

A FOLLOW-UP STUDY OF
CORVALLIS HIGH SCHOOL-LEAVERS

by

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A FOLLOW-UP STUDY OF CORVALLIS HIGH SCHOOL-LEAVERS

CHAPTER I

INTRODUCTION

The secondary school of today has become aware of the necessity of meeting many more of the needs of its pupils. The traditional high school of a few decades ago was mainly a college preparatory institution. Today many of these high schools have enlarged their curriculum to include some courses such as home economics, agriculture, woodwork and metalwork, commercial subjects, automotive mechanics, mechanical drawing, occupations, and other subjects of a vocational nature. More recently courses in trades and industries and distributive education have been added (8:p.4).

Educational requirements for the population have reached the point where a high school education, or its equivalent, is almost a prerequisite for any kind of a job. Furthermore, most states have laws making attendance in school compulsory up to some specified age. For example, in 1947, the State of Oregon passed a law raising the compulsory school attendance from 16 to 18 years of age (20:p.145). Both of these factors have contributed to the increased enrollment in our secondary schools.

As the enrollment has increased, the selective character of the school has decreased. The school must fit the needs of this larger group. As a result, with this increased enrollment it becomes necessary for the school to change its philosophy of education. The final measure of whether the school has met the needs of its pupils beyond the function of formal instruction is to be found in the ability of those whom it trains to take an effective part in the life which lies beyond the classroom.

Purpose of the Study

The purpose of this study is to determine to what extent Corvallis High School has been meeting the needs of its pupils:

1. How well prepared were those who went on to college to compete on the college level?
2. How well prepared were those who graduated and did not go on to college to compete in the labor market?
3. How well prepared were those who terminated their education before graduating to compete for jobs?
4. What had school given these students that they could use?
5. What experiences did it fail to provide that it should have provided?

These are vital questions. They are important to all educators who are interested in evaluating their schools or who are interested in remaking a new philosophy for their schools.

Statement of the Problem

The writer's interest in school-leavers is not a recent one, but the opportunity to study the problem firsthand presented itself while teaching at Corvallis High School. The current professional literature contains many references to school-leavers. The magnitude of the situation can be readily seen when we learn that less than one-half of all pupils who enroll in the fifth grade ever finish high school (14:p.130). At no time have more than 73 per cent of the school-age children ever been enrolled in school (16:p.18). The number of pupils dropping out of Corvallis High School does not seem excessive. The total drop-outs for 1948 were about 5 per cent. This was broken down as follows: 3 per cent from the twelfth grade; 5 per cent from the eleventh grade; 6 per cent from the tenth grade; 7 per cent from the ninth grade; and 3 per cent from the eighth grade. On the other hand, of the 95 per cent of the pupils who remain to finish, the number who go on to college is far above the state or national average--from 50 percent to 60 per cent. College attendance is, to a great extent, a criterion of financial achievement and social status. Because of the

proximity of Corvallis and Oregon State College, it would seem that this criterion is not as applicable in this community as it might be in non-college towns. The opinions of these people, graduates and non-graduates, those who went on to college and those who did not, are of great importance in formulating school policy and curriculum revisions.

Definition of Terms

In reading the current professional literature, the term school-leavers is used almost interchangeably with that of graduates and drop-outs. In this paper the term school-leaver will be used to indicate both terms. A school-leaver, as here defined, is a pupil who enrolled in the eighth, ninth, tenth, eleventh, or twelfth grade and either graduated or withdrew to work or continue his schooling elsewhere.

Scope of the Study

This study covers the high school-leavers for the years 1944, 1946, and 1948. It was hoped that by taking every other year a better cross section of the general school population could be obtained. In 1944 and 1945, many pupils quit school to work and get in on some of the "big money" and also to join the armed services. It was hoped that this study would incorporate some data from this

group. In 1947, the state minimum attendance law was revised upward making 18 or high school graduation a common goal. Since schools were then no longer as selective as before, this too, would have a different effect on the way the questionnaires were answered.

Procedures Used

Because of the great mobility of the population in 1944 and 1946, many school-leavers could not be located. None of them left any forwarding address at the school. As a result, the questionnaire was sent to their last known address. This same thing was true for the 1948 leavers and it still prevails today. This study is limited to those school-leavers who could be located and were willing to cooperate.

Prior to 1947, Corvallis High School was composed of only the tenth, eleventh, and twelfth grades. It was called a Senior High School. The Junior High School, consisting of grades seven, eight, and nine, burned in September, 1946, and the eighth and ninth grades were moved to the Senior High School making it a five-year high school. Records of all students in the Junior High School were destroyed. For the years 1944 and 1946, only those leavers in the Senior High School were used. In 1948, school-leavers from all five grades, eight through twelve, were used. One hundred

eighty-nine questionnaires were sent to the school-leavers of 1944, 191 to the leavers of 1946, and 181 to the leavers of 1948. For the years 1944 and 1946, it was necessary to check the enrollment and schedule cards for the first semester against those for the second semester, and the second semester cards against the following year's cards to isolate the school-leavers. The list of graduating seniors was obtained from the records. For 1948, a notation was made on the card as to whether the pupil withdrew or graduated and when. In cases where a pupil withdrew, the reason was not given nor was any forwarding address ever put on a card so that one could tell where he went. With access to these records, the names of 561 school-leavers were obtained. A total of 561 questionnaires were sent.

A questionnaire* and a letter** were sent to each of these school-leavers, with a stamped self-addressed envelope. The writer, being new to the school system and a total stranger to all the leavers, felt that a questionnaire would be more appropriate for the study than would personal interviews. A total of 169 questionnaires were returned as unable to locate. A short follow-up card*** was sent to those whose questionnaire was not returned. The first

* See Appendix A

** See Appendix B

***See Appendix C

mailing list brought 167 usable returns. Follow-up cards, 200 in number, brought 28 more replies, making a total of 195 usable replies. From the 195 usable questionnaires thus received, tables were constructed to show the pupils' opinions and interpretations of the 20 questions.

CHAPTER II

SIMILAR STUDIES

Follow-up studies are not new in the field of education. One can find in the Education Index follow-up studies dating back many years. The objectives of these studies vary to a considerable degree. The question might well be asked as to the particular value or significance of follow-up studies. In an article in the American School Board Journal, Arnold (2:p.66) summed up the position taken by many educators. He believes that they can be of value if first, they are conducted by competent personnel, and second, if the findings of the study are made use of in future educational policy. This is also in agreement with Kramer, (18:p.25) who writes in the Nations Schools. He quotes Dr. Edwards of the University of California who made the following statement, "It seems to me that follow-up studies are an important function of the school and should be more widely undertaken than at present." Edwards was referring to a study being made by Pierce (24:p.170) in the Gustine Union School in California.

Early termination of school life is being recognized as basically the result of maladjustment to, or lack of interest in, school. Zimand, (31:p.9) in her

article in Parents Magazine, "Don't Let Them Quit School," implies this very thing. Jones, (16:p.18) in his "Life Adjustment Program," states that there is a great need for an educational program based on individual differences and group characteristics: a need for a broadened viewpoint and a genuine desire to serve all youth on the part of the teacher. Johnson and Legg, (15:p.18) in a study conducted in Louisville, Kentucky, in 1947 found that dissatisfaction with school was the chief reason for students leaving school. The Junior Placement Office of the Providence, Rhode Island, School (25:p.47) found that 54 per cent of their drop-outs no longer wished to remain in school. Melcher (21:p.255) found that dislike for school and teachers was the main reason for high school pupils leaving.

Maladjustment to the school program often means failure in school subjects. In a study of the schools in Richmond, Indiana, in 1940, little success in school accounted for 50 per cent of the withdrawals. Richman (26:p.548) found that drop-outs were a major problem in secondary schools during the depression years, too. He found that in the Elizabeth, New Jersey, school, failures in two or more subjects was the chief reason for pupils leaving school. Douglas and Winde (10:p.377) stated that retardation was the chief cause of withdrawals from the

schools in Minneapolis, Minnesota. The latest and most complete study on this subject of school-leavers is that of the National Child Labor Commission conducted under the direction of Dillon (7:p.36). In his study he found that 52 per cent had repeated one or more grades; 56 per cent of these grades repeated were in the elementary grades only; 24 per cent in the junior high school only, and 6 per cent in the high school only. We are all aware that failure of any sort, whether in school or out, has an adverse effect on the personality of the individual, and may result in frustration and a desire to escape from situations that are unpleasant and unfavorable. Briggs (3:p.412) makes the statement, "The first emphasis, then is on the responsibility of education to retain all youth in school and to provide for each and every one a curriculum promising the largest return to him and to society."

Most studies reveal that financial reasons for leaving school are also very pronounced. In the Brown follow-up, (4:p.32) it was listed as the third highest contributing cause. Lanier (19:p.210) found that more dropped out from lower income groups, but it was listed fourth on the reasons for quitting. Douglas and Winde (10:p.376) found that socio-economic factors played a significant part in school drop-outs, especially among

the labor group. In the study by Johnson and Legg, (15:p.20) financial reasons for leaving school were listed as fourth. Hovde, (13:p.297) in a study of pupil drop-outs in Pittsburg, California, found that most pupils quit because of financial reasons. The school population in Pittsburg is composed of mostly first generation Americans from large families, so it could hardly be considered a typical school situation. Dillon (7:p.54) found that financial reasons were listed third in his study of reasons for leaving school. Smith (27:p.155) found that the only significant difference between those who dropped out and those who stayed to finish was economic status and attitude toward school.

The level of intellect of those withdrawing and dropping out of school provides another reason for withdrawals. Ekstrom (11:p.235) found that pupils who continue through high school are, as a rule, more capable than those who drop out. Dillon (7:p.39) reported that of 1015 subjects in his study, 40 per cent had intelligence quotients above 95. In other words, 40 per cent of those leaving school before graduation were educable in our present programs in secondary education. While Lanier (19:p.207) found that those with lower intelligence quotients tended to drop out, Carlisle and Williams (5:p.233) reported that pupils dropping out possessed

mentality at least equal to the slow learner who remained. Douglas and Winde (10:p.378) found that the drop-outs in Minneapolis were, for the most part, of average intelligence.

There is considerable agreement as to the average age and grade placement of school-leavers. Dolmeyer (9:p.37) found that the greatest number of pupils (37 per cent) withdrew from the tenth grade, and that 35 per cent of those who withdrew were 17 years of age. In the Providence, Rhode Island, Study, (25:p.47) it was found that the average age of the drop-out was 16 and the grades from which most of them dropped was 9A and 10B. Smith (27:p.151) and Richman (26:p.549) found the same thing in their studies of two different schools. Dillon (7:p.27) revealed that 54 per cent of the school-leavers in his study were 16 and that 34 per cent were in the ninth grade and 36 per cent were in the tenth grade. These last two figures indicate that 70 per cent of the leavers in this study were in the ninth and tenth grades. This seems to bear out the statement by Fernwalt, (12:p.90) in which he states, "Many of our students are awaiting the chronological age at which they can quit school." The age at which pupils leave school in Albany, Oregon, as revealed by Dolmeyer, (9:p.37) would tend to be higher than in

most states because Oregon established a higher age for compulsory attendance. It might also be affected by the fact that Karpinos (17:p.40) found that the West leads every other section of the country in school attendance.

In follow-up studies of high school graduates, we find that there is a growing demand for increased guidance services. Anderson (1:p.383) found that graduates expressed a desire for more vocational guidance during the later years of high school with more emphasis on aptitude and interest inventories to help the pupil choose an occupational field. Covert, (6:p.274) in a study of a county in Iowa, found that the graduates of six high schools were of the opinion that the guidance services they had received were very inadequate. Along with better guidance services, the graduates wanted a placement and follow-up service. Moser (23:p.171) found in a recent follow-up study in Pittsburg, California, that the graduates felt a need for more counseling, especially in vocational selection. Whipple, (29:p.169) in a survey at Warren, Pennsylvania, found that the graduates there expressed a need for more vocational guidance and a placement and follow-up service.

In the fields of citizenship training, civic and community responsibilities, and human relationships, the high schools seem to be wanting. Such were the findings

of Covert (6:p.276) in his Iowa study. Many of the graduates had not voted, even after reaching voting age, and only 3 per cent were members of service clubs, less than 50 per cent were members of a political party, and only 1 per cent were actively engaged in politics. The graduates also expressed the opinion that learning how to get along with others was of primary importance and more emphasis should be placed on this by the school. Whipple (29:p.170) also found that more emphasis should be placed in the teaching of social studies. Getting along with other people, how to get a job, adjustment to life, living away from home, managing money, and information about home and family life were some of the problems which the graduates thought should be included in courses of study. Weeks, (28:p.441) in his study, emphasized the point that too many high school graduates know too little of what constitutes democracy. Apparently teachers in this field are not convincing the pupils of the value of training for future citizenship. "Schools should encourage methods and activities which develop the skills in human relationships, such as the act of meeting people and the ability to cooperate with others," is a conclusion reached by Anderson (1:p.383) in his Study of Youth as a Basis for Curriculum Construction.

Most graduates agree that the tools of communication--reading, writing, spelling--are the most essential in high school. This was brought out by Anderson, (1:p.382) Covert, (6:p.275) and others. Without skill in the use of these tools of communication, education beyond high school is difficult.

Just how realistically do high school pupils choose their occupations? Meyer (22:p.332) is of the opinion that pupils are either not receiving adequate information as to the employment outlook or they refuse to face the facts. Nearly 50 per cent of the pupils in his study of Eastern High School, Washington, D. C., expected to enter some profession, while at the same time only 10 per cent of the workers in that area could be employed in the professions. Conditions similar to this were brought out in a survey made by Fortune magazine a few years ago. (30:p.302). The selection of occupations by the pupils of Corvallis High School for their 1949 career day showed that no one wanted to be a plumber, brick mason, barber, mortician, bus driver, garbage disposal worker, or common laborer.

In summarizing the findings, we can see that reasons for leaving school can be grouped under two main headings. First are reasons pertaining to school and second are financial reasons. Under the first part, we have such

things as grade failures, retardation, dislike for teachers, and in general, lack of adjustment. Low level of intelligence may account for about 50 per cent of the reasons for drop-outs. Under the second part, we have such things as pupils needing money to buy clothes, needing to help at home, and wanting spending money. The average age of school-leavers was found to be 16 and the average grade placement ninth and tenth.

High school graduates expressed a greater need for more guidance services, including placement bureaus and follow-up services. This also included a greater emphasis on vocational guidance with more time for counseling. Citizenship training was found to be lacking in effectiveness. Things such as learning how to apply for a job, getting along with other people, managing money, and learning more about home and family relationships were some of the things graduates wished they could have learned more about in high school. The subjects thought to be of the most use to graduates were those dealing with reading, writing, and spelling--the tools of communication. Most studies on vocational selection bring out the fact that graduates do not choose their vocations wisely. There is too much emphasis on the glamorous positions and positions with so-called "prestige," or the professions.

CHAPTER III

PRESENTATION OF DATA

For various reasons, it has generally been found that it is much more difficult to get returns from drop-outs than from graduates. Often times the drop-out is in school for such a short period of time that he has no special interest in the school's progress or future. For this reason he may not feel obligated or feel the slightest compulsion to take the time needed to fill out a questionnaire. Again more often, no forwarding address is known. Others may have left because of personality clashes with teachers or principal and so would not aid in any study. Often times drop-outs find that they are unsuccessful in finding employment and hesitate to fill out a questionnaire admitting their failures.

In the present study, after the names and addresses of all graduates and drop-outs were recorded, questionnaires were mailed to each of them. The following table gives a summary of the number of questionnaires mailed.

TABLE 1
Number of Questionnaires Sent

Year	Graduates	Drop-outs	Total
1948	169	40	189
1946	163	28	191
1944	157	24	181
Total	469	92	561

Of the 92 questionnaires mailed to drop-outs, 61 were returned because they could not be located. Of the remaining 31 questionnaires, 18 returns were completed and returned. No returns were received from the drop-outs of 1944, 6 were received from those of 1946, and 12 from the 1948 group. Table 2 gives the returns from the drop-outs.

TABLE 2
Returns from Drop-outs

Year	Number Sent	Unable to Locate	Number Left	Number Returned	Per cent Returned
1948	40	20	20	12	60
1946	28	17	11	6	54.5
1944	24	24	0	0	0
Total	92	61	31	18	58

The returns from the graduates were much better. Out of 469 questionnaires sent, 108, or 23 per cent, could not be located. From the remaining 361, a total of 178 usable returns were received. Table 3 gives a tabulation of returns from the graduates according to year, with percentages.

TABLE 3
Returns from Graduates

Year	Number Sent	Unable to Locate	Number Left	Number Returned	Per cent Returned
1948	149	23	126	67	51.5
1946	163	29	134	62	46.2
1944	157	56	101	49	48.5
Total	469	108	361	178	49.3

TABLE 4
Employment Status of Drop-outs

Status	1948	1946	Total	Per cent
Employed for wages, Full time	4	2	6	33.33
Employed for wages, Part time	3	0	3	16.16
Unemployed and Seeking Work	0	0	0	0
In Armed Forces	2	1	3	16.16
Housewife and not Working	2	1	3	16.16
In School Full Time	1	2	3	16.16
Total	12	6	18	100.00

The employment status of the small number of drop-outs reporting shows none are unemployed. Those employed full time constitute the largest group, 6 out of 18. Those employed full time, in armed forces, housewife and not working, together account for two-thirds of the total. Those employed part time account for one-sixth of the drop-outs as do those in school full time.

TABLE 5
Employment Status of Graduates

Status	1948	1946	1944	Total	Per cent
Employed for wages, Full time	17	19	23	59	27.2
Employed for wages, Part time	25	11	7	43	19.8
Unemployed and seeking work	4	1	1	6	2.9
In Armed Forces	3	11	0	14	6.4
Housewife and not working	2	6	12	20	9.2
In School Full Time	38	25	12	75	34.5
Total	89	73	55	217	100.0

The returns indicate that a total of 59, or 27 per cent, are employed full time. Part time employment accounts for 43 (19.8 per cent). As could be expected, more of the older graduates are employed full time and more of the newer graduates are employed part time. The number of unemployed is relatively small, 6 altogether, and accounts for only 2.9 per cent. The armed forces comes next with a total of 14, or 6.4 per cent. Twenty

are housewives and not working. Those attending school full time comprise the largest number, 75 in all, for a total of 34.5 per cent. Many of the returns were marked as being in school full time and being employed part time. There were 39 who marked their questionnaire in this manner. The questionnaire was sent out in the summer of 1949. How many were working on what they called a part time job during the summer and would return to school full time in the fall, the writer does not know.

TABLE 6
Kind of Work Done by Drop-outs

	1948	1946	Total	Per cent
Executive	0	0	0	0
Professional	0	1	1	7.7
Managerial	0	1	1	7.7
Clerical-Sales	4	3	7	53.8
Service Work	0	0	0	0
Skilled Labor	3	0	3	23.1
Semi-skilled Labor	0	0	0	0
Common Labor	0	1	1	7.7
Apprentice	0	0	0	0
Total	7	6	13	100.0

None of the drop-outs indicated that they were employed in an executive capacity. The largest number are employed in the clerical-sales field. This accounts for 53.8 per cent of the replies, or 7 out of 13 replies. Skilled labor accounted for three more of the replies. One of these was employed in a saw mill and the other two are in the army where they had been trained as radar adjuster and weather observer. The managerial position

is held by a manager of a flower shop. The common labor job was being performed by a student who was working only during the summer. The professional worker stated that he is a junior accountant for an insurance company.

TABLE 7
Kind of Work Done by Graduates

	1948	1946	1944	Total	Per cent
Executive	1	0	0	1	.9
Professional	2	1	7	10	9.4
Managerial	2	0	2	4	3.7
Clerical-Sales	24	17	10	51	47.6
Service Work	1	3	0	4	3.7
Skilled Labor	4	6	2	12	11.3
Semi-skilled Labor	8	3	6	17	15.9
Common Labor	4	0	0	4	3.7
Apprentice	2	0	2	4	3.7
Total	48	30	29	107	100.0

The largest number of graduates, 51, are employed in the clerical-sales field. This field accounts for 50 per cent of the 1948 graduates, 57 per cent of the 1946

graduates, and 34 per cent of the 1944 graduates. It includes stenographers, typists, secretaries, salesmen, salesladies, and general clerks in all three of the years.

Semi-skilled labor accounts for the next greatest number, 17, or 15.9 per cent, and skilled labor is third with 12, or 11.3 per cent, of the total reporting.

There is a tendency for those checking this question to overrate their jobs. Ordinary clerks sometimes rated themselves as executives, while several typists checked professional, as did one auto mechanic. The one executive is a part owner in a store. The two managerial jobs checked for 1948 were not so misleading, one being a manager of an auto parts department and the other an office manager. The seven professional workers for the year 1944 indicated that 4 of them were teachers, one an instrument maker, one a journalist, and the other an auditor. The two managers were connected with offices.

The skilled and semi-skilled workers seemed to have a wide range of jobs, but most of them were either in carpentry or construction or around saw mills. The service workers indicated that they were employed around filling stations or garages, and the common labor jobs were not indicated.

TABLE 8
Length of Time Taken for Drop-outs
to Secure First Job

	1948	1946	Total	Per cent
0-3 months	4	3	7	63.6
4-6 months	1	0	1	9.1
7-12 months	0	1	1	9.1
Year or more	1	1	2	18.2
Total	6	5	11	100.0

Over half of those answering this question secured their first position within the first three months, only one waited as much as six months, one took from seven to twelve months, and two did not secure employment for over a year.

TABLE 9
Length of Time Taken for Graduates
to Secure First Job

	1948	1946	1944	Total	Per cent
0-3 months	30	31	24	85	87.6
4-6 months	2	3	2	7	7.2
7-12 months	0	0	3	3	3.1
Year or more	0	2	0	2	2.1
Total	32	36	29	97	100.0

Out of the 97 reporting, 85 secured employment within three months. This constitutes 87.6 per cent, a very high average. Two had to wait up to six months, 3 could not find jobs until nearly a year had passed, and 2 waited over a year.

TABLE 10
How Drop-outs Obtained First Positions

	1948	1946	Total	Per cent
Through family or friend	1	3	4	28.5
Public employment agency	2	0	2	14.3
Private employment agency	0	1	1	7.2
Newspaper advertisement	0	1	1	7.2
Through school	3	1	4	28.5
Found it yourself	1	1	2	14.3
Total	7	7	14	100.0

It is significant to note that out of 14 replies, 4 of the drop-outs received work through the school. Three of these were for the year 1948. Family or friends also shows to be a good source for jobs, 4 reporting that they got their first job in this way. Public employment agency is credited with only 2 jobs, and 2 drop-outs report getting their own jobs. Private employment agency and newspaper advertisements rate lowest with only one job

each. Of the total that reported, only 4 claimed any assistance in securing their jobs.

TABLE 11
How Graduates Obtained First Positions

	1948	1946	1944	Total	Per cent
Through family or friends	16	20	13	49	40.0
Public employment agency	0	2	2	4	3.3
Private employment agency	0	1	1	2	1.7
Newspaper advertisement	3	1	1	5	4.8
Through school	6	5	5	16	13.0
Found it yourself	14	17	16	47	38.2
Total	39	46	38	123	100.0

The results here, while greater in number than the returns from the drop-outs, indicate the same general picture. Family or friends helped 40 per cent of the graduates find jobs, while 38.2 per cent of the graduates found their own jobs. It is interesting to note that the school is beginning to play a larger part in student

placement, placing 16 graduates in positions for a total of 13 per cent of the replies. Newspaper advertisements were the source of 5 jobs, 4.8 per cent; public employment agencies next with 4 jobs, 3.3 per cent; and private employment agencies last with 2 jobs or 1.7 per cent of the total. From the results indicated here, the public employment agencies do not seem to be a very important factor in job placement among Corvallis High School graduates. However, it must be remembered that during the years covered in the study, jobs were easy to get. As employment becomes harder to get, the facilities of the public employment agency will be used more extensively. In 1948, 9 indicated that they had assistance in making the contact for their first job; 3 indicated the same in 1946; and 8 in 1944, for a total of 20.

TABLE 12

How Drop-outs Heard About First Position

	1948	1946	Total	Per cent
Through family or friend	2	2	4	31.0
Public employment agency	1	0	1	7.7
Private employment agency	1	0	1	7.7
Newspaper advertisement	0	2	2	15.3
Through school	1	1	2	15.3
Found it yourself	2	1	3	23.0
Total	7	6	13	100.0

The results here are much the same as in Table 10. Four pupils, or 31 per cent, heard of their first positions through their family or a friend. Three of the drop-outs, 23 per cent, found their own leads. School gave leads to 2 people, and public and private employment agencies each supplied information for one.

TABLE 13
How Graduates Heard About First Position

	1948	1946	1944	Total	Per cent
Through family or friend	19	20	14	53	45.0
Public employment agency	1	3	2	6	5.0
Private employment agency	0	1	0	1	.8
Newspaper advertisement	2	1	1	4	3.2
Through school	7	5	7	19	16.0
Found it yourself	9	13	13	35	30.0
Total	38	43	37	118	100.0

With the graduates also, information concerning jobs comes more often through family or friend. This source accounts for 45 per cent of all information. Approximately one-third, 30 per cent, of the graduates found their own leads, while the school supplied information about jobs to 19 pupils, 19 per cent of the total. Employment agencies, both private and public, accounted for only 5.8 per cent of the leads, and newspaper advertisements gave leads to only 4 graduates.

TABLE 14
Weekly Wages of Drop-outs

Wage	1948	1946	Total	Per cent
\$21-30	4	0	4	33.3
\$31-40	2	2	4	33.3
\$41-50	0	1	1	8.4
\$51-60	0	1	1	8.4
\$61-70	0	0	0	0
\$71-80	0	0	0	0
\$81-90	0	0	0	0
\$91-100	1	1	2	16.6
Total	7	5	12	100.0

The weekly wage of this group is not high. One-third of those reporting earned \$30 or less per week and one-third earned \$40 or less per week. By combining these two groups, we find that two-thirds of the total number reporting earned between \$20 and \$40 per week. Only 2 of this group of 12 reported earnings up to \$100 a week. By combining all the wages, we get an average of \$44 per week.

TABLE 15
Weekly Wages of Graduates

Wage	1948	1946	1944	Total	Per cent
\$21-30	7	2	3	12	15.7
\$31-40	9	4	1	14	18.5
\$41-50	4	9	7	20	26.3
\$51-60	2	5	7	14	18.4
\$61-70	1	2	3	6	7.9
\$71-80	0	0	0	0	0
\$81-90	0	0	4	4	5.3
\$91-100	3	0	3	6	7.9
Total	26	22	28	76	100.0

The average weekly wage of the graduate is higher than that of the drop-out--\$49. Over 78 per cent, 60 out of 76 reporting, earned between \$20 and \$60, with one-third of these in the \$41-50 bracket.

TABLE 16

Extent to Which Present Job is Like the Type of Work
Drop-out Thought He Would Get When
He Finished High School

	1948	1946	Total	Per cent
Didn't have any definite idea	5	1	6	40.0
Not related at all	4	3	7	46.6
Is somewhat related	0	0	0	0
Closely related but not what I expected	1	1	2	13.4
Exactly the kind of job I thought I would get	0	0	0	0
Total	10	5	15	100.0

The information brought out here indicates that 40 per cent of the drop-outs had no definite idea as to what kind of jobs they would get. Forty-six per cent said the jobs they got and the kind of jobs they thought they would get were not related at all.

TABLE 17

Extent to Which Present Job is Like the Type of Work
Graduate Thought He Would Get When
He Finished High School

	1948	1946	1944	Total	Per cent
Didn't have any definite idea	14	9	12	35	30.0
Not related at all	8	9	9	26	22.0
Is somewhat related	8	4	6	18	15.3
Closely related but not what I expected	5	7	3	15	12.7
Exactly the kind of job I thought I would get	6	13	5	24	20.0
Total	41	42	35	118	100.0

Here we find that 30 per cent of the graduates had no definite idea as to what to expect in the line of work, and 22 per cent stated there was no relationship at all between the jobs they got and the kind of jobs they thought they would get. However, 20 per cent of the graduates indicated that the jobs they got were exactly like the kind they thought they would get. Nearly 50 per cent saw some relationship between the kind of work they got and the kind they expected.

TABLE 18
Relationship of the High School Training
of Drop-outs to Present Jobs

	1948	1946	Total	Per cent
Not related at all	6	4	10	62.5
Gave me a general background	3	2	5	31.2
Gave me a specific background	1	0	1	6.3
Total	10	6	16	100.0

It is significant that 10 out of 16 drop-outs indicated that their high school training was not related at all to their present jobs. Only 5 indicated that high school gave them a general background.

TABLE 19
Relationship of High School Training
of Graduates to Present Jobs

	1948	1946	1944	Total	Per cent
Not related at all	20	14	13	47	39.4
Gave me a general background	17	28	16	51	43.2
Gave me a specific background	4	3	4	11	17.4
Total	41	45	33	119	100.0

The results from the graduates are a little different from the results of the drop-outs. Fifty-one graduates, or 43.2 per cent, said that high school gave them a general background for their present jobs. Nearly 40 per cent, 47 graduates, said their high school training was not related to their present jobs, and 17.4 per cent stated that they received a specific background for their present jobs. By combining the last two classifications, we find that 62 graduates, 60.6 per cent, received training that gave them either a general or a specific background for their present jobs.

TABLE 20
Job Satisfaction of Drop-outs

	1948	1946	Total	Per cent
Very dissatisfied	3	0	3	17.4
Somewhat dissatisfied	0	0	0	0
Indifferent	2	2	4	23.5
Reasonably well satisfied	2	3	5	29.4
Highly satisfied	4	1	5	29.4
Total	11	6	17	100.0

The job satisfaction of the drop-outs indicates that nearly 60 per cent are reasonably or highly satisfied with their jobs. Indifference accounted for 23.5 per cent, and 17.7 per cent said that they were very dissatisfied.

TABLE 21
Job Satisfaction of Graduates

	1948	1946	1944	Total	Per cent
Very dissatisfied	3	2	0	5	4.6
Somewhat dissatisfied	6	2	3	11	9.8
Indifferent	3	4	10	17	15.1
Reasonably well satisfied	16	18	14	48	42.8
Highly satisfied	14	15	2	31	27.7
Total	42	41	29	112	100.0

The graduates seem to have found jobs that were more satisfying. Over 70 per cent indicate that they are either reasonably or highly satisfied with their jobs. Only 15 per cent are indifferent, and 4.6 per cent are either somewhat or very dissatisfied. Combining the first three classifications, we find that approximately 30 per cent of the graduates answering this question are either dissatisfied or indifferent.

TABLE 22

The Extent to Which Guidance Services Received in
High School Have Been Helpful to the Drop-out

	1948	1946	Total	Per cent
Didn't have any in high school	2	2	4	25.0
It was not helpful at all	0	0	0	0
Very little help	0	0	0	0
Some help	6	4	10	62.5
Extremely helpful	2	0	2	12.5
Total	10	6	16	100.0

It is interesting to note that 10 out of the 16 answering this question, 62.5 per cent, indicate that the guidance services they received were of some help. Four, or 25 per cent, claimed they had no guidance services, and two stated that the guidance services were extremely helpful.

TABLE 23

Extent to Which Guidance Services Received in
High School Have Been Helpful to the Graduate

	1948	1946	1944	Total	Per cent
Didn't have any in high school	10	20	20	50	34.8
It was not helpful at all	3	2	1	6	3.6
Very little help	23	15	10	48	29.9
Some help	23	15	13	51	31.4
Extremely helpful	3	4	0	7	4.3
Total	62	56	44	162	100.0

The results from this question show that of the 162 graduates answering this question, approximately 65 per cent state that the guidance services they received in high school were of very little or no help. It is quite evident that there is a great need for improved guidance services at Corvallis High School.

TABLE 24

Do You Think that Well Qualified Counselors Who Have Free Time so that Students Can Talk to Them about their Problems Should be Provided in High School?

	<u>Drop-outs</u>				<u>Graduates</u>			
	1948	1946	Total		1948	1946	1944	Total
Yes	2	6	8		63	56	46	165
No	1	0	1		1	3	0	4
Total	3	6	9		64	59	46	169

The results from this question show quite conclusively that drop-outs and graduates alike are almost unanimous in indicating the need for counselors in high schools. Many of the answers to this question had the words "well qualified" underlined. Apparently the pupils are aware of the fact that not just any counselor will do but they want people in these positions who are well trained and qualified as such. Since this data was collected, a woman teacher has been freed for counseling duties 5 hours a day and two vice-principals also devote part of their time to counseling.

TABLE 25

The Extent to which Drop-outs Felt that School Should Help
its Pupils Solve their Social and Personal Problems

	1948	1946	Total	Per cent
None	0	0	0	0
Very little	0	1	1	5.7
Some	3	1	4	22.2
Much	2	3	5	27.7
Very much	7	1	8	44.4
Total	12	6	18	100.0

The significant thing here is not that the pupils think the school should help them solve their social and personal problems, but the extent to which the school should help. Forty-four per cent say very much and 27 per cent say much. If we include the 22.2 per cent who think school should help some, we have an aggregate total of approximately 95 per cent who think the school should help students solve their social and personal problems.

TABLE 26

The Extent to which Graduates Felt that School Should Help
its Pupils Solve their Social and Personal Problems

	1948	1946	1944	Total	Per cent
None	1	0	0	1	.6
Very little	5	3	1	9	5.2
Some	31	20	15	66	38.7
Much	12	13	15	40	23.4
Very much	17	23	15	55	32.1
Total	66	59	46	171	100.0

Approximately 95 per cent of the 171 graduates who answered this question think that the school should give some assistance in helping the pupils to solve their social and personal problems. Much or very much help is the wish expressed by 55.5 per cent of the total, while 38.7 per cent want some help in their problems.

TABLE 27

Help Received by Drop-outs from Teachers in Choosing
and Planning for an Occupation

	1948	1946	Total	Per cent
None	4	2	6	33.3
Very little	3	1	4	22.2
Some	2	3	5	27.8
Much	0	0	0	0
Very much	3	0	3	16.7
Total	12	6	18	100.0

The help received by drop-outs from teachers in choosing and planning for an occupation shows that 53.5 per cent received very little or none. Almost 28 per cent received some help, and 16.7 per cent received very much help.

TABLE 28

Help Received by Graduates from Teachers in Choosing
and Planning for an Occupation

	1948	1946	1944	Total	Per cent
None	31	28	14	73	42.9
Very little	17	19	22	58	34.1
Some	16	10	8	34	20.0
Much	3	0	0	3	1.7
Very much	0	1	1	2	1.3
Total	67	58	45	170	100.0

The graduates do not indicate as much help in choosing or planning for an occupation as do the drop-outs. One hundred thirty-one graduates, or 72 per cent, marked very little or no help. Only 20 per cent said they got some help, and only 3 per cent claimed much or very much help.

TABLE 29
Degree to Which Drop-outs Received Help from
Girl's Advisor, Principal, or Vice-Principal
in Planning for an Occupation

	1948	1946	Total	Per cent
None	3	3	6	60
Very little	2	0	2	20
Some	1	1	2	20
Much	0	0	0	0
Very much	0	0	0	0
Total	6	4	10	100

Only 20 per cent of the drop-outs indicated that they got some help from the principal, vice-principal, or girl's advisor in planning for an occupation. The remaining 80 per cent claimed very little or no help.

TABLE 30

Degree to Which Graduates Received Help from
Girl's Advisor, Principal, or Vice-Principal
in Planning for an Occupation

	1948	1946	1944	Total	Per cent
None	36	37	23	96	63.5
Very little	15	10	10	35	23.1
Some	7	4	7	18	12.0
Much	0	1	0	1	.7
Very much	0	0	1	1	.7
Total	58	52	41	15	100.0

These results are much the same as the results obtained for the drop-outs in Table 29. Less than 14 per cent of the 151 pupils reporting received some or much help, while over 85 per cent reported very little or no help.

TABLE 31
Subjects Drop-outs Had in High School
that Have Been Most Helpful

	1948	1948	Total
English	6	5	11
Typing	4	2	6
Mathematics	4	2	6
Bookkeeping	2	2	4
Physical Education	1	2	3
Home Economics	4	2	6
Total	21	15	36

Not all subjects have been listed. Only those that could be recorded have been used. However, every subject in the curriculum was listed at least once as being the most helpful. With the drop-outs, English was picked as the most helpful the greatest number of times. Typing, mathematics, and home economics were all picked an equal number of times as being most helpful.

TABLE 32
Subjects Graduates Had in High School
that Have Been Most Helpful

	1948	1946	1944	Total
English	43	46	34	123
Typing	33	25	27	85
Mathematics	22	27	15	64
Social Economics	20	10	11	41
Shorthand	5	12	8	25
Speech	10	8	6	24
Chemistry	12	6	2	20
Algebra	15	0	5	20
Home Economics	2	10	7	19
Shop	7	7	4	18
Bookkeeping	5	8	5	18
Biology	4	12	1	17
Physics	11	3	1	15
Latin	8	1	2	11
Distributive Education	8	0	0	8
Total	205	175	128	508

English, typing, and mathematics hold the first three positions here as in Table 32 for the drop-outs. Social economics comes next, followed by shorthand and speech. Many of the technical subjects were picked by those who went on to college. This is also true in regards to typing. Many college students find it very convenient to be able to type. One of the subjects which was offered for the first time in 1948 is Distributive Education--a course designed to help those going into the buying and selling of merchandise. It has already established its value in the curriculum.

TABLE 33
Subjects Taken by Drop-outs that
Have Been Least Helpful

	1948	1946	Total	Per cent
History	7	3	10	45.4
Science	2	2	4	18.2
Algebra	2	2	4	18.2
Literature	2	2	4	18.2
Total	13	9	22	100.0

History is the one subject that stands out here as being the least helpful. Science, algebra, and literature were picked by 4 drop-outs. Many more subjects were listed but not enough times to tabulate.

TABLE 34
Subjects Taken by Graduates that
Have Been Least Helpful

	1948	1946	1944	Total
History	20	18	12	50
Social Education	16	11	7	34
Health	11	4	1	16
Spanish	7	6	3	16
English	9	1	5	15
Algebra	8	4	3	15
Mathematics	7	2	2	11
Geometry	4	2	3	9
Latin	4	3	1	8
Music	4	0	0	4
Total	90	51	37	178

The opinions of the graduates as to the least helpful subjects show that history is first. This was also true of the drop-outs in Table 33. Social education, which should be very helpful in learning how to get along with other people, is next on the list. English, health,

Spanish, and algebra were all chosen about the same number of times as being least helpful. Many other subjects were listed but not enough times to tabulate.

A great number of drop-outs and graduates expressed the idea that there were many subjects that they did not take in high school that they wished they had taken. Table 35 and Table 36 list these subjects in the order in which they were selected.

TABLE 35
Subjects that Drop-outs Wished They
Had Taken in High School
But Did Not Take

	1948	1946	Total
Shorthand	2	2	4
Typing	2	2	4
Mechanics	0	2	2
Mathematics	2	0	2
Total	6	6	12

A great number of subjects were listed here, too, but only those that occurred often enough to tabulate have been listed. Shorthand and typing appear to head the list for the drop-outs.

TABLE 36
Subjects that Graduates Wished They Had Taken
in High School but Did Not Take

	1948	1946	1944	Total
Chemistry	15	10	9	34
Physics	8	11	7	26
Typing	8	8	5	21
Bookkeeping	13	1	5	19
Latin	4	5	10	19
Speech	4	6	8	18
Shorthand	6	5	6	17
Spanish	4	6	7	17
French	1	4	11	16
Mathematics	6	5	5	16
Algebra II	6	5	5	16
Geometry	4	7	5	16
Algebra	1	8	4	13
Trigonometry	4	0	2	6
Solid Geometry	0	4	0	4
Home Economics	1	3	0	4
Total	85	88	89	262

Table 36 shows a list of those subjects that could be tabulated. It is surprising to note all the technical subjects chosen and their position in the list. Chemistry and physics top the list. Typing appears again, in third place, as a subject the graduates wished they had taken. On Table 35 it is listed second. Bookkeeping also enjoys a great popularity. Foreign languages seem to be missed by many graduates, as are the various mathematics courses. From the list, it might be concluded that quite a few graduates wished that they had taken more college preparatory courses.

Bookkeeping, shorthand, and typing are basic subjects for office work, and all three are on the list as subjects that the graduates wished they had taken. Perhaps employment in this field is easier to get or more appealing than before.

The graduates and the drop-outs were asked if they would take these subjects, which they wished they had taken, in night school. Only 30 per cent of the graduates said that they would if the courses were offered, but 75 per cent of the drop-outs expressed a desire to do so. Table 37 gives the figures.

TABLE 37

Number of Graduates and Drop-outs that Would
Attend Night School

	<u>Drop-outs</u>				<u>Graduates</u>			
	1948	1946	Total		1948	1946	1944	Total
Yes	6	3	9		12	15	12	39
No	2	1	3		32	32	23	87
Total	8	4	12		44	47	35	126

TABLE 38

Reasons Why Drop-outs Left the Corvallis Area

	1948	1946	Total	Per cent
No opportunities available in what I wanted to do	6	3	9	53
Left because family moved away	6	1	7	41
Didn't like the Corvallis area	0	0	0	0
Joined armed forces	0	1	1	6
Total	12	5	17	100

Lack of opportunities seems to be the main reason for pupils leaving the Corvallis area. The family moving away is the next reason. How many left because they got married and classified their reason in one of the first two, is not known.

TABLE 39

Reasons Why Graduates Left the Corvallis Area

	1948	1946	1944	Total	Per cent
No opportunities available in what I wanted to do	10	8	18	36	65.4
Left because family moved away	4	4	4	12	21.8
Didn't like the Corvallis area	1	3	2	6	10.9
Joined armed forces	0	1	0	1	1.9
Total	15	16	24	55	100.0

With the graduates, as with the drop-outs, the lack of opportunities is the main reason for pupils leaving this area. Parents moving caused 21.8 per cent to move away, while only 10.9 per cent left because they did not like this area. In a city the size of Corvallis, it can be expected that the opportunities will be more limited and people looking for work will leave and look elsewhere.

TABLE 40

High School Experiences Which Graduates Thought Were
Most Helpful in College Life

Experience	1948	1946	1944	Total	Per cent
Courses that prepared me for college	27	29	23	79	27.6
Extra class activities	26	22	33	81	28.3
Band	3	0	5	8	}
Athletics	7	6	7	20	
Music	3	5	7	15	
Dramatics	2	4	3	9	
Clubs	11	7	11	29	
Learning to get along with others	30	27	32	89	31.1
Contacts with certain teachers	12	11	14	37	23.0
Total	95	89	102	286	100.0

The significant thing that we note here is that learning to get along with others is the most important thing to the graduates. This correlates with the answers in Table 24 in which the pupils express the degree to which

they think the school should help them with their social and personal problems. Extra class activities ranks next but only slightly above courses that prepared them for college. Contacts with certain teachers is also of very great importance.

The returns from the drop-outs indicate that 12 out of the 18 who answered continued school elsewhere. Most of them did not state where they went. Two continued in Washington, one went to a Montana school, one to a school in Missouri, and one to a school in California.

The last grade completed ranged from 9 to 14. One finished only the ninth grade, 4 finished the tenth grade, 6 finished the eleventh grade, 3 finished the twelfth grade, and one each the thirteenth and fourteenth grades.

Only 6 drop-outs reported why they quit school. All 6 of these said that they felt school had nothing to offer them.

TABLE 41

Experiences that Graduates Felt Corvallis High School Should
Have Provided its Pupils Which They Failed to Receive

	1948	1946	1944	Total
Guidance and counseling services	6	27	23	56
Greater pupil participation in activities	12	5	8	25
Teach pupils how to study	12	7	5	24
More teacher cooperation	6	2	7	15
Make pupils study harder	8	3	4	15
Greater teacher understanding	5	6	4	15
More emphasis on preparation for college	10	0	1	11
More home work	7	2	2	11
Too many activities	4	3	4	11
More intensive literature courses	6	2	0	8
More practical courses	0	2	3	5
Courses in marriage and family relations	0	2	3	5
Total	76	61	64	201

Many more suggestions than these were given but only those that were given often enough to tabulate were used.

The graduates only have been used here because the drop-outs all indicated different things. No two reports from the drop-outs on this question were alike--no two suggested the same thing. The one significant thing about the reports from the graduates is the guidance and counseling services which they think the school should provide. It is also interesting to note that the older graduates seem to be more aware of this, in that more of the older graduates seem to feel that the school should provide this service. They have been out long enough to see a greater need for such help. Greater pupil participation in activities comes next, followed by a desire to see that the pupils are taught how to study. Many graduates expressed the idea that perhaps a regular course should be taught on this subject, as it is in colleges and universities. Along with this same subject they expressed the feeling that the pupils should be compelled to study harder. This would seem to indicate that those who went to college saw more of a need for better study habits. With this idea was also expressed the idea that more home work should be in order. Greater teacher understanding and teacher cooperation were also desired. Just how they meant this, they did not elaborate. Both of these are an integral part of a good school, and a good guidance

program. The fact that pupils took part in too many activities was expressed by some. A course in marriage and family relations was wanted by the classes of 1946 and 1944. That course was added to the curriculum in 1948.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

This study was initiated to determine how well Corvallis High School has been meeting the needs of its pupils. A total of 561 questionnaires was sent to the school-leavers of 1948, 1946, and 1944. This included graduates as well as those who dropped out. From these 561 questionnaires, a total of 196 usable returns were used. This included only 18 from the drop-outs and 178 from the graduates. Not enough returns were received from the drop-outs to warrant valid conclusions or recommendations concerning them. The returns from the graduates, 49 per cent, however, are large enough to warrant making some valid summaries and recommendations. In all cases these summaries and recommendations include both graduates and drop-outs (school-leavers), unless otherwise stated.

SUMMARY

1. The largest per cent of school-leavers are employed in the clerical-sales field.
2. A larger per cent of the graduates are employed in the higher socio-economic level occupations than are the drop-outs.
3. The weekly wage of the graduates is approximately \$5 higher than for the drop-out.
4. Family or friends seem to be the best source of information for finding jobs or getting leads on jobs.
5. In about 50 per cent of the cases, high school gave the school-leaver a general background for his present job.
6. Job satisfaction of school-leavers shows that about 65 per cent of them are either well or highly satisfied with their present jobs.
7. Guidance services which the school-leaver had while in high school seemed to be of very limited value. Almost one-third reported that they did not have any at all in high school.
8. Over 97 per cent of all the students involved in the study thought that school should provide well qualified counselors who have free time so that students can talk to them about their problems.

9. Over 90 per cent of the school-leavers thought that school should help the individual solve his personal and social problems. The degree to which the school should help varies from some to very much.

10. Most of the school-leavers indicated they received none or very little help from the principal, vice-principal, deans, or teachers in choosing or planning for an occupation.

11. English, typing, and mathematics, in this order, were conceded to be the most helpful subjects to the school-leavers. Social economics, shorthand, and speech also ranked very high.

12. Subjects that were designated to be the least helpful by the school-leavers were history, social education, and algebra. However, history was selected by more of the leavers than was any other single subject.

13. A larger per cent of the drop-outs than the graduates would attend night school to take subjects which they wished they had taken while in school but did not take.

14. More school-leavers left the Corvallis area because of lack of opportunities than for any other reason.

15. Graduates who went on to college said that learning to get along with others was the most helpful thing they learned in high school. College preparatory courses and extra class activities were listed as about even in helpfulness, and contacts with certain teachers was last.

16. In listing the experiences that they felt Corvallis High School should provide which they failed to receive while in high school, the school-leavers listed guidance services the greater number of times. The next two in order of importance were greater participation in school activities and the need for teaching pupils how to study.

RECOMMENDATIONS

1. The forwarding address of all drop-outs be taken so that it can be used for future studies if wanted.

2. That drop-outs be interviewed before leaving school to determine the cause for leaving. Also, that the pupil's teachers also be asked at the same time to indicate why they believe the pupil is leaving.

3. That the guidance services of Corvallis High School be greatly increased to take care of the growing student body.

4. That well qualified and competent counselors be given time to counsel with students about their personal and social problems as well as their vocational problems.

5. That a better job be done in convincing the student body of the value of guidance services so that the students will use these services more.

6. That placement and follow-up services be added to our guidance services for the benefit of the student body.

7. That greater emphasis be placed on the study of human relations.

8. That a study of this kind be carried on periodically to determine desirable changes in the curriculum.

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APPENDICES

APPENDIX A

QUESTIONNAIRE TO CORVALLIS HIGH SCHOOL-LEAVERS

Mr.
 Name Mrs. _____ Class of _____
 Miss _____

Present Address _____
 (Street and Number) (City) (State)

Married: Yes () No () _____
 (Girl's Maiden Name) (phone)

Separated () Divorced () Number of Children _____

Date Married _____
 (Date this filled in)

1. What is your present employment status? (Check one)

- | | |
|--|--|
| a. <input type="checkbox"/> Employed for wages,
full time | e. <input type="checkbox"/> Housewife (and not
working) |
| b. <input type="checkbox"/> Employed for wages,
part time | f. <input type="checkbox"/> In school full
time |
| c. <input type="checkbox"/> Unemployed and
seeking work | g. <input type="checkbox"/> Other and designate
_____ |
| d. <input type="checkbox"/> In Armed Forces | |

2. If now employed, give

- a. Business in, or product produced _____
- b. Kind of work you do. Check and give example of
work performed.
- | | |
|---|-------|
| (1) <input type="checkbox"/> Executive | _____ |
| (2) <input type="checkbox"/> Professional | _____ |
| (3) <input type="checkbox"/> Managerial | _____ |
| (4) <input type="checkbox"/> Clerical and sales | _____ |
| (5) <input type="checkbox"/> Service work | _____ |
| (6) <input type="checkbox"/> Skilled labor | _____ |
| (7) <input type="checkbox"/> Semi-skilled labor | _____ |
| (8) <input type="checkbox"/> Common labor | _____ |
| (9) <input type="checkbox"/> Apprentice | _____ |
| (10) <input type="checkbox"/> Other | _____ |

c. How long a period of time elapsed between the end of your formal education and your first position?

(1) 0-3 months
(2) 4-6 months

(3) 7-12 months
(4) Year or more

3. How did you obtain your first position?

a. Through family or friend
b. Public employment agency
c. Private employment agency

d. Newspaper advertisement
e. Through school
f. Found it yourself
g. Did anyone help you make the contact

4. How did you hear about your first position?

a. Through family or friend
b. Public employment agency
c. Private employment agency

d. Newspaper advertisement
e. Through school
f. Found it yourself
g. Did anyone help you make the contact

5. If employed full time, what is your weekly wage?

a. \$21-30
b. \$31-40
c. \$41-50

d. \$51-60
e. \$61-70
f. \$71-80

g. \$81-90
h. \$91-100

6. To what extent is your present job like the type of work you thought you would follow when you left high school?

a. Didn't have any definite idea about work while in high school
b. Not related at all
c. Is somewhat related
d. Closely related but not what I expected
e. Exactly the kind of job I thought I would get

7. What is the relation of your high school training to your present job?

a. Not related at all
b. Gave me a general background

c. Gave me a specific background

8. How well are you satisfied with your present job?
Why or why not?

- a. ☐ Very dissatisfied _____
- b. ☐ Somewhat dissatisfied _____
- c. ☐ Indifferent _____
- d. ☐ Reasonably well satisfied _____
- e. ☐ Highly satisfied _____

9. To what extent have the guidance services which you received in high school been helpful to you? By guidance services we mean occupational and vocational information which you may have received from your teachers or from the principal, and help in educational and social problems.

- a. ☐ Didn't have any in school
- b. ☐ It wasn't helpful at all
- c. ☐ Very little help
- d. ☐ Some help
- e. ☐ Extremely helpful

10. Do you think that well qualified counselors should be provided in high school who have free time so that students can talk to them about their problems?

Yes _____ No _____

11. To what extent do you feel high school should attempt to help its pupils solve their social and personal problems?

- a. ☐ None
- b. ☐ Very little
- c. ☐ Some
- d. ☐ Much
- e. ☐ Very much

12. How much help did you receive from your high school teachers in choosing and planning for an occupation?

- a. ☐ None
- b. ☐ Very little
- c. ☐ Some
- d. ☐ Much
- e. ☐ Very much

13. If you received little or no help in choosing and planning for an occupation from your high school teachers, to what degree did you get any help from the girls' advisor, principal, or vice-principal?

- a. ☐ None
- b. ☐ Very little
- c. ☐ Some
- d. ☐ Much
- e. ☐ Very much

14. List the subjects you had in high school which have been most helpful to you since leaving.

a. _____ d. _____
 b. _____ e. _____
 c. _____ f. _____

15. List the subjects you had in high school which have been least helpful to you since leaving.

a. _____ d. _____
 b. _____ e. _____
 c. _____ f. _____

- g. Are there any subjects you wish you had taken in high school but did not take?

Yes _____ No _____

- h. List them: _____

- i. Would you take them if offered at night school?
 Yes _____ No _____

16. If you are employed in some community away from Corvallis, give your reason for leaving.

a. ___ No opportunities available in what I wanted to do.
 b. ___ Left because my family moved away.
 c. ___ Didn't like the Corvallis area.
 d. ___ Other reasons _____

17. If you attended college after graduating from high school, which of your high school experiences do you feel were most helpful?

a. ___ Course that prepared me for college.
 b. ___ Extra class activities: band _____;
 athletics _____; music _____;
 dramatics _____; others _____

18. If you dropped out or left Corvallis High School, did you continue schooling elsewhere?

Yes _____ No _____
 a. If you did continue, state where _____
 b. Last grade completed _____

19. If you did drop out of Corvallis High School and did not continue schooling elsewhere, why did you quit?

- a. ☐ Had to go to work.
- b. ☐ Moved to a place where there was no opportunity.
- c. ☐ Felt as though school had nothing to offer.
- d. ☐ Other reasons _____

20. What experiences do you feel the Corvallis High School should provide its students that you failed to receive while you were here?

APPENDIX B
LETTER ACCOMPANYING QUESTIONNAIRE TO
CORVALLIS HIGH SCHOOL-LEAVERS

C-14, Apartment 4
Adair Village, Oregon

Dear Former Student:

Since leaving Corvallis High School you have, no doubt, encountered certain difficulties and had many valuable experiences. We should like to have the students now in high school have the benefits of your experiences in order that they might better meet the problems of making a satisfactory living after they leave school.

Realizing that the school may not have adequately met the needs of all its students in the past, we are asking for your suggestions as to how we might be of greater assistance to the students in the future.

You can help us by filling in the enclosed questionnaire carefully and returning it to us as soon as possible. If there are any questions you do not wish to answer, please omit them and return the questionnaire filled out as completely as you desire. The contents will be kept strictly confidential.

Very truly yours,

(Signed)

Howard A. Forrest, Instructor
Corvallis High School

Enclosures

APPENDIX C

FOLLOW-UP CARD TO CORVALLIS HIGH SCHOOL-LEAVERS

C-14-4
Adair Village, Oregon

Dear Former Student,

Our Follow-Up Study of Corvallis High School Leavers is coming along nicely. However, in checking over the returns, we find that we do not have your questionnaire. Would you send this to us at your earliest convenience? It will help to complete our survey.

Sincerely,

(Signed)
Howard A. Forrest