one in this category. The indication of Tables VII and VIII gives the graduate a longer average tenure in chosen jobs. This would add proof to the fact that drop-outs do not possess a maturation level which is conducive to steady or lengthy employment.

One of the important factors to be considered in an evaluation of the school program from the employment of its leavers is the matter of salaries. After all, the prime reason for working, to a lot of individuals, is the remuneration received for doing the work. Many individuals, in like manner, evaluate their success on a job by the amount on the pay-check. Tables IX, X, XI, XII, XIII, and XIV present the available data on the salaries of the school-leavers for their starting pay, present pay, and highest pay.

Tables IX and X give the starting salary picture of graduates and drop-outs. Table IX shows the graduates received an average monthly salary of \$126.20, with a high of \$280 for a logger and a low of \$30 for a theatre usherette. The greatest number of graduates (10) received a

TABLE IX

Employed Graduates Indicate Their Starting Salary
(Monthly)

Salary	Number	Per cent
700-749		
650-699		
600-649		
550-599		
500-549		
450-499		
400-449		
350-399		
300-349		
250-299 (\$280 Logger)	1	1
200-249	5	7
150-199	5	7
100-149	10	14
50-99	3	4
0-49 (\$30 Usherette)	1	1
No Answer	49	66
Totals	74	100
Average Salary, \$126.20		

Note: College students and housewives are not included in this table.

starting salary between \$150 and \$199. This picture might be somewhat distorted, as less than 40 per cent of the employed graduates indicated starting salary information.

Table X shows the drop-outs receive an average monthly salary of \$110.40, about \$16 lower than the graduates. The highest starting salary of a drop-out was \$350 for a

TABLE X
Employed Drop-Outs Indicate Starting Salary
(Monthly)

Salary	Number	Per cent
700-749		
650-699		
600-649		
550-599		
500-549		
450-499		
400-449		
350-399 (\$350 Trucker)	1	2
300-349		
250-299	1	2
200-249	1	2
150-199	3	6
100-149	8	15
50- 99	6	11
0- 49 (\$35 Yard Work)	4	8
No Answer	29	54
Totals	53	100
Average Salary, \$110.40		

Note: College students and housewives not included in this table.

trucker, which is considerably above the highest salary for the top graduate. The lowest for a drop-out was \$35 for yard work, which is also higher, by \$5, than the wages received by the graduate. The greatest number of drop-outs fall in the \$100 to \$149 wage bracket; this brings the average down below that of the graduate.

TABLE XI

Employed Graduates Indicate Their Present Salary
(monthly)

Salary	Number	Per cent
700-749		
650-699		
600-649		
550-599		
500-549 (\$500 Trucker)	1	1
450-499		
400-449	1	1
350-399		
300-349		
250-299	2	3
200-249	6	8
150-199	9	12
100-149	5	7
50- 99 (\$50 Usherette)	2	3
0- 49		
No Answer	48	65
Totals	74	100
Average Salary, \$176.27		

Note: College students and housewives are not included in this table.

Tables XI and XII give the present salaries of employed graduates and drop-outs. Table XI shows that the average monthly salary of graduates is \$176.27, while Table XII shows an average monthly salary of only \$165.33 for the drop-out. When comparing high salaries on the two tables, the graduate trucker is now receiving \$500,

TABLE XII

Employed Drop-Outs Indicate Their Present Salary
(monthly)

Salary	Number	Per cent
700-749		
650-699		
600-649		
550-599		
500-549		
450-499 (\$450 Construction)	1	2
400-449		
350-399	1	2
300-349		
250-299	2	4
200-249	3	6
150-199	11	21
100-149	6	11
50- 99 (\$75 Housework)	3	6
0- 49		
No Answer	26	48
Totals	53	100
Average Salary, \$165.33		

Note: College students and housewives are not included in this table.

while the drop-out in construction work is receiving \$450. The picture is reversed when comparing the low salaries, however; the graduate usherette is receiving \$50, and the drop-out low of \$75 goes to a houseworker. The largest numbers in any wage group show the reason for the graduates' having a higher average, for Table XI shows 9

TABLE XIII

Employed Graduates Indicate Their Highest Salary
(monthly)

Salary	Number	Per cent
700-749 (\$750 Trucker)	1	1
650-699		
600-649		
550-599		
500-549	1	1
450-499		
400-449	3	4
350-399	2	3
300-349	2	3
250-299	5	7
200-249	4	5
150-199 (\$140 Telephone	11	15
100-149 - Operator)	2	3
50- 99		
0- 49		
No Answer	44	59
Totals	74	100
Average Salary, \$254.21		

Note: College students and housewives are not included in this table.

graduates, or 12 per cent, in the \$200 to \$249 group, with ten subjects receiving wages in higher brackets, while Table XII shows the greatest number of drop-outs in the \$150 to \$199 wage group, and only 7 fall in higher income brackets.

TABLE XIV

Employed Drop-Outs Indicate Their Highest Salary
(monthly)

Salary	Number	Per cent
700-749		
650-699		
600-649		
550-599		
500-549 (\$500 Construction)	1	2
450-499		
400-449		
350-399	1	2
300-349	1	2
250-299	4	8
200-249	8	15
150-199	6	11
100-149	5	9
50- 99 (\$92 Housework)	2	4
0- 49		
No Answer	25	47
Totals	53	100
Average Salary, \$169.82		

Note: College students and housewives are not included in this table.

Tables XIII and XIV indicate the largest salaries received by employed graduates and drop-outs. Table XIII shows that the average monthly salary of graduates was \$254.21, while Table XIV shows that the average monthly salary of drop-outs was \$169.82. The biggest difference

between the two tables is shown in the highest salaries. The graduate trucker received a high of \$750, while the drop-out construction worker received \$500. This represents a difference of \$250.

The graduates fare nearly as well in the low wage bracket of Tables XIII and XIV. The low graduate telephone operator received \$140, while the low drop-out houseworker received \$92. The greatest number of graduates (11) received high wages of \$150 to \$199, while the greatest number of drop-outs (8) received \$200 to \$249. The big difference, though, is that 17 graduates received wages in higher brackets, while on the other hand, only 7 drop-outs received wages in higher income brackets.

A general summary of the salary situation of graduates and drop-outs would be that graduates have a much better situation generally. They have improved from an average starting salary of \$126.20 to an average present salary of \$176.27. This is an improvement of \$50.07. The drop-outs have shown an improvement of \$54.93, which is still slightly higher than that of the graduate improvement, but it is still a large deficit in terms of top salary and the average present salaries.

Another point to be considered when observing the employment status of school-leavers is that of whether

the school-leavers had specific jobs in mind when leaving school, and if so, did their high school training follow along these lines. We shall assume that if the school-leaver is not following a specific occupation he had in mind when leaving school that he could hardly have been prepared specifically for it in high school. Tables XV and XVI give statistics concerning this particular point, the specific jobs in mind, when leaving school.

In answer to the question: Are you following the job you had in mind when leaving high school, 29 subjects, or 39 per cent, of the graduates said yes and 21, or 29 per cent, said no. The drop-outs in answering this question said yes 16 times, or 30 per cent, and no 33 times, or 62 per cent. This would indicate that the drop-outs have done considerable shifting in jobs since leaving high school and that at least 62 per cent of the drop-outs have not been entirely satisfied in their first jobs or could not hold their first jobs. It would also indicate that many drop-outs did not have any specific job in mind when leaving school but merely took any job in order to be able to quit school.

A great number of the high school graduates have gone on to college. This means that the school must include enough academic subjects in its curriculum to help these students meet college entrance requirements.

TABLE XV

Employed Graduates Indicate Whether They Had A
Specific Job in Mind When They Left School or College

Indication	Number	Per cent
Yes	29	39
No	21	29
No Answer	24	32
Totals	74	100

Note: College students and housewives are not included in this table.

TABLE XVI

Employed Drop-Outs Indicate Whether They Had A
Specific Job in Mind When They Left School

Indication	Number	Per cent
Yes	16	30
No	33	62
No Answer	4	8
Totals	53	100

Note: College students and housewives are not included in this table.

To what extent this should be done is a part of the process of the high school program. Tables XVII and XVIII list the places where graduates attended college and the number of years of attendance. The information presented in these two tables will tell something of the type of college preparatory courses to be offered in order to meet the requirements set up by the colleges listed. Also, some idea will be obtained of the success of the graduate of McMinnville high school in college, due to the fact that a large percentage of the students who do not finish college do so because of grades and finances.

Table XVII shows the place of attendance of 47 graduates who attended college. Linfield college, McMinnville, Oregon, heads the list with 19 students or 41 per cent. Oregon State College, Corvallis, Oregon, is second with 16 students or 34 per cent. The University of Oregon, in Eugene, Oregon, is third with 7, or 15 per cent, while Oregon College of Education, Monmouth, Oregon, is fourth with 3, or 6 per cent. The reason Linfield is in the lead, of course, is that it is located in McMinnville, and many of the students attend college here and live at home.

As shown in Table XVIII, the largest number, 30 students, or 64 per cent, attend college only one year. This is especially true of those attending Linfield. Many of these students marry or quit school for employment at

TABLE XVII

Graduates Who Attended College Indicate Place
Of Attendance

Place	Number	Per cent
Linfield College	19	41
Oregon State College	16	34
University of Oregon	7	15
Oregon College of Education (Monmouth)	3	6
Other	2	4
Totals	47	100

TABLE XVIII

Graduates Who Attended College
Indicate The Number of Years of College Education

Years	Number	Per cent
One	30	64
Two	8	17
Three	7	15
Four	2	4
Totals	47	100

the end of the first year. Table XVIII shows a relatively small decline in college drop-outs after the first year. Eight students, or about 17 per cent, go two years; seven students, or about 15 per cent, go three years, and of the total that start college, only about two, or 4 per cent, can be expected to graduate. This indicates a need for improvement in our college preparatory course, especially as it pertains to Linfield or Oregon State College.

Special emphasis needs to be placed on the holding of drop-outs in the McMinnville high school. Valuable information as to the age and grade-level attained before leaving school would point out fields of special attention for the administration and teachers. Special effort could then be made to help these drop-outs past the dangerous age and grade-levels. Tables XIX and XX show the age when drop-outs leave school and the grade-level attained before leaving.

Table XIX gives the number of years of high school training the drop-outs received. The greatest number of drop-outs leave school while in the sophomore year. Twenty-eight students, or 29 per cent, leave at this time, and twenty-one students, or about 22 per cent, leave the following year before completing junior requirements. Eighteen students, or 19 per cent, of the freshman drop out,

while twelve students drop out in the senior year. The sophomore and junior years seem to be the hurdles for these students. A special effort should be made during the first two years of high school to encourage these potential drop-outs to remain in school. The author is of the opinion that if we can hold a student through his sophomore year, then we could cut our drop-out number in half during the remaining two years of high school. This would be true only if adjustment were also made in junior and senior years, as well as in the freshman and sophomore grades.

Table XX gives the ages when drop-outs left high school. The youngest group, those 15 or under, had 19 drop-outs, or about 20 per cent. The 16-year age group had 25 drop-outs, or 26 per cent of the total drop-outs. This is the largest number, being slightly higher than the 17-year age group, which lost 23 students, or about 24 per cent. The smallest number of drop-outs comes from the 18-year or older age group. This group had 15 students, or about 16 per cent, leaving school before graduation. The 16-year old is usually in the sophomore or junior year of school. One-fourth of our drop-outs are occurring at this age level. These facts are not different from those found by other studies of the drop-out

TABLE XIX

Drop-Outs Indicate Years of High School Training

Years		Number	Per cent
One or less	Freshman	18	19
Two or less	Sophomore	28	29
Three or less	Junior	21	22
Four or less	Senior	12	12
No Answer		17	18
Totals		96	100

TABLE XX

Drop-Outs Indicate Their Age When They Left High School

Age	Number	Per cent
Fifteen or less	19	20
Sixteen	25	26
Seventeen	23	24
Eighteen or over	15	16
No Answer	14	14
Totals	96	100

problem.

Tables XXI and XXII report the additional training graduates and drop-outs have had since leaving high school. This information can be very helpful for the curriculum committee in selecting new courses for the vocational student. The school is a terminal training point for the majority of our school-leavers, and because of this the courses in vocational and academic work can help a great deal in job and family-life preparation.

The graduates in Table XXI show the largest number of leavers with no additional training. One hundred three students, or about 62 per cent, fail to get any more training after high school. This shows the need for a terminal type of education in our high school. Only 29 per cent of the graduates go to college, and less than 7 per cent go to business school. Four per cent of the graduates received military training in regular service or in the national guards. Table XXI shows less than two per cent receiving any type of vocational training. The drop-outs in Table XXII indicate a large degree of vocational on-the-job training. Twenty-six per cent of the drop-outs listed additional training along this line. The largest group, however, is the 53 per cent who receive no additional training. This figure is lower for the

TABLE XXI

Graduates Indicate Additional Training
They Have Received Since Leaving High School

Training	Number	Per cent
College	47	29
Military	7	4
Vocational	3	2
Business School	11	6
Beauty School	1	1
No Training	103	62
Totals	163	100

Note: Vocational training includes on-the-job training of a special nature.

TABLE XXII

Drop-Outs Indicate Additional Training
They Have Received Since Leaving High School

Training	Number	Per cent
College	0	0
Military	17	1
Vocational	25	26
Business School	4	4
Beauty School	0	0
No Training	50	53
Totals	96	100

Note: Vocational training includes on-the-job training of a special nature.

drop-outs than it is for the graduates because greater numbers enter military service and also vocational on-the-job training. Eighteen per cent of the drop-outs have additional training along military lines, while only four students attended business school. High School appears to be the terminal training point of 59 per cent of the school-leavers. Forty-seven leavers went to college, twenty-eight leavers received vocational or on-the-job training, and twenty-four leavers received military training.

Probably the most interesting tables presented in this chapter are those in which the students' reasons for remaining in school until graduation, or for leaving school before graduation, are listed. The graduates' reasons for remaining in school are listed in Table XXIII, and the drop-outs' reasons for leaving school are listed in Table XXIV.

Table XXIII is a composite table of reasons for remaining in school. The subject was allowed to list three choices in order of their importance, hence the total of 300 per cent. In checking this table to determine the reasons listed in order of importance, one notes that the "Desire for an Education" holds a commanding lead over second and third places. Fifty-four per cent

TABLE XXIII

GRADUATES LIST REASONS WHY THEY REMAINED IN SCHOOL TILL GRADUATION

Reason	Frequency Choice 1	Frequency Choice 2	Frequency Choice 3	Total Frequency	Total Frequency Per cent	Total Weight Score	Rank
A. Personal Satisfaction	22	24	22	68	42	136	2
B. Athletic Participation	7	12	12	31	19	57	6
C. Earn Diploma	25	17	26	68	42	135	3
D. Desire for Education	53	23	12	88	54	217	1
E. Qualify for College	22	24	16	62	38	130	4
F. Parent or Adult Pressure	2	7	17	26	16	37	8
G. Meet Job Requirements	10	19	14	43	26	82	5
H. Liked Teachers	4	5	6	15	9	28	10
I. State Law	4	5	16	25	15	38	7
J. Others	3	3	19	25	15	34	9
K. No Answer	11	24	3	38	24	84	0
Totals	163	163	163	489	300	978	

of the graduates gave this as their reason for remaining in school. Second in order of importance was "Personal Satisfaction," receiving 42 per cent of the choices but only 136 weight scores as compared to 217 for first place. Third place was very close to second, receiving the same percentile choice but ranking one point less (135) on the weight score. Third place was "Earn a Diploma." Fourth place went to "Qualify for College," with 38 per cent making this selection. The remaining six in rank order were: "Meet Job Requirements," 26 per cent; "Athletic Participation," 19 per cent; "State Law," 15 per cent; "Parent or Adult Pressure," 16 per cent; "Other Reasons," with 15 per cent; and "Liked Teachers," 9 per cent. It is apparent that our high school students are more interested in the desire for an education and for a diploma in order to go to college or to help in getting a job than they are in being star athletes or complying with state attendance laws. The element of personal satisfaction is also a motivating force in nearly half of the graduates. The prestige and feeling is a strong factor in personal satisfaction.

Table XXIV indicates the reasons why drop-outs left school before graduation. The results of this table can serve as a condemnation of the educational system of McMinnville high school. The list is headed by

TABLE XXIV

DROP-OUTS LIST REASONS WHY THEY LEFT SCHOOL

Reasons	Frequency Choice 1	Frequency Choice 2	Frequency Choice 3	Total Frequency	Total Frequency Per cent	Total Weight Score	Rank
A. Financial	5	8	3	16	17	34	6
B. Failing Marks	3	7	5	15	16	29	7
C. Lack of Interest	16	8	8	32	33	72	3
D. Family Pressure	3	6	3	12	12	24	8
E. Sickness in Family	2	5	2	9	9	18	9
F. Dislike of Teachers	15	11	3	29	30	70	4
G. Over-age	1	2	7	10	10	14	10
H. Disliked Subjects	21	14	5	40	42	96	1
I. Take Employment	20	10	4	34	35	84	2
J. Graduation	0	0	0	0	0	0	11
K. Others	9	5	2	16	17	39	5
L. No Answer	1	20	54	75	78	97	0
Totals	96	96	96	288	300	576	

"Dislike of Subjects," with 42 per cent of the students indicating this as an important factor. The second reason on the list was "To Take Employment" (35 per cent), which is an escape mechanism when one considers that only seventeen per cent of the students listed "Financial Reasons." Third on the list was "Lack of Interest," with thirty-three per cent of the drop-outs indicating this reason. This, together with the dislike of subjects, points out a need for curriculum reorganization and subject approach changes. The remaining seven reasons in rank order are: "Dislike of Teachers," 30 per cent; "Other Reasons," 17 per cent; "Financial," 17 per cent; "Failing Marks," 16 per cent; "Family Pressure," 12 per cent; "Sickness in Family," 9 per cent; and "Over-age," 10 per cent. It should be noted that three of the top four reasons given deal specifically with the school and are the direct responsibilities of the school; the other reason is a means of escape from the previous three, all within the scope of school correction.

In the process of evaluating the school program, careful attention should be given to the phase of curriculum construction. The opinions of the graduates and drop-outs give a worth-while picture of the value of the subjects in the light of job experience. This is the reason why the school-leavers were asked to list in order

of importance the subject fields that they liked best and those they disliked most, together with their reasons for feeling as they do. Tables XXV and XXVI show the composite listing of the subject fields liked best by school-leavers, with Tables XXVII and XXVIII listing the reasons why these subject fields were so listed. Tables XXIX and XXX follow up with a listing, in order of importance, of the subjects most disliked by school-leavers. Tables XXXI and XXXII then give the reasons why these subjects were listed by the graduates and drop-outs.

Table XXV is a listing of the subjects liked best by the graduates. Commercial subjects head the list with 31 per cent of the graduates giving these first choice. Second is science, health and physical education, with science a slight favorite. Science carried 31 per cent of the choices and a weight score of 93, while commercial had the same per cent but a weight score of 101. Health and physical education had 28 per cent, with a weight score of 93. Fourth place was mathematics with 28 per cent; fifth place was home economics with 24 per cent; sixth place was English with 28 per cent; seventh place was band and chorus with 22 per cent; eighth place was social studies with 24 per cent; ninth place was vocational agriculture with 15 per cent; tenth place was arts and

TABLE XXV

Graduates List The Subject Fields They Liked Best

Reason	Frequency Choice 1	Frequency Choice 2	Frequency Choice 3	Total Frequency	Total Frequency Per cent	Total Weight Score	Rank
Shop	9	4	10	23	14	45	11
English	13	12	20	45	28	83	6
Science	19	11	14	51	31	93	2
Commercial	17	16	18	51	31	101	1
Mathematics	12	23	10	45	27	92	4
Social Studies	8	12	18	38	24	66	8
Home Economics	21	10	8	39	24	91	5
Vocational Agriculture	9	9	6	24	15	51	9
Health and P. E.	14	19	13	46	28	93	2
Band and Chorus	10	13	13	36	22	69	7
Arts and Crafts	9	7	6	22	13	47	10
Others	4	7	11	22	13	37	12
No Answer	18	20	16	54	33	110	0
Totals	163	163	163	489	300	978	

crafts with 13 per cent; and eleventh place was shop with a percentage of 14. Two outstanding features of this table are the facts that the traditionally popular shop subjects and vocational subjects ranked relatively low, and the commercial subjects, which offer the best type of terminal education for employment, rated the highest. This raises the question as to the relative values of such courses as home economics, shop, and agriculture as they are presently being taught.

In direct contrast to the results in Table XXV, concerning subjects liked best by graduates, Table XXVI, listing subjects liked best by drop-outs, has shop and vocational subjects heading the list. Home economics is listed as number one, with 24 per cent of the students making this choice and a weight score of 59. Shop is second with 25 per cent making this choice and a weight score of 56. Vocational agriculture is third with 25 per cent and a weight score of 52. Science rates fourth with a percentage of 26 and a weight score of 51. Band and chorus is fifth with 21 per cent and a weight score of 47. More academic subjects than vocational fall toward the end of the list. The order is as follows: commercial, weight score 42; health and physical education, weight score 39; English, weight score 31; mathematics, weight score 31; arts and crafts, weight score 29; and social studies,

TABLE XXVI

Drop-Outs List The Subject Fields They Liked Best

Subject	Frequency Choice 1	Frequency Choice 2	Frequency Choice 3	Total Frequency	Total Frequency Per cent	Total Weight Score	Rank
Shop	12	8	4	24	25	56	2
English	5	5	6	16	17	31	8
Science	9	8	8	25	26	51	4
Commercial	6	7	10	23	24	42	6
Mathematics	4	7	5	16	17	31	8
Social Studies	1	3	6	10	10	15	11
Home Economics	16	4	3	23	24	59	4
Vocational Agriculture	10	8	6	24	25	52	3
Health and P. E.	4	9	9	22	23	39	7
Band and Chorus	9	9	2	20	21	47	5
Arts and Crafts	8	2	1	11	11	29	10
Others	1	2	5	8	8	12	12
No Answer	11	24	31	66	69	112	0
Totals	96	96	96	288	300	576	

weight score of 15.

From the results of Table XXVI, it appears that the drop-outs held little regard for academic subjects but preferred vocational subjects. This might be due partially to the lower scholastic aptitude of the drop-out, together with his general dislike of subjects not usually considered "snap" courses. In comparing the graduate to the drop-out, one discovers something of a similarity of opinion on two subjects. These two subjects are English and social studies. Both groups rate them well down the list, indicating a definite need for re-evaluation of these subjects as taught in McMinnville high school. The bad feature about this situation is that these subjects are two of the required subjects for graduation and may be the stumbling blocks which trip up many of our drop-outs.

Tables XXVII and XXVIII show the reasons why school-leavers liked the subjects listed in Tables XXV and XXVI.

There is a close relationship between the reasons given by graduates and drop-outs, showing a uniformity of opinion as to why they liked a particular subject.

The leading reason given by both graduates and drop-outs was, "It contributed the most in helping me make a living," which indicated that students are primarily

TABLE XXVII

Graduates Indicate Why They Liked Subjects
Listed in Table XXV the Best

Reason	Number	Per Cent
A. Contributed the most in helping me make a living.	63	39
B. Helped me to be a better citizen in my community.	28	17
C. Helped me in my family life and adjustment.	25	15
D. Improved my use of leisure-time activities.	35	21
E. Help from a teacher in that field.	14	9
F. Others: Interest, 11 Need for college, 5	25	116
Totals	192	116

Note: The totals number over 100 per cent because some graduates indicated two choices.

interested in subject fields for their utilitarian value. A subject must offer some value in employment or occupational fields in the minds of the school-leaver, to justify its being taught in the high school. The author raises the question: Do English and social studies as presently taught meet these requirements?

TABLE XXVIII

Drop-Outs Indicate Why They Liked Subjects
Listed in Table XXVI Best

Reason	Number	Per cent
Contributed the most in helping me make a living.	34	35
Helped me to be a better citizen in my community.	14	15
Improved my use of leisure-time activities.	24	25
Help from a teacher in that field.	4	4
Others: interest, 10	10	10
Totals	103	107

Note: The totals number over 100 per cent because some drop-outs listed two choices.

Thirty-nine per cent of the graduates and thirty-five per cent of the drop-outs listed "Contributed the most in helping me make a living" first.

The drop-outs and graduates also combined to list "Improve my use of leisure-time activities" as second choice, with 21 per cent for the graduates and 25 per cent for the drop-outs. The graduates and drop-outs reversed positions for their third and fourth choices. The

graduates indicated "Helped me to be a better citizen in my community" as their third choice, with 17 per cent; the drop-outs give this fourth place, with 15 per cent. The graduates give fourth place to "Helped me in my family life and adjustment," with 15 per cent, while the drop-outs assigned this to third place, with 18 per cent. Both groups listed other reasons, mainly interest, as their fifth choice, with 15 per cent for graduates and 10 per cent for drop-outs. Last on the list for both groups of school-leavers was "Help from a teacher in that field," with 9 per cent of the graduates and 4 per cent of the drop-outs. Maybe the teachers should take this as an indication of teacher-pupil relationships and resolve to do something to improve the situation.

Table XXIX gives the results on the question of subjects most disliked by graduates. The graduates listed a strong dislike for the academic subjects, with lesser degrees of dislike for the vocational subjects. Mathematics, science, social studies and English head the list in that order, with weight scores of 137, 136, 133, and 86 respectively. It is interesting that the graduates indicated a dislike for the academic courses and at the same time list them near the bottom of the subjects they liked. (Table XXV) This offers conclusive evidence that school-leavers desire a change in these courses or improvements

TABLE XXIX

Graduates List The Subject Fields They Most Disliked

Reason	Frequency Choice 1	Frequency Choice 2	Frequency Choice 3	Total Frequency	Total Frequency Per cent	Total Weight Score	Rank
Shop	6	5	4	15	9	32	11
English	19	9	11	39	24	86	4
Science	26	24	10	60	37	136	2
Commercial	5	7	11	23	14	40	7
Mathematics	25	23	16	64	39	137	1
Social Studies	23	24	16	63	39	133	3
Home Economics	9	9	9	27	17	54	6
Vocational Agriculture	3	7	7	17	10	30	12
Health and P. E.	8	10	11	29	18	55	5
Band and Chorus	4	10	6	20	12	38	8
Arts and Crafts	4	5	12	21	13	34	10
Others	5	6	10	21	13	37	9
No Answer	26	24	40	95	58	166	0
Totals	163	163	163	489	300	978	

in their methods of presentation. The subjects which appear near the top of Table XXV appear near the bottom of the table of disliked subjects. (Table XXIX) In order of importance to the graduate, subjects are listed: health and physical education in fifth place, followed by home economics, commercial, band and chorus, other choices, arts and crafts. Last place is given to shop.

Table XXX gives the listings of subjects most disliked in the opinion of the drop-outs. This table shows a strong dislike for English on the part of the drop-outs. English received a weight score of 111, with 50 per cent of the drop-outs giving this subject first place. Social studies was second with a weight score of 94 and 47 per cent of the drop-outs giving this subject preference. Third place goes to mathematics, with a weight score of 78 and 36 per cent of the choices. Fourth place is given to science, with 38 per cent and a weight score of 75. The academic subjects again head the list of most-disliked subjects, as also indicated in Table XXXIX by the graduates. The remaining seven subjects in rank order are: home economics, with a weight score of 32; health and physical education, with a weight score of 31; commercial with a weight score of 18; band and chorus with a weight score of 18; other choices with a weight score of 9; arts and crafts, with a weight score of 8; vocational

TABLE XXX

Drop-Outs List The Subject Fields They Most Disliked

Reason	Frequency Choice 1	Frequency Choice 2	Frequency Choice 3	Total Frequency	Total Frequency Per cent	Total Weight Score	Rank
Shop	0	1	1	2	2	3	12
English	22	19	7	48	50	111	1
Science	13	13	10	36	38	75	4
Commercial	2	4	4	10	10	18	7
Mathematics	13	17	5	35	36	78	3
Social Studies	18	13	14	45	47	94	2
Home Economics	7	3	5	15	16	32	5
Vocational Agriculture	0	1	5	6	6	7	11
Health and P. E.	2	9	7	18	19	31	6
Band and Chorus	2	4	4	10	10	18	7
Arts and Crafts	0	0	8	8	8	8	10
Others	2	0	3	5	5	9	9
No Answer	15	12	23	50	53	92	0
Totals	96	96	96	288	300	576	

agriculture, with a weight score of 7; and shop with a weight score of 3. The close correlation between Tables XXXIX and XXX certainly shows a need for special evaluative work to be done in the academic fields. A change in the approach to teaching might be beneficial. Perhaps some form of ability and interest grouping would make it possible to present the subject from a more real-life, practical way for those terminal leavers who are not going on to college. Certainly the ideal situation would be the listing of required and academic courses near the bottom of Tables XXIX and XXX.

Table XXXI presents the reasons why the subjects listed in Table XXIX were the most disliked by the graduates. The graduates were very emphatic in their opinions of why they disliked the subjects listed in Table XXIX. Heading the list was the space reserved for "other reasons" with 45 indicating such things as "lack of interest", "poor teachers," and "lack of ability." This represents 28 per cent of the graduates. Another 25 per cent said that they "contributed little in helping me make a living," while 16 per cent indicated "no help from the teacher in that field." Here the graduate is measuring the value in terms of vocational utility and interest. Fourth place was given to "Did not improve my use of leisure-

TABLE XXXI

Graduates Indicate Why They Disliked Subjects
Listed in Table XXIX

Reason	Number	Per cent
Contributed little in helping me make a living.	40	25
Did nothing to help me toward being a better citizen.	13	8
Did not help me in family life and adjustment.	11	7
Did not improve my leisure-time activities.	19	12
No help from the teacher in that field.	26	16
Others:	45	28
lack of interest, 28		
teacher, 4		
lack of ability, 4		
miscellaneous, 4		
Total	154	96

Note: The total number is less than 100 per cent because some graduates failed to check a reason.

time activities" with 12 per cent of the choices. "Did nothing to help me toward being a better citizen" was rated fifth, with 8 per cent, and "Did not help me in family life and adjustment" finishes the list with 7 per

cent of the graduates giving this opinion.

Table XXXII presents the drop-out opinions as to why they disliked subjects listed in Table XXX. The drop-outs vary slightly from the graduates by indicating as their top choice "Contributed little in helping me make a living," with 28 giving this reason. This is 29 per cent of the drop-outs. Another 28 per cent fall in the "other reasons" column, giving "no interest" and "hard to understand" as their specific opinions. A tie for third place between "No help from the teacher in that field" and "Did not improve my leisure-time activities" showed 23 per cent for each reason. Fourth place on the list goes to "Did not help me in family life and adjustment," with 11 per cent of the drop-outs giving this reason. "Did nothing to help me toward being a better citizen" is at the bottom of the list, with only 9 per cent of the drop-outs selecting this reason. From a comparison of Tables XXXI and XXXII, the author concludes that school-leavers are more concerned with the interest value of a course than in citizenship or adjustment qualities. It stands to reason that if a subject is presented in an interesting, realistic manner, the student is going to gain a great many more benefits from the subject material. Teachers should make every effort to induce a great deal of interest and arouse enthusiasm for their respective

TABLE XXXII

Drop-Outs Indicate Why They Disliked Subjects
Listed in Table XXX

Reason	Number	Per cent
Contributed little in helping me make a living.	28	29
Did nothing to help me toward being a better citizen.	9	9
Did not help me in family life and adjustments	11	11
Did not improve my leisure-time activities.	22	23
No help from the teacher in that field.	22	23
Others:	27	28.12
no interest, 15		
hard to understand, 12		
Totals	119	123.12

Note: The total number is over 100 per cent because some drop-outs indicated two choices.

subjects. Make them valuable to the student who is going into an occupation when leaving school. Give that subject real-life utility.

Educators are well aware of the limitations placed upon the school system in regards to subject fields. The

TABLE XXXIII

Graduates List Subjects They Would Liked To Have
Taken In High School Had They been Offered

Subjects	Num- ber	Per cent
Shop general mechanics, 4; mechanical draw- ing, 4; girls' industrial arts, 3	11	7
English reading, 1; dramatics, 1; creative writing, 1; library, 1; literature, 1; journalism, 1	6	4
Science advanced chemistry, 2; psychology, 5; photography, 1; biology, 1; radio, 1	10	6
Commercial general business, 4; business machines, 5; advanced bookkeeping, 2	11	7
Mathematics general mathematics, 4; solid geome- try, 7; trigonometry, 7	18	11
Social Studies current events, 1; geography, 1; sociology, 1; foreign relations, 1	4	2
Home Economics family relations, 1	1	1
Arts and Crafts art, 2	2	1
Agriculture meat cutting, 1	1	1
Foreign Language Spanish, 4; French, 6	10	6
Others driver-training, 1	1	1
Totals	74	47

school system is financially unable to offer a complete line of subjects so that no student is left wanting for subjects from which to choose. There is a possibility that the school does not offer, however, those courses, as electives, which the students actually need and want. In order to obtain some idea of what subjects the student would like to have but which have not previously been offered, the school-leavers were asked to list subjects they would like to have taken had they been offered. Tables XXXIII and XXXIV are the results of this question.

Table XXXIII lists subjects the graduates would have liked to have taken in high school, had they been offered. Eleven per cent of the graduates listed mathematics courses as desired, followed by commercial and shop, with seven per cent respectively. Science and foreign languages come next on the list, with requests from 6 per cent of the graduates, followed by a scattering of requests in English, social studies, home economics, arts and crafts, agriculture and driver-training. Approximately 47 per cent of the graduates indicated a desire to take some subject not offered. This shows a need for curriculum adjustments to make room for the addition of new courses. Perhaps an elimination of some uninteresting subject for which there is little demand would make an opening for courses such as psychology, general mechanics,

TABLE XXXIV

Drop-Outs Indicate Specific Subjects They Would Like
To Have Had That Were Not Offered

Subject		Number	Per cent
Shop		18	19
mechanical drawing	6		
general mechanics	12		
English		1	1
dramatics	1		
Mathematics		3	3
solid geometry	2		
trigonometry	1		
Science		4	4
psychology	4		
Home Economics		3	3
child care	3		
Totals		29	30

advanced bookkeeping and advanced mathematics.

Table XXXIV lists subjects that drop-outs would liked to have taken in high school had they been offered. The shop courses head the list, with nearly 19 per cent of the drop-outs desiring courses in mechanical drawing and general mechanics. Science subjects are second with but 4 per cent of the drop-outs indicating a desire for psychology. Mathematics and home economics come next with 3 per

cent of the students requesting advanced mathematics and child care. The advanced mathematics courses desired were trigonometry and solid geometry. The mathematics requests come from service men who used these subjects in military jobs. An English request for dramatics finishes the list with but one drop-out so indicating.

The value of elective subjects in the school system depends upon the flexibility of the organized curriculum. If the subject requirements are strictly adhered to, then the usefulness of electives drops off rapidly. Many of the students have a genuine desire to take a course which holds particular interest to them but are not permitted to do so because of the necessity of meeting the requirements for graduation. This fact can be very disturbing to a student who see no value in American Literature, for example, and would "just love" to take a course in general mechanics. It is hard to reason with a student who has come up against such a situation. The information that can be gathered concerning the problem of taking subjects because they are required should prove valuable and helpful to the administration sincerely interested in adjusting the scheduling and requirements of its school system so as to allow a more liberal interpretation of the requirements to the benefit of the student. The data

presented in Tables XXXV and XXXVI is for the purpose of determining the extent of rigidity in the curriculum scheduling and graduation requirements upon the high school students at McMinnville high school.

Table XXXV shows graduates indicating subjects they were kept from taking because of scheduling or the school requirements. It appears that nearly half (45 per cent) of the graduates were not allowed to take all the subjects they wished because of requirements and scheduling difficulties. The greatest demand was in the commercial subject field, where 18 per cent of the graduates indicated a course they would liked to have taken. This large demand in commercial subjects points out a need for the enlargement of the commercial department of the high school. Foreign languages were second, with 6 per cent of the graduates unable to take courses in Spanish, French, and Latin. This raises a question, however; would these students have taken these subjects had they been excused from some required subject, such as English. The remaining graduates show a desire in varying small amounts for courses in shop, English, science, mathematics, social studies, home economics, music, art and driver-training. No doubt a bit of subject counseling at the time of registration could have eliminated many of these scattered requests.

TABLE XXXV

Graduates Indicate Subjects They Were Kept
From Taking Because of Scheduling
Or Requirements

Subject	Number	Per cent
Shop mechanical drawing, 1; general mechanics, 3; industrial arts, 1	5	3
English journalism, 1; public speaking, 4	5	3
Science chemistry, 2	2	1
Commercial business machines, 5; typing, 3; business law, 6; bookkeeping, 4; office practice, 1; shorthand, 10	29	18
Mathematics trigonometry, 1; general mathe- matics, 1; solid geometry, 1; algebra, 2	5	3
Social Studies world history, 1	1	1
Home Economics home economics	5	3
Foreign Language Spanish, 5; French, 4; Latin, 1	10	6
Music band, 1; chorus, 3	4	2
Other art, 6; driver-training, 2	8	5
Totals	74	45

Table XXXVI shows drop-outs indicating subjects they were kept from taking because of scheduling or school requirements. The number of drop-outs who list some subject they were unable to take is 42, or about 43 per cent of those answering the questionnaires. As in the case of the graduates, commercial subjects are highest on the list and comprise 11 per cent of the subjects. The courses listed under commercial are typing, business law, and shorthand. Shop comes in second place on the table, with general mechanics and industrial arts as the selections of 6 per cent of the drop-outs. Five per cent of the drop-outs then list courses in science, home economics and foreign languages, with 7 per cent of the drop-outs requesting driver-training, art and chorus. Mathematics and public speaking divide the remaining four per cent, with three per cent for mathematics and one per cent for public speaking. The large per cents of drop-outs who felt that they were kept from taking certain subjects would indicate a need for adjustment in requirements, so that school-leavers might be able to take subjects they desire, especially in the commercial field where there is the greatest demand. Perhaps a course in shorthand could be substituted for English and a business law course for social-economics or civics.

TABLE XXXVI

Drop-Outs Indicate the Subjects They Were Kept From Taking Because of Scheduling or School Requirements

Subject	Number	Per cent
Shop general mechanics, 5; industrial arts, 1	6	6
English public speaking, 1	1	1
Science physics, 1; chemistry, 1 physical science, 3	5	5
Commercial typing, 1; shorthand, 3; business law, 4	10	11
Mathematics algebra, 3	3	3
Home Economics home economics, 5	5	5
Foreign Language Spanish, 2; French, 3	5	5
Others art, 3; chorus, 2; driver-training, 2	7	7
Totals	42	43

An additional step toward determining the extent of subject requirements and its effect upon the school-leaver is the gathering of data concerning the courses these

school-leavers took against their wishes while in high school and their reasons for so-doing. This information will help the curriculum committee to understand the problem from the students' viewpoints and may present some possible solution to the problem. Tables XXXVII and XXXVIII list the subjects the school-leavers took against their wishes, and Tables XXXIX and XL give the reasons these school-leavers took these courses against their wishes.

Table XXXVII lists the subjects the graduates had to take against their wishes. The largest number of graduates listed subjects in science, mathematics, and social studies, with 11 per cent, 9 per cent, and 7 per cent respectively. The remaining list is composed of smaller numbers taking courses in shop, English, commercial, home economics, health and physical education, band and chorus, and Latin. The author does not place much importance on percentages which fall below five per cent, as it is difficult to offer suggestions involving the entire student body of the high school for the benefit of one or two students. These individual cases require individual attention and could be handled in that manner by a counselor. The important fact gained from this table is that about 40 per cent of the graduates felt they had taken a subject against their wishes. This constitutes a large

TABLE XXXVII

Graduates Indicate Subjects They Have Taken
Against Their Wishes

Subject	Number	Per cent
Shop industrial arts, 1	1	1
English public speaking, 2; English, 4; literature, 1	7	4
Science general science, 9; biology, 3; chemistry, 1; physics, 5	18	11
Commercial shorthand, 3	3	2
Mathematics general mathematics, 5; algebra, 2; social-economics, 8	15	9
Social Studies history-civics, 3; world history, 2; social-economics, 8	13	7
Home Economics home economics, 1	1	1
Health and P. E. health, 5	5	3
Band and Chorus band, 1	1	1
Other Latin, 1	1	1
Totals	65	40

number of students who at one time or another were dissatisfied with the school subject program.

TABLE XXXVIII

Drop-Outs Indicate Subjects
Which Were Taken Against Their Wishes

Subject	Number	Per cent
English	12	13
Social Studies social-economics, 10; world history, 1	11	11
Science general science, 7; biology, 6; physics, 5	18	19
Others algebra, 1; geometry, 1; Latin, 1; public speaking, 1; health, 1; general mathematics, 1	6	6
Totals	47	49

Table XXXVIII indicates the list of subjects taken against their wishes from the opinions of the drop-outs. This list is not as extensive as the graduate list in Table XXXVII, but it lists a larger total per cent. Almost forty-nine per cent of the drop-outs indicate some subject they had taken against their wishes. The greatest number was in the science subject field, with 19 per cent

TABLE XXXIX

Graduates Indicate Why They Took Subjects
Against Their Wishes in Table XXXVII

Reason	Number	Per cent
Required for graduation	53	33
Required for chosen job or college	6	4
Demand from home	6	4
Pressure from teachers and classmates	3	2
Others "thought I needed it"	4	2
Totals	72	45

TABLE XL

Drop-Outs Indicate Why They Took Subjects
Against Their Wishes in Table XXXVIII

Reason	Number	Per cent
Required for graduation	32	33
Required for chosen job or college	4	4
Demand from home	2	2
Pressure from teachers and classmates	4	4
Others	5	5
Totals	47	48

of the choices on the list. English was second with 13 per cent, and social studies was third, with 11 per cent. The remaining six per cent grouped around mathematics, health and public speaking. The fact that nearly half of the drop-outs indicated such choices brings a need to know why they took these subjects so that we may thus discover if the school can do something to alleviate the situation.

In Table XXXIX the graduates give reasons why they took subjects against their wishes as listed in Table XXXVII. Thirty-three per cent of the graduates said they had taken courses against their wishes "In order to meet graduation requirements." The remaining reasons received a small number of choices, with 4 per cent listing "Required for chosen job or college," and "Demand from home." Two per cent said they "thought they would need it anyway," and two per cent said they took subjects against their wishes because of "Pressure from teachers and classmates." Forty-five per cent of the graduates indicated reasons in this table. This constitutes a high enough number to show a need for further survey into this phase of the high school curriculum, especially when one considers that 33 per cent of the graduates said they took the subject merely to satisfy school requirements. This is one situation the high school can improve if it desires

to do so. The author does not suggest a complete removal of graduation requirements or scheduling controls, but a lenient attitude toward them would be especially beneficial to students who are not very highly academically minded.

The same thing can be said of Table XL that was said of Table XXXIX. In this case, however, it should be said more emphatically. An ever greater per cent of the drop-outs, 48 per cent, indicated reasons why they took subjects against their wishes, with the great majority of them giving the reason that it was "Required for graduation." The per cent of drop-outs that indicated this reason was the same as the graduate number, or 33 per cent. As in Table XXXIX, the other reasons fell off sharply in numbers with reasons such as, "the course was too difficult," and "didn't want the teacher," coming second with 5 per cent of the replies. "Pressure from teachers and classmates" as well as "required for job or college" received only 4 per cent each, and "demand from home" received but 2 per cent of the drop-out selections. This table substantiates the table of reasons for the graduates and points out nearly the same need for improvements in graduation requirements.

The school services such as help from teachers, counseling and school activities play an important part in the

development of desirable attitudes toward the school on the part of the school-leaver. The relative success of the school program can be measured in the attitudes the future citizens of the community have toward the school and the things it is trying to do. These school-leavers can help a great deal in future plans that the school might have in mind. Their vote could carry or reject a bond election or defeat the budget. It is necessary, therefore, that the school become aware of the worthwhileness of its services to the school-leavers while they are in school and even after they have left the school. A proper evaluation of the school services can point out areas of needed improvement and possibly give an indication of some additions or eliminations to the benefit of the students. The school-leavers in this study were asked to rate the school services as they thought them most helpful to themselves. This information will indicate some of the weaknesses in the school services as they now operate. Tables XLI and XLII present the ratings of school services for the graduate and the drop-out.

Table XLI is a rating of the school services by the graduates. The most helpful service was that of the school activities in which the graduate participated. This indicates a general feeling of approval of school

TABLE XLI

Graduates Rate School Services That Were Most Helpful To Themselves

Reason	Frequency Choice 1	Frequency Choice 2	Frequency Choice 3	Total Frequency	Total Frequency Per cent	Weight	Rank
Occupational guidance	25	16	17	58	36	124	4
Counseling guidance	12	22	14	48	29	94	5
School Activities	45	33	18	96	59	219	1
Help by teacher	37	36	17	90	55	200	2
Subject selection help	22	17	30	69	42	130	3
Others	12	13	18	43	26	80	6
No Answer	10	26	49	85	52	131	0
Totals	163	163	163	489	300	978	

TABLE XLII

Drop-Outs Rate School Services That Were Most Helpful To Themselves

Reason	Frequency Choice 1	Frequency Choice 2	Frequency Choice 3	Total Frequency	Total Frequency Per cent	Total Weight Score	Rank
Occupational guidance	28	7	11	46	48	100	2
Counseling guidance	8	16	7	31	32	63	4
School activities	30	24	12	66	69	150	1
Help by teacher	16	21	16	51	55	106	3
Subject selection help -	5	3	4	12	13	25	5
Others	0	3	8	11	11	14	6
No Answer	9	22	38	69	72	109	0
Totals	96	96	96	288	300	576	

activities as they now function in the high school. Fifty-nine per cent of the graduates rank this as number one. The graduates list help from a teacher as their second most helpful school service, with 55 per cent. The help they received in selection of subjects was the graduates' third choice, amounting to 42 per cent. Occupational guidance was fourth, with 36 per cent, and counseling guidance was fifth, with 29 per cent. Apparently the graduates have little regard for the high school guidance and counseling services. As one graduate expressed it, "You have to be a dumb-bell or a delinquency case before you get any help from the Dean of Boys or Dean of Girls." This point substantiates the opinion of the author that our guidance program and counseling services have degenerated into a law-enforcement agency, with the Dean of Boys and the Dean of Girls acting as truant officers. This leaves little time for the average student or the student who may need help but who gets it only after getting into some school difficulty.

Table XLII lists the ratings of school services that were most helpful to the drop-outs. As in Table XLI, the drop-outs place a high value on school activities, with 69 per cent of them indicating the school activities as most helpful. At the point just mentioned the similarity of the two tables ends. For second choice, 48 per

cent of the drop-outs list occupational guidance services while the graduates only ranked this in fourth place. The drop-outs said that help from a teacher was the third most helpful service, with 55 per cent of them giving this preference. The counseling and guidance services rated fourth by the drop-outs, with 32 per cent indicating this choice. Help in selecting subjects was considered most helpful by only 13 per cent of the drop-outs, with 11 per cent giving other things as being helpful in school life. The school drop-out received most of the attention of our occupational guidance personnel; this may explain their relatively high regard for these services. One interesting point is the table's indication of the large number who received help from a teacher, yet at the same time these drop-outs list dislike of teachers as fourth on their list of reasons for dropping out of school. This would indicate that maybe some of us, as educators, could well improve or change our attitudes toward the students.

At the end of the questionnaire a space was provided for the subjects to make any remarks or suggestions that they felt might be valuable or helpful in improving the McMinnville high school program. These suggestions were then organized into four general areas: (1) Counseling and Guidance Services; (2) Curriculum Construction Problems; (3) School Personnel; and (4) General Suggestions.

TABLE XLIII

Graduates Suggest Ways To Improve
The McMinnville High School Program

Suggestion	Number	Per cent
Counseling and Guidance Services more counseling, 3; subject-counseling, 2; more occupational information, 7; more guidance testing, 2	14	9
Curriculum Construction Problems more stress on social studies, 1; no study hall, 2; more electives, 2; more class time for study, 2; more advanced mathematics, 4; orientation, 1; advanced journalism, 1; more advanced science, 1; refresher mathematics, 1; college preparatory and vocational program, 4; change social-economics, 2; no physical education dancing classes, 1; more business courses, 1; require public speaking, 1; require home economics, 1; student planning of program of studies, 1; teach psychology, 1	26	16
School Personnel stricter teacher, 2; change teachers, 1; teachers show an interest in the pupils, 1	4	2
General strict grading, 2; keep standards high, 1; too much athletic emphasis, 1; high school a waster of time, 1; college extension courses for top pupils, 1; teach proper study habits, 1; improve English department, 1; make home economics more practical, 1	9	6
Totals	53	33

Table XLIII is the composite listing of these suggestions from the graduates.

Many of the graduates listed suggestions at the end of the questionnaire, indicating the means by which they thought the school program might be improved. Twenty-six, or 16 per cent, of the suggestions were listed under curriculum construction problems, while fourteen, or 9 per cent were in the counseling and guidance services area. General suggestions received the next largest number, with school personnel at the bottom of the list.

Some of the better suggestions were: (1) student planning of the program of studies; (2) more advanced mathematics; (3) more counseling; (4) more electives with fewer or more lenient graduation requirements; (5) teachers show more interest in the students; and (6) teach proper study habits to the students early in high school.

Many of the suggestions the drop-outs offered had already been included in Table XLIII, so there was no need of preparing another table. However, here are a few of the better suggestions coming from the drop-outs : (1) offer more vocational training; (2) give more time for classroom study; and (3) give more aptitude and interest tests to students so that they might discover their weaknesses and correct them.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The drop-out problem in McMinnville is not as acute as in some sections of the United States. The national average is nearly 50 per cent, while McMinnville does not lose more than 30 per cent of its high school youth. There is some uniqueness in the drop-out problem as it pertains to McMinnville, and because of these differences an evaluation of the high school program was deemed desirable.

The need of keeping our youth in high school until graduation is clearly indicated by opinions expressed from the local business men. They desire to employ young folk who have a diploma because these graduates have more to offer in the way of maturity and training. The beneficial results of graduation extend beyond the economic point to more personal aspects. The drop-out carries with him an adverse attitude toward the school as well as a feeling of personal inadequacy. The improvement in personal development is far more important when considering the problem of school drop-outs and what to do about them.

This study deals with the evaluation of a school program from opinions of school-leavers. The graduates were considered merely as a means of checking the attitudes

of the drop-outs and to differentiate between opinions based upon prejudice and opinions based upon clear thinking. The study is subdivided into five phases of evaluation.

The five phases are:

- (1) Socio-economic life adjustment
- (2) School attendance
- (3) The school program of studies
- (4) The school services
- (5) The school graduation requirements

It is the intention of the author to answer specific questions as to the adequacy of the school in dealing with these five phases of the school program. The opinions of the school-leavers will offer direct bearing on these phases as the questions asked them in the questionnaire, which they filled out, deal specifically with each of these areas.

Questionnaires were sent out to 339 school-leavers. Of the 339 questionnaires sent out, 200 went to graduates and 139 went to drop-outs. Completed questionnaires were returned by 163 graduates and 96 drop-outs.

The tabulation and interpretation of this data is presented in Chapter III. The results of this data will be presented in Chapter IV. There is a firm hope in the mind of the author that the information gained from this

study, together with the carefully thought-out recommendations, will be used for the improvement of the McMinnville high school program. The author, at the same time, makes no apologies for the recommendations or for the information presented. This study was based upon the honest opinions of school-leavers, and while it reflects certain attitudes of the author, the background of thought was primarily that of the school-leaver.

An extensive list of pertinent facts were presented in Chapter III. This list of facts can be summarized briefly into several specific findings related to the five areas of study previously mentioned.

Socio-economic life adjustment

1. Twenty-seven per cent of the school-leavers are married within a few years after leaving high school. The largest group of these is the drop-out, which indicates a need for special training in the high school program for family life adjustment.

2. Graduates hold a high percentage of "white-collar" jobs over the drop-outs. More specifically, stenographic and clerical positions as well as certain types of vocational employment are filled by graduates. The drop-out tends to fall in the laboring classes of employment.

3. Graduates maintain a higher rate of full-time employment. Many of the drop-outs fail to find full-time employment, due to a lack in job-training.

4. Graduates maintain an average tenure of job one year higher than that of the drop-outs. Many of our graduates have presently been employed in their jobs two to three years, while the drop-out has been employed only one-half to one year in his present job. This indicates a tendency for the drop-out to shift frequently from job to job, possibly to seek more satisfactory types of employment.

5. The graduate generally received a higher starting salary and has maintained a higher average salary up to the one he is now receiving. This is due partially to the length of employment and to his higher qualifications.

6. The majority of school-leavers have no specific jobs in mind when leaving high school. The drop-outs especially show a tendency to shift from job to job. Many of the school-leavers face an unrealistic adjustment to occupations in that they hope to find work in the higher types of employment.

7. Twenty-nine per cent of the high school graduates go to college. The largest number attend Linfield, Oregon State College, and the University of Oregon.

8. Nearly sixty-four per cent of the graduates who go to college attend college one year only, with but four per cent of these graduates finally receiving their college diplomas. This large decline is due partially to the high percentage of those who enter college with little expectation of graduating but who attend college to fulfill certain social demands from the community.

School attendance

1. The greatest majority of drop-outs receive less than three years of high school, with the sophomore year having the highest incidence of drop-outs. The junior year loses slightly fewer students, with the freshman losing still less, and the seniors losing the lowest number.

2. The majority of drop-outs leave school at 15, 16, and 17 years of age, with the largest number leaving school at 16. This normally places them in their sophomore or junior years. The fact that at the age of 16 they are able to obtain work permits may have a bearing on this situation.

3. High school is the terminal training point for fifty-nine per cent of the school-leavers. Forty-seven leavers went to college, twenty-eight received on-the-job or vocational training, and twenty-four received military

training.

4. High school students have a greater desire to earn a diploma and qualify for jobs or college entrance than to comply with state law or become star athletes.

5. Three of the most important reasons given by drop-outs for leaving school are things which the school can improve to the benefit of the student. The reasons are: dislike of subjects, lack of interest, and dislike of teachers. These reasons constitute a serious condemnation of the school program on the part of drop-outs, and they should call for study of the present school curriculum.

The school program of studies

1. School-leavers liked subject fields in high school that offered some carry-over into occupational activity after high school. They rated vocational subjects first, with commercial, science, health and physical education following in that order. This information should prove very valuable to the administration in scheduling or adding courses for future use.

2. The school-leavers felt that subjects they liked the best were those that: contributed the most in helping them make a living, improved their use of leisure time, helped them to be better citizens, and helped them in family-life adjustments. One notes in this respect

the utilitarian value placed on school subjects by school-leavers.

3. School-leavers indicated a strong dislike for the more academic subjects such as English, Social Studies, Science, and Mathematics. Such an indication requires serious consideration of the administrator and the teachers in these fields. A suggestion for further research along specific lines might present information which would be valuable in the reorganization of the academic courses.

4. The school-leavers felt that the reason they disliked the academic subjects was that there was no interest in the subject, that it contributed little to helping them make a living, that it did not help them improve their use of leisure time, and that they had received little help from the teacher in that subject field.

5. Many of the school-leavers would like to see the inclusion of general mechanics, advanced industrial arts, more commercial courses, and the mathematics courses in the McMinnville high school course of study.

The high school services

1. The school-leavers received the most value from school activities that they had participated in during high school. The occupational information and help from

teachers are other school services the leaver regards as helpful. Many of the students received no guidance and counseling during high school.

2. The high school counseling service does not function for the benefit of the student but deals with the problem cases only, thus becoming largely an agency for school attendance.

3. The school-leavers felt that the activities program as it now functions was adequate and desirable.

The school graduation requirements

1. Fifty per cent of the school-leavers indicated that commercial subjects, vocational shop, and foreign languages were subjects that they were not allowed to take because of scheduling difficulties or graduation requirements. The rigidity of maintaining a specified schedule leaves little opportunity for variation of subject choices.

2. Forty-nine per cent of the school-leavers indicated that they had taken English, science, and social studies against their wishes. These subjects, strangely enough, are required for graduation.

3. "In order to meet graduation requirements" is the main reason why school-leavers took subjects against their wishes. This feeling cannot hope to develop

satisfactory attitudes toward the high school program.

From the data presented in Chapter III there arises indication of needed improvement or change in the school program as it now exists. The author lists these recommendations in view of the indications and opinions of high school graduates and drop-outs for the last six years. These recommendations will also be classified into the groups previously mentioned.

Socio-economic life adjustment

1. Extend maximum effort to hold drop-outs in school until graduation, especially in view of the fact that the graduate actually fares better in his employment status.

2. Give the school-leaver a good course in marriage and family-life as preparation for early marriage.

3. Give the student a vast amount of occupational information and job preparation especially in stenographic and vocational jobs.

4. Adjust the college preparatory program to coincide more closely with the requirements of Linfield, Oregon State College, and the University of Oregon.

School attendance

1. Make a special effort on the part of teachers and

administration to help potential drop-outs through their freshman and sophomore years, the age group of 14 to 17.

2. Create a genuine desire in the student to want to go to school. The diploma and the job after graduation may mean a whole lot more than getting out of school now.

3. Have teachers evaluate subject fields and methods of presentation to discover areas where the subjects do not offer real-life values and a great deal of interest.

4. Have teachers become acquainted with potential drop-outs or the factors which tend toward early school leaving so that they may use their resourceful personalities in holding the drop-outs in school.

School program of studies

1. Make every subject in the high school program have some discernable carry-over value into the occupational field, especially English, social studies, science, and mathematics.

2. Enlarge the industrial arts, general mechanics, commercial, and home economics departments to take care of the demand for those subjects.

3. Re-evaluate the courses in English and social studies to determine where their weaknesses of student interest and occupational value lie.

4. Have teachers make every effort to present

pleasing appearances and attitudes toward all students.

School services

1. Maintain a well-integrated activity program with special effort to include students with drop-out tendencies.

2. Discontinue the practice of having the Dean of Boys and the Dean of Girls act as truant officers. Let a special person deal with non-attendance so that the two deans may give more time to problem-counseling, subject-counseling, and activity-counseling.

3. Increase the amount of occupational information presented in the classrooms, library, and counselors' offices, and encourage its use by the students.

School graduation requirements

1. Make it possible for the student to take subjects of interest to themselves by including these subjects in the program and reducing the barrier of scheduling requirements.

2. Increase the number of electives for the student by reducing graduation requirements or including more subjects which meet graduation requirements.

3. Make it possible for a person to graduate with a vocational preparation diploma or a college preparation

diploma. This opens the possibility of presenting subject matter from two approaches and thus increase interest in academic subjects.

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(If questions do not apply to you, leave blank)

Number of years in this job _____ Starting salary per
month _____ Present salary (monthly) _____ Largest
salary earned since leaving school (monthly) _____
Are you following the occupation you had in mind
before leaving high school or college? Yes No

III. Your reasons for remaining in high school were:
(Check three in order of importance, using 1 for the
most important, 2 for second important, and 3 for
least important)

A. Personal satisfaction _____
B. Athletic participation _____
C. Earn high school diploma _____
D. Desire for education _____
E. Qualifying for college entrance _____
F. Parent or adult pressure _____
G. Qualifying for job requirements _____
H. Liked teachers _____
I. State Law _____
J. Others _____

A. Financial _____
B. Failing marks _____
C. Lack of interest _____
D. Family pressure _____
E. Sickness in family _____
F. Dislike of teachers _____
G. Over-age _____
H. Dislike of school subjects _____

1 2 3

- I. To take other employment _____
 J. Graduation _____
 K. Others _____

IV. What fields of study did you like best in high school?
 (Check only three in order of importance; rate the
 same as above)

1 2 3

- A. Shop _____
 B. English _____
 C. Science _____
 D. Commercial _____
 E. Mathematics _____
 F. Social studies _____
 G. Home economics _____
 H. Vocational agriculture _____
 I. Physical education and health _____
 J. Band or chorus _____
 K. Arts and crafts _____
 L. Others _____

Why did you like these fields of study? (Check two)

- A. _____ Contributed the most in helping me make a living.
 B. _____ Helped me to be a better citizen in my community.
 C. _____ Helped me in my family life and adjustments.
 D. _____ Improved my use of leisure-time activities.
 E. _____ Help from a teacher in that field.
 F. _____ Others _____

What fields of study did you dislike the most?
 (Check only three in order of importance.) Rate as III.

- A. Shop _____
 B. English _____
 C. Sciences _____
 D. Commercial _____
 E. Social studies _____
 F. Mathematics _____
 G. Home economics _____
 H. Vocational agriculture _____
 I. Physical education and health _____
 J. Band or chorus _____
 K. Arts and crafts _____
 L. Others _____

Why do you dislike these the most? (Check two)

- A. ☐ Contributed little in helping me make a living.
- B. ☐ Did nothing to help me toward being a better citizen.
- C. ☐ Did not help me in family life and adjustments.
- D. ☐ Did not improve my leisure-time activities.
- E. ☐ No help from the teacher in that field.
- F. ☐ Others _____

- V. From your present experience, what specific subject or subjects that were not offered in high school would you like to have had? Such as general science, mechanical drawing, etc.

Why? _____

- VI. What specific subject, if any, was offered that you were kept from taking on account of scheduling or school requirements?

- VII. Please rate the following school services in order of helpfulness to you: (Rate three in order of importance) Rate as in III.

- A. Occupational guidance service _____
- B. Counseling guidance service _____
- C. School activities you took part in _____
- D. Individual help by teachers _____
- E. Guidance in selection of subjects _____
- F. Others _____

- VIII. Did you take a high school subject against your wishes? (If so, list only one subject, check reason below)

- A. ☐ Required for graduation
- B. ☐ Required for chosen job or college
- C. ☐ Demand from home
- D. ☐ Pressure from teachers and classmates
- E. ☐ Others _____

- IX. Do you have any suggestions to make concerning a school program of studies which may be adopted to improve the present school program? (Use space below)

APPENDIX B

LETTER ACCOMPANYING QUESTIONNAIRE

Dear Friend:

This letter is being addressed to former students of McMinnville High School in order that we may obtain their opinions on problems which are applicable to this high school. I am sure that your opinion will be of value to me in many ways and since you are interested in this high school, I urge you and feel confident that you will fill out the questionnaire and return it to me at the earliest opportunity.

This is a piece of personal research that I am doing to meet the requirements of a graduate degree. I hope that it will be of value to you and others as well. I am not interested in individual opinions as such and will keep such individual opinions confidential. I am interested in an over-all picture which will be obtained from all the former students of McMinnville High School.

A self-addressed, stamped envelope is enclosed for your convenience in returning the questionnaire to me promptly.

Sincerely yours,

Duane F. Faul, Teacher
McMinnville High School

DF:csb
Enclosures