

AN ABSTRACT OF THE THESIS OF

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HIGH SCHOOL BY A SURVEY OF ITS DROP-OUTS AND GRADUATES

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The purpose of this study was to survey the former students of the Central Point High School as to their opinions and suggestions for the improvement of the school's program and activities. The survey was made among the drop-outs and graduates from the years 1940 through 1950. The study was made by the use of a short, concise questionnaire which was either mailed or given personally to those concerned. Two hundred and nineteen questionnaires were returned out of the three hundred and thirty-five sent out and were used as a basis for this study.

The primary findings of the study show that graduates are more interested in their former school than drop-outs. Most of the drop-outs had to leave school because of financial reasons, marriage or the desire to find employment. The graduates felt that their high school studies had been of considerable help and the drop-outs indicated that they felt the subjects had been of little benefit. Domestic science and industrial arts were found to be the most interesting, the most liked and the most worthwhile subjects because of their post-school value. Also, well liked were the commercial subjects because of their help in securing employment. The drill subjects, such as English and mathematics, were not liked, but their worth in later life was recognized.

The recommendations for this study are:

1. English and health courses should be revised as to content, textbook and teaching methods, and ability of the personnel.
2. Shop should be offered as a four-year program and should include a good automotive engineering course.
3. Art should be added to the curriculum. Handicrafts such as leather working, ceramics, wood-burning, etc. should be included as an introduction to hobbies and the use of leisure time.

4. Teachers should set up and follow rules and regulations for conducting study halls, and in making assignments for home study.

5. A stronger, more democratic student government should be included in the school program.

6. At least two other languages should be offered, preferably Spanish and French.

7. School time should be allowed for the pursuance of extra-curricular activities.

8. Occupational and guidance services should be a part of the school program to assist the students.

9. School activities offered should be those that will be of the greatest possible help in later life.

10. Additional commercial courses such as office practice, advanced shorthand and typing should be added to the curriculum.

11. Private facilities for the girls in both the showers and dressing rooms should be constructed in the gymnasium.

12. An adequate locker system should be installed in the boys' section of the gymnasium. This probably should be done in the girls' section as well.

13. An on-the-job training program should be made possible for those students who must leave school before graduation, for whatever reason, financial or otherwise. Drop-outs should be encouraged to finish their education if possible by including in the program further vocational courses.

14. The present agricultural program should be expanded to meet the needs of every type of farming done in this area.

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HIGH SCHOOL BY A SURVEY OF ITS
DROP-OUTS AND GRADUATES

by

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CHAPTER I

INTRODUCTION

The community of Central Point, Oregon, had always been a small one, but during and since the period of World War II the growth of the population has been significant. One of the biggest problems that arose with this population influx concerned the public schools and the education of the school-age child. Within a span of ten years the school population tripled, and neither the school facilities nor the school budget could adequately meet the needs for more rooms, more teachers and more money. The high school branch of the system felt this "pinch" the most. Whereas before, most of its school leavers became farmers, loggers, or housewives, now many of them are entering the business or technical occupations, and many more of them are enrolling in college. It seemed that the old stand-by courses offered, namely, college preparatory and some commercial, given so many years without change or choice, could not and did not meet the challenges and needs of the high school students.

The even smaller city of Gold Hill, Oregon, nine miles north of Central Point, found its high school faced with the same situation. Since neither school district could

raise sufficient money by bonds to build separate modern school plants, a consolidation of the two districts was proposed, voted upon and accepted. At the present time a \$500,000 high school is being erected within the city limits of Central Point to house the students of the two high schools from Gold Hill and Central Point.

With the consolidation of the two schools, the need for more diversified courses will be even greater. The problem of going from a small high school enrollment of one hundred pupils to a larger school of four hundred pupils means that many changes must and will take place in the school curriculum. It seemed that the best source of criticism of the old program of studies and activities, and suggestions for improvement, would be the school leavers of the larger of the two schools, Central Point High School.

Whipple (36, p.165) has stated that an effort to adjust the instructional program of the public school to meet the needs of the pupil presupposes a knowledge of what these needs are. Although opinions of educators, laymen, and pupils may supply a great deal of this information, it is generally agreed that a knowledge of what pupils do after graduation is a valuable aid in ascertaining pupil needs.

Statement of the Problem

The problem of this thesis is to determine whether or not the high school of Central Point, Oregon, is fulfilling the requirements of secondary education in preparing students for vocations, for college training, or to be good citizens, and to make recommendations for the improvement of the curriculum, the school activities, and the school services wherever they fall short of the above goals.

There has been much criticism of the smaller high schools because their courses are so limited in scope and stereotyped. With their confined facilities, they cannot successfully incorporate a wide diversity of subjects into a sound school program. School leavers from a smaller school find it hard to compete with those from the larger schools because their educational opportunities have not been equivalent.

For example, in many cases a lack of social activities has been indicated by the leaver of the small school, who, upon entering college, finds he has not acquired all the social graces that are employed by some of his fellow students. Many graduates, and drop-outs as well, wish they had been able to take more commercial and specialized courses such as domestic arts, handcrafts, manual arts, woodworking, etc. Also, there is a great need for more vocational guidance and counseling in the smaller schools.

It is hoped that this thesis will ascertain the needs of high school leavers who have studied at a smaller school and that it will suggest the means whereby these needs can be met.

Purpose of the Study

Much current professional literature calls attention to the seriousness of keeping the drop-outs in school and of better preparing the graduates for a career in civilian life. It is the purpose of this study to determine whether the Central Point High School is doing this, and, if not, to suggest various means whereby this situation can be remedied and improved.

It is hoped that out of this study the partial answers to the following questions will be resolved:

What subjects were liked and disliked by the graduates and drop-outs?

What subjects were of greatest help and what subjects were of less help to the school leavers?

Why do the drop-outs leave school?

What number of graduates go on to college or other types of schools above high school?

To what extent did the high school courses aid the graduate and drop-out after leaving school?

What high school courses proved most helpful to those who entered college?

What subject given in high school was the greatest help to the former students in their present occupations?

Why was a certain subject especially liked or disliked?

Were any high school subjects taken against a student's will?

What subjects were of special interest?

What school services were especially helpful?

What school clubs and activities were most enjoyed and what suggestions were made to increase the values of these activities?

It is the purpose of this study to compile the answers to these questions from the questionnaires submitted to the graduates and drop-outs, and to make basic recommendations for the improvement of the school services as they function at the present time. This study will also evaluate the courses liked most and those disliked. It will evaluate the program of school activities and state those that seem to be worthwhile and those that might be eliminated. With the answers to these questions at hand, the school administrators should be able to establish a school program that not only will meet the specified requirements but also offer its students the specialized courses and activities

that will serve in their chosen careers and in adult life.

The Characteristics of Central Point Community

The community of Central Point, often called the Gateway to Crater Lake Park, is located in Jackson County, Oregon, at the upper end of the Rogue River Valley. It is surrounded by low mountainous terrain on three sides, some of it being flat mesas or table land. It is situated near Medford, which is a sizable metropolitan area.

At one time its population was chiefly farmers, but during the war years a large military camp was established about six miles northeast of Central Point and many of the camp followers who came to live in Central Point only temporarily have remained to become permanent residents. Also, because of the huge lumber demands during the last war, several large saw-mills developed into thriving industries offering employment for returning veterans and new-comers. At the present time, there are five large lumber mills in the immediate area. There is a large Grange Co-operative which operates a large granary and storage plant within the city limits. There is also a state fish and game commission housed in Central Point, and a state forestry patrol station is located on the outskirts of town.

The largest fruit crop harvested in this area is pears, with peaches running a close second. There are

several ranchers who specialize in the raising of prize beef cattle, and one very large farm has a vast acreage of potatoes, onions, and tomatoes.

The stores in Central Point are not overly large, but they meet the needs of those living in the community. There are three modern grocery markets, two variety stores, one men's shop, one women's dress shop, two confectioneries, a well-stocked modern drug store, a hotel, a furniture store, two hardware stores, a branch of the First National Bank of Oregon, a post office, several service stations, an auto garage, a sports shop, and several other small but thriving businesses. Also, there is a police and fire department housed in the city hall and enough churches to suit every religious denomination.

The school system in the past ten years has made rapid growth, and, upon completion of the new high school plant, the school facilities will be improved in every way. The junior high section will occupy the building vacated by the old high school, giving much needed room and space to the elementary grades.

From the description of this small, peaceful but fast-growing town, it can be seen that the schools of Central Point must be made to keep pace with the growth in populations, and they must educate the pupils to assume their proper role as citizens of the community, no matter what vocation they choose as their life's work. Many of the

commercial graduates find employment in the business houses of Medford. In the orchards there is always a large demand for personnel trained in the care and handling of fruit. The lumber mills offer opportunities for specialized mechanics, lumber-graders, and technicians, office personnel, and for those who prefer manual labor.

On the whole, the community is home-loving and church-going. It nestles in a valley that is world renowned as a fisherman's and hunter's paradise, and many tourists are attracted by the beautiful scenery and vacation opportunities. The service clubs sponsor many community activities in which all are invited to share. The average housewife can enjoy garden club meetings, home demonstrations, grange activities. For the men there are locally sponsored softball contests, trap-shooting, fishing and other sport activities. For the children there is a small park with a summer playground supervisor, and the wide quiet streets afford little hazard from traffic. The spacious yards that encompass most of the homes make for safe recreational play.

Methods Employed in this Study

There are a number of methods that may be used in evaluating a school or enterprise. For the purposes of this study the card index of the high school's files were the source for securing the names of graduates and

drop-outs. At the Central Point High School a card is kept of all students who have entered the school for even one day. Notation is made on them in regards to graduation or dropping out of school. All cards of drop-outs and graduates are filed alphabetically in ten year groups.

A questionnaire (Appendix B) was sent to each of the former students who had enrolled from 1940 to 1950, with a stamped, self-addressed envelope. In sixty-five instances the former students were contacted by personal interview instead of mailing the questionnaire. The names of girls who had married were traced through personal contacts with their families, relative or friends. In many instances the tracing of the girls who had married was very difficult because there always has been a certain amount of transient population. However, enough were located to substantially assist this survey.

Many who received the questionnaire undoubtedly neglected to reply because of carelessness with the paper or indifference. Many did not receive the questionnaire because of incorrect forwarding addresses, or addresses unknown.

Questionnaire

The questionnaire method was selected to secure the desired information since in most cases personal contact was impossible. The questionnaire study was made for two

purposes: first, to find out how satisfactory the high school experience was of those returning questionnaires; second, to find out from these former students how successful the school was in guiding them as individuals. The questionnaire was so worded and constructed that it was easy to complete. Former students were requested to indicate the most and least worthwhile subjects and the activities in which they participated while attending the Central Point High School from their present point of view. The questionnaire was so arranged that it could be answered by check marks or by writing in a word here and there -- in all, completion averaged no longer than thirty minutes in any case.

The questionnaire, with its accompanying letter, (Appendix A) was sent to the two hundred and eighty-eight graduates and seventy-five drop-outs (Appendix C) from the school years of 1940 through 1950. The returns were comparatively satisfactory, as the writer received a return of one hundred and seventy-two usable questionnaires from the graduates and forty-seven from the drop-outs. From the two hundred and nineteen questionnaires thus received by mail or interview, individual results were transferred to a large master sheet for tabulation. The master summary sheet made for convenient and accurate compilation of all data.

The questionnaire, with its thirteen questions, was

for the most part satisfactorily answered. Very few spaces were left blank. This method of handling the data proved quite adequate and should give a good picture whereby the school can evaluate its contribution to society.

Groups Involved

The study included two distinct groups: those who had successfully completed and graduated from the Central Point High School and those who are classified as drop-outs. Such drop-outs are defined as any student who enrolled in the ninth, tenth, eleventh, or twelfth grade and who left without graduating or asking for a transcript for enrollment in another school. Both groups should be represented in a study of this kind to secure the viewpoints of those who did complete school and those who for some reason did not.

CHAPTER II

SIMILAR STUDIES

The survey of high school students and graduates has always been one of challenge, probably because so many problems arise with the education of that age child. Many theses and studies have been and are constantly being made by those most keenly interested in how the high school meets the needs of its students. The rapid birth rate during the war years is now overflowing the public schools, and the problems arising therefrom are increasingly being brought to the attention of the public through the media of the press, the radio and educational data.

A survey of similar or comparable studies was necessary to secure as much information as possible to assist in the formulation of this study. It was possible to find many studies pertaining to the graduate, but fewer have been made of the drop-outs, probably because that group is lesser in number. The chief reason in most communities for students dropping out of high school is financial difficulties. This could be largely due to the many low-income wage earners. Drop-outs have a consistent record of low grades and are very irregular in attendance as indicated in the school records. Hand, (18, p.361) in analyzing factors contributing to the reasons for students leaving school, states that eighty per cent of the school drop-outs he

contacted were near the bottom of their respective classes, seventy-two per cent of them being from families in low-income brackets.

Melcher (26, p.256) made a study of 1943 drop-outs and finds the most frequent factors involved to be (1) dislike of teacher, administrator, study; (2) failing grades; (3) poor health; (4) marriage; (5) unfriendly students; (6) work, family support; and (7) home conditions. All of these given were named in the order of their frequency. He finds most students forming a dislike for school and quitting while in the ninth and tenth grades. "Children", he states, "in primary grades like to play school; children in upper grades like to play hookey".

In a 1941 study made by the Philadelphia School District (29, pp.9-16) to follow up sixteen and seventeen year olds out of school, the following factors seemed noteworthy among the drop-outs:

Most drop-outs were from grade ten.

Most drop-outs were one or two years retarded in school at the time of leaving.

Lorenzen (25, p.119) drew the following conclusions from his study: the technique of follow-up study questionnaires have been two major types. They have either sought to find out the activities, behaviors or practices of the group being studied, or they have sought to find out directly the group's opinion regarding the value of

previous educational experiences. When asked their reasons for leaving school before graduation (which is an opinion question in the last analysis), forty-one per cent said they left for "economic reasons"; three per cent said "by request of the school"; thirteen per cent said, "could not get along with teachers"; twenty-five per cent said "wanted to work rather than go to school".

Covert (9, pp.519-522) found, in studying graduates' opinions, that they rated the subjects they took in the following manner:

High School Courses which have Helped Most and Least

Subject	Helped Most Per Cent	Helped Least Per Cent
English	10	5
Mathematics	18	9
Social Studies	3	18
Science	6	30
Foreign Language	0	21
Commercial	22	10
Homemaking, Industrial Arts	17	5

Homemaking, Industrial Arts and Mathematics came out highest in such a comparison, for about three times as many rated these subjects of highest value as rated them lowest. It is interesting to note the way the graduates rated these subjects, especially the rating of the specialized subjects over the required academic courses.

Moser, (28, p.169) in his study, found that the graduates in appraising their high school subjects wanted to

break down various course requirements. Several college-preparatory students lamented the fact that they were unable to take typing while in high school. He found that the subjects which received the most votes for being useful were rated in the following order: English, typing and mathematics. The reason for this was due to the following factors: (1) subjects which directly prepared them for their present positions as students, secretaries or industrialists were named as being most important; (2) the more difficult high school subjects ranked higher than the "snap" courses; (3) subjects which were closely related to community life at the time they were taken, or subjects that were largely practical and functional, all had a high rating.

Cramer (11, pp.182-186) found that occupational opportunities are constantly changing. An efficient program of vocational training and guidance will be sensitive to these changes. More than eighty per cent find employment in average and lower grades of occupations. To this large group, the usual academic interest in high school contributes very little to their work.

Cory (8, p.672) says that the percentage of graduates who stated they had been unable to participate in most extra-curricular activities indicated definitely that both boys and girls wished they could have participated to a larger extent. This indicates that a better

extra-curricular program is needed to meet the desires expressed by graduates who have been out of school long enough to realize what they missed in high school and who now have shorter working hours and more leisure time than formerly.

Often school officials and teachers place undue emphasis on extra-curricular activities that are of little value to the participants from the standpoint of use after graduation and the worthwhileness of the activities themselves.

Cory further states that the activity program should be given more time during school hours in order that a greater number of pupils may participate. More practical and specialized activities should be provided, particularly those activities that can be used in later life.

Brown (5, pp.210-217) states that the first objective should be the teaching of health and the use of leisure time, indicating that the extra-curricular program could play a vital role in this factor.

Ekstrom (15, p.237) states that the three main reasons for children leaving school were: (1) they were needed at home; (2) they did not care for school; (3) transportation was not accessible. Children needed at home seems to be more of an excuse than a reason. He further found that a majority left school while in the ninth grade, two-thirds of the ninth grade drop-outs failed to re-enter and finish

the year. Failures in English were most frequent among the boys and mathematics were most frequent among the girls. Ekstrom further states that pupils who left high school did not participate to any large degree in athletics or other activities. He further suggested several reasons for this non-participation: (1) many of the pupils did not remain long enough to become identified with activities; (2) the pupils usually left on busses at the close of the day; and (3) those who drop out ordinarily did not have as many special talents as those who continued in school. Ekstrom also stated that the main reason for drop-outs was lack of interest and lack of parental encouragement. This indicates that more attention must be given to the guidance of pupils in the high schools in helping them to make future plans and adjustments.

Dillon (14, pp.82-88) recommends the following to help avoid early school leaving: (1) know the student as an individual; (2) provide an educational program wherein the students can experience achievement; (3) provide occupational information; (4) recognize signs of trouble; (5) help students select right courses; (6) allow time for home visits.

Bell finds in his book that youth needs economic security through three channels: (1) employment, (2) education, and (3) recreation.

Goff (16, p.330) found it very difficult to change a

drop-out's mind unless curriculum adjustment was possible. Johnson (20, p.130) stated that about sixty per cent of boys and girls of high school age are actually in high school. This is a matter of concern, not only to educators but to everyone who believes that the best defense of a democracy against the encroachment of foreign ideologies is an educated citizenry.

The problem of drop-outs has become so important that the United States Department of Labor in 1947 made a study (20, p.17) of four hundred and forty boys and girls of Kentucky who had dropped out. A carefully conducted personal interview with each drop-out brought the following:

Dissatisfied with school	42 per cent
Economic need	18 per cent
Lure of job	15 per cent
Marriage or pregnancy	5 per cent
Other reasons not defined	20 per cent

Davis (12, p.223) found that, of those in his study who did not attend college after high school graduation, the girls appeared to have had more preparation for their chosen fields than the boys did. The homemakers' vocation was chosen by girls while mechanical industries and trades were selected by the boys. This was due largely to the fact that the homemaking classes were given over the four-year period, and the industrial arts for a two-year period.

Jones (22, p.23) described one of the crucial problems relating to high school drop-outs as being one of meeting the needs of these students by the development of varied

curricular offerings. He believes that the number of those who complete high school should approach one hundred per cent of those who enter. This is a high goal but one that is not impossible. The organization of a modern curriculum and the enrollment of all types of youth and all degrees of aptitude calls for a system of pupil personnel service.

Karpinos (23, p.39) stated that, as might be expected, a direct relationship was found to exist between school attendance and family income.

Woellner (37, p.2) believed that, out of the one million, seven hundred thousand students who will enter high school in the ninth grade this fall, only about one-half will remain to graduate four years from now. Grade and subject failures are accounted for in some cases by absenteeism. Absenteeism is related to the problem of school-leaving short of graduation.

Studies of early school leavers (38, p.45) have shown that certain symptoms appear repeatedly and are helpful in identifying potential drop-outs.

When such symptoms appear, all members of the faculty are responsible for taking appropriate action, namely, to give individual help or to secure the assistance of the appropriate specialized services. Following is a partial list of such symptoms: (1) personal data on cumulative record cards indicative of potential maladjustment;

(2) intermittent and irregular absence and excessive tardiness; (3) poor reading ability; (4) physical and health problems; (5) repeated tendency toward failure in formal school experiences; (6) lack of active participation in school activities; (7) parental indifference; (8) significant data relating to family tensions; (9) lack of personal sense of belonging; (10) financial problems; (11) inability to get along with school associates; (12) dislike for certain subjects; (13) excessive interest in gainful work outside of school; (14) unusual behavior patterns, e.g., extreme introvert or extrovert tendencies; (15) lack of proper teacher-pupil relationship; (16) emotional instability; and (17) boredom and restlessness.

CHAPTER III

THE STUDY

In making a survey using the questionnaire type of study, it has been found that generally the results show more cooperation on the part of the graduates than the drop-outs in answering and returning the questionnaires. This was to be expected in the survey of the Central Point High School graduates and drop-outs for several reasons: first, graduates feel a loyalty to their school that drop-outs do not; second, most graduates have had a longer association with the school than drop-outs; third, drop-outs are apt to leave school with a "grudge" which may be due to failure in a subject or disagreement with the teachers; fourth, Central Point is located in a fruit belt that attracts many transient workers and their children are too often enrolled for a very short time and, upon withdrawal, leave no forwarding address; fifth, drop-outs do not want to be bothered with questionnaires -- they may just be too lazy to take the time to complete the questions (this usually is the type of student that fails to finish high school), or they may feel that their opinions are really of little significance. Because of all the previously stated reasons, the writer attempted to personally contact as many of the drop-outs as possible. After hearing a thorough explanation of the questionnaire and its

purpose, many of them did contribute honest and worthwhile answers and the results have added importance to this study.

Seymour and Tremmer, (31, p.9) in 1941 in the city of Rochester, made a follow-up study using the following media: the mail, the phone and personal interview. They were able to get results only from twenty-six per cent of drop-outs among the boys and thirty-eight per cent of drop-outs among the girls, while at the same time their returns from graduate boys was sixty-seven per cent and from the graduate girls seventy-five per cent.

Many of the questionnaires concerned with the study of the Central Point High School students had to be sent to boys now enrolled in the armed services. As a result, the returns from them were poor, mainly because many of them had been reassigned and forwarding addresses were incomplete or because the addresses were incorrectly presented to the writer in the first place. There are still more questionnaires to come in from overseas and distant points within the United States, but only those received by June the tenth were used in the following tables. Altogether two hundred and nineteen usable questionnaires were received and analyzed for this study.

The first question asked was in regards to the highest grade completed while in attendance at Central Point. Table I indicates the completed grade at Central Point,

along with its corresponding per cent.

TABLE I
Highest Grade Completed by Drop-outs

Grade	Completed	
	Number	Per Cent
9	16	29
10	21	44
11	4	11
12	6	12

As shown in Table I, the majority of drop-outs are in grades nine and ten. In grade nine, sixteen students dropped out, making a percentage of twenty-nine. In the tenth grade we find that twenty-one students, or forty-four per cent, left school. In grade eleven the number was only four, or a percentage of eleven, and in grade twelve the number of students were six, or a per cent of twelve. The graduates for the same ten-year period number two hundred eighty-eight, but only one hundred seventy-two, or fifty-nine per cent, returned usable questionnaires. According to the above table, it is during the freshman and sophomore years that the greatest number of drop-outs occur. This substantially bears out what has been reported in other similar studies.

To ascertain the activities in which the students engaged after leaving high school, those answering the questionnaire were asked to place the number "one" after the

activity they did first, a "two" after the activity they are doing now, and a "three" after the activity that was done between the time of "one" and "two". The following table indicates the trend of school-leavers following their severance from school.

TABLE II
Activities Engaged in Following High School Leaving

Activity	Did First	Doing Now	What was Done in Between
Continued high school elsewhere	12		
Continued education above high school	30	12	8
Worked part-time	34	27	44
Worked full-time	80	68	40
Unemployed at home or elsewhere	32	16	24
In U. S. armed services	20	12	21
Housewife - did not work elsewhere	10	16	13
Other			

As shown by the above table, the tendency is not towards college enrollment but rather to find immediate employment. Eighty started to work full-time; this substantiates the idea that high schools should prepare students for a vocation. Only thirty entered college upon high school graduation during the ten-year period. Twenty persons entered the armed service upon graduating or leaving school, twelve are now in the service and twenty-one were in the service between high school leaving and the present time. This table clearly indicates what is happening to

the school leavers of Central Point.

The purpose of the third question was to determine how many students continued their studies beyond high school and the type of school in which they enrolled.

CHAPTER III

Continued Education

Higher Education			Number Indicated
College or university			51
Highest year completed:	Freshman	31	
	Sophomore	6	
	Junior	4	
	Senior	7	
	Graduate	3	
Trade school			29
	Oregon Technical Institute	10	
	Barber College	3	
	Business College	16	
High school extension			2
Correspondence courses (English)			7

Out of a total of one hundred and seventy-two questionnaires from graduates, fifty-one had attended a college or university; thirty-one completed the freshman year, six finished the sophomore year, four finished the junior year, seven completed the senior year and three had been in graduate school. Twenty-nine entered a trade or business school. It is interesting to note that the seven who took a correspondence course all did so in the field of English. Three enrolled in barber college and all have finished and

are barbering.

The fourth question of the study was to be answered by drop-outs only to determine exactly why they quit school before completing their studies. The following table presents those reasons.

TABLE IV
Reasons for Dropping Out

Reason Given	Number Indicating
Dislike for a subject	2
Unable to take the subject	
Dislike for teacher or teachers	3
Dislike for administrators	2
Financial reasons	16
Personal illness	
Marriage	12
Family moved away	
Went to work for self or family	10
Unable to study	1

It was to be expected that financial reasons would find the greatest number reporting as the reason for quitting school, sixteen in number; however, marriage ran a close second with twelve. The next largest group reported that they went to work for themselves or their family -- this group commented that it was family need. The dislike for a subject received only two negative votes, and the subject was listed both times as English. The marriage section was mostly girls who were anxious to sever home ties. Two of the twelve reporting gave pregnancy as a

reason. Only three stated that they disliked the teacher, or teachers, which speaks fairly well for the staff.

Question five asked to what extent the high school courses helped the students in their college or present work. Since those reporting would now be more mature both in their experiences and ways of thinking, it was the purpose of this question to find how they would look back upon the benefits received from high school training.

TABLE V

Extent that High School Courses and Experiences
Helped Graduates

Extent Helped	Number Indicating Graduates	Number Indicating Drop-outs
No help	8	9
Little help	58	32
Considerable help	76	4
Great help	32	1

It was encouraging to note that the graduates thought for the most part that the experiences gained through the courses they had taken were of considerable help. Thirty-two even felt that they had been given great help, all of this group were working at the present time in jobs that required a great range of needed ability. The fifty-eight graduates who stated that the high school courses were of little benefit were for the most part employed in manual labor which would account for their feeling that way. Only eight felt that they had received no help and, of that

number, five are now in the armed services.

Thirty-two of the drop-outs felt that the high school courses and experiences were of little help, probably because they too were not too well employed. The seven who stated "no help" were belligerent about the courses they were required to take, which explains why they checked this answer. Four reported considerable help and only one felt that the high school services had been of great help. This one person indicated that he left high school only because of a great need to assist with the family income, but while he was at school he did apply himself.

The next table shows a wide range in the subject liked most by the graduates. It would seem that many of the drill subjects were unpopular because of the work they involved and the lack of interest on the part of the student.

World government, physics, health, Latin, and mechanical drawing met with no favor from those graduates reporting. The courses such as home economics, shop, and typing led the list -- this indicates that the students liked the courses that prepared them for homelife, a career, or citizenship. This trend is also noticeable among the drop-outs.

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TABLE VI
Subject Liked Most

Subject	Number Indicating This Subject Graduates	Number Indicating This Subject Drop-outs
English	2	1
Algebra	16	
Geometry	2	
American History	20	1
World Government		
World History	7	
American Problems	15	1
Biology	13	1
Physics		
General Mathematics	2	
Science	6	
Physical Education	12	5
Health		
Home Economics	22	19
Latin		
Speech	7	
Agriculture	6	
Chorus	7	
Band	7	
Shop	28	19
Mechanical Drawing		
Typing	26	
Bookkeeping	13	
Shorthand	4	

In a like manner, Table VII shows the range of the subjects most disliked. It is interesting to note the intense dislike of English and health, both required subjects.

This table bears out the fact that the required subjects were disliked the most. English received the largest number of votes, with health receiving the second largest number. Biology ranked third and world history was fourth.

TABLE VII
Subject Disliked Most

Subject	Number Indicating This Subject Graduates	Number Indicating This Subject Drop-outs
English	44	30
Algebra	13	1
Geometry	6	
American History	10	
World Government	5	
World History	18	
American Problems	7	
Biology	22	1
Physics	6	1
General Mathematics	11	
Science		
Physical Education	12	14
Health	39	
Home Economics	2	
Latin	4	
Speech	3	
Agriculture		
Chorus		
Band	2	
Shop	2	
Mechanical Drawing		
Typing		
Bookkeeping	2	
Shorthand	1	

Thirty of the drop-outs disliked English, which ties in with the opinion expressed by the graduates, and fourteen disliked physical education.

Those who went to college were asked to check the subject that proved to be of greatest help. It is apparent that their answers were governed a great deal by the particular courses that they happened to be taking in college in preparation for a career.

TABLE VIII
Subject Greatest Help in College

Subject	Number Indicating This Subject Graduates
English	20
Algebra	2
Geometry	3
American History	
World Government	
World History	1
American Problems	1
Biology	
Physics	1
General Mathematics	2
Science	2
Physical Education	
Health	2
Home Economics	
Latin	3
Speech	
Agriculture	3
Chorus	3
Band	
Shop	3
Mechanical Drawing	
Typing	5
Bookkeeping	
Shorthand	3

The subject receiving the greatest number of answers for being the most beneficial in college was English. Typing was next, although there was a wide range between it and English. Shorthand, Latin, agriculture, shop, and geometry were indicated by three persons each, and several other subjects were checked by one or two persons.

The last question asked in this particular bracket is the one that the writer feels is the most important in the

entire questionnaire. The following table lists the subjects that proved to be of the greatest help in their occupations.

TABLE IX
Subject Greatest Help in Occupations

Subject	Number Indicating This Subject Graduates	Number Indicating This Subject Drop-outs
English	31	2
Algebra	7	
Geometry	2	
American History	2	
World Government		
World History		
American Problems	2	
Biology	3	
Physics	5	
General Mathematics	21	15
Science		
Physical Education		
Health		
Home Economics	33	
Latin		
Speech	11	
Agriculture	7	6
Chorus		
Band	3	
Shop	22	17
Mechanical Drawing		6
Typing	31	4
Bookkeeping	10	
Shorthand		

In the above table it is interesting to observe that home economics rated above English as being most helpful in the graduates' occupations, which is probably due to the large number of housewives reporting. Typing was rated with English and next was shop and then general

mathematics. In the drop-outs section, only two received any help from English. There were none who reported home economics; contrasting this with the graduates makes for interesting speculation. Next largest number was shop and then general mathematics, which compares with the graduate section.

Question six of the study was to check the reason for the subject most liked. There were seven reasons given, but only one was to be checked. Table X shows the results of those answers.

TABLE X

Why the Subject was Most Liked

Reason	Number Indicating This Reason	
	Graduates	Drop-outs
Contributed the most in helping to make a living	52	11
Helped to be a better citizen in the community		
Helped in family life and adjustments	22	8
Improved leisure time activities	33	
Help from a teacher in that field		
Helped much in later school work	10	
Other reasons		20

As shown by the above table, the graduates and drop-outs unanimously agreed that the subject most liked contributed the most in helping them to make a living. Only ten felt that the subject they liked best helped them with their further school work in college or trade school. The

second largest number felt that the best liked subject helped to improve their leisure time activities, and twenty-two felt that it helped with their family lives and adjustments. Many of this number put a question mark by this reason, which might indicate that they were not quite sure of the meaning. The drop-outs who checked other reasons wrote in that, while the subject they liked most had been of little value since leaving school, they liked it simply because it had been interesting.

Question seven was included in the questionnaire as a contrast to question six. Students were asked to check reasons why the subject they designated was most disliked. The following table shows those reasons.

TABLE XI

Reason Subject was Most Disliked

Reason	Number Indicating This Reason	
	Graduates	Drop-outs
Did little toward helping to be a better citizen	23	10
Did little toward helping to make a living	32	10
Did not help in family life and adjustments	9	24
No help from teacher or teachers in that field	24	
Did little to help improve leisure activities	24	3
Helped little in later school work	17	

As indicated by the above table, the graduates thought that the subject they disliked the most did little toward helping them to make a living. The other three reasons are grouped together fairly close; twenty-four felt that they had no help from the teachers and twenty-four felt that the subject they disliked most did little to help improve their leisure-time activities. Twenty-three indicated that the subject did little to help them to become better citizens. Comparing the drop-outs with the graduates, it is worthwhile to note that the largest number of drop-outs felt the subject did not help them in family life and adjustments, while the graduates were more concerned with the relationship of the subject to their means of making a living. The other two opinions of the drop-outs were that the subject they disliked the most had done little toward helping them to become better citizens and that it did little toward helping them to make a living. The writer expected the latter reason to dominate the drop-outs as well as the graduates and one cannot help but wonder why it did not.

The former students were asked to indicate by question eight whether they had to take a subject in high school against their wishes and, if the answer was "yes", they were to name that subject and check the reason. Ninety-four graduates answered "yes" to the question and seventy reported "no". The drop-outs had forty-five reporting "yes" and two reporting "no".

Table XII indicates the subjects that graduates and drop-outs took against their wishes.

TABLE XII

Subject Taken Against Wishes of Graduates and Drop-outs

Subject	Number Indicating Graduates	Number Indicating Drop-outs
History	28	4
English	49	31
Physical Education	2	
Science	12	
Algebra	11	
Mathematics	7	
Geometry	5	
Health	68	12

In studying the above table, one sees that health and English were the most distasteful subjects taken. Health was mentioned in about one-half of the questionnaires returned from the graduates. History had twenty-eight graduates opposing it against four from the drop-outs. English, history, and health are all required courses, but that should not serve to intensify the dislike for them. The reasons might warrant further study. Although physical education is required for four units at the present time, only two graduates said it was taken against their wishes although, in preceding tables, the dislike for it has been expressed several times. The drop-outs did not check it at all.

In relationship to the above data, Table XIII presents the reasons for a subject being taken by a student against his wishes.

TABLE XIII

Reason for Taking Subject Against Wishes

Reason	Number Indicating	
	Graduates	Drop-outs
Advice of teacher or teachers	18	5
Advice of parents or relatives	12	
No other subject available at the time	25	20
Necessary for college entrance	10	
Needed for intended vocation	8	
Required for high school graduation	92	21
Other reasons		

Ninety-two graduates and twenty-one drop-outs specified that they took a subject only because it was required for high school graduation. This is probably due to the fact that a small school tries to meet college requirements and therefore stipulates a long list of courses to be completed before graduation. Twenty-five graduates said there was no other subject available and twenty drop-outs reported the same reason. The advice of teachers over parents and relatives was shown as being more important by eighteen of the graduates and five of the drop-outs. The reason for this might stem from a desire of the students to oppose parental authority.

Question nine of the survey asked those taking it to write in the name of the subject taken at Central Point High School that was of special interest and to check one of the stated reasons. It was included in the questionnaire to determine just what subjects are meeting the most favor with the students. Table XIV follows with that information. Only the most frequent subjects mentioned were used in this table.

TABLE XIV
Subject Listed as Special Interest

Subject	Number Indicating Graduates	Number Indicating Drop-outs
English	21	
Shop	47	23
Typing	28	
Bookkeeping	19	
Home Economics	40	24
Agriculture	6	

Both graduates and drop-outs listed home economics and shop as being of special interest. These two subjects were almost double that of the others mentioned. English was mentioned by twenty-one graduates, which makes for a paradox when so many have indicated their dislike for it. It is most evident that the courses that served them in their post-school life were the ones that deserved their special interest.

Table XV shows the reasons for the subjects in Table XIV being of special interest.

TABLE XV

Reason Subject was of Special Interest

Reason	Number Indicating	
	Graduates	Drop-outs
Needed for intended vocation	35	20
Tended to make better citizen	8	
Tended to make better home member	10	
Of practical use regardless of vocation	68	6
Increased general knowledge	32	21
Other reasons		

Sixty-eight graduates gave the reason why a subject was of special interest as being of practical use, regardless of their vocations; thirty-five gave the reason as being needed in their vocations, and thirty-two felt it increased general knowledge. The drop-outs excluded the practical side of the subject, twenty-one checking increased general knowledge and twenty checking the reason that it was needed for their intended vocation.

The importance of school services was included in the questionnaire in the form of question ten, which asked that these services be rated in the order of their helpfulness. Former students were asked to insert a "one" for the service of the greatest helpfulness, a "two" for the second in helpfulness, and a "three" for the third in helpfulness. Table XVI shows the expressions of their opinions.

TABLE XVI

School Service Helpfulness

School Services	Number Indicating Former Students		
	First	Second	Third
Occupational guidance service	32	18	34
General counseling - guidance service	25	43	31
Guidance in subject selection	23	68	40
Individual help by teachers	80	27	39
Other services			

The above table indicates that a large number felt that the individual help given by the teachers was the greatest school service. Since counseling has not been considered too important in the school until the more recent years, it is to be expected that its rating would not be high. Guidance in subject selection received the second importance, and it would appear from the answers given above that there is more need for occupational guidance service and general counseling.

Question eleven of the survey asked the former students to list or check the high school clubs and activities in which they participated. Being a small school, the list is not very long and it is to be remembered that many of the students participated in most of the things mentioned.

TABLE XVII

Participation in High School Clubs and Activities

Club or Activity	Number Indicating	
	Graduates	Drop-outs
Glee Club	69	5
Annual Staff	53	2
School Paper Staff	51	1
Pep Club	42	
Girls Letter Club	44	6
Order of "C"	54	9
School Play	47	2
Football	39	15
Basketball	62	11
Baseball	55	11
Track	31	4
Class Officer	49	2
Student Body Officer	42	2
Volleyball	36	5
Others (Want dances on school time)	28	10
Others (Photography club)	21	

The majority of the students indicated that they had participated in some club or activity, although many of them felt that certain cliques or groups were controlling the activities too much. Sixty-nine, who had been members of the Glee Club, added how much they had enjoyed it because it was something that they could take with them beyond school. Many felt that the activity program was too limited, and yet they checked very few of the offerings that were made available to them. The graduates participated better than eighty-five per cent in some club or activity, whereas the drop-outs averaged less than thirty-one per cent in participation.

The last question that was to be checked asked for one suggestion for increasing the success of extra-curricular activities. Table XVIII lists the suggested activities in the order of their preference.

TABLE XVIII

Suggestion for Increasing Extra-Curricular Activities

Suggestions	Number Indicating Former Students
More school time for activities	45
More supervision by teachers	51
More social activities such as dances, parties	60
Reduce number of activities	14
Limit number of activities in which students may participate	10

This last table shows that the former students felt a lacking in school activities in their expressed desires for more dances and parties. It is surprising to note that the next largest number suggested was for more supervision by the teachers. Third in the order was the suggestion for allowing more school time for the extra-curricular activities -- this was mostly the opinion of those who had been bus students, which is understandable.

It was felt that to all intents and purposes the former students should be allowed to add any personal comments that they might care to make, so a space was so indicated as a final part of the questionnaire. Many of them did make some very pertinent suggestions, and those that were

most consistent have a direct bearing upon the results of this study. Therefore, the writer felt these comments should be included in this chapter. At no time was any comment taken that did not have a fair degree of consistency about it.

Many requests were made for advanced work in the commercial field, and some felt that typing should be a required subject. Those who had taken it indicated its helpfulness, both in college matriculation and in employment in the business world.

The girls who voted against physical education did so mostly because they did not like the idea of "dressing down". Also, at Central Point, the shower stalls and toilets in the girls' dressing room are not completely enclosed, and this lack of privacy was abhorrent to many of the girls who otherwise might have liked the gym classes. The boys also did not like the idea of changing clothes, and many of them were obviously too concerned with other things to take a shower. The locker facilities in the high school gym were very poor. Many pairs of tennis shoes were stolen and watches, wallets, and various other articles were continuously being taken in spite of precautionary measures. Therefore, it is to be supposed that many of the boys would have been happier in their physical education classes if they knew things were under control at the end of the period.

There were several expressions for more sex education as a part of the high school curriculum. This was suggested for the most part by those girls who dropped out of high school before graduating and who evidently felt they were not well enough informed about such matters.

Several persons felt that they were not adequately prepared for college. Their study habits were poor and they found it hard to keep up with students who had learned how to study. Many commented, "We should have been taught to study" and, while they were looking backwards with a more mature understanding, it would seem that somewhere along the way they were allowed to slip by in their studies without comprehension or concentration. Also, many felt that there should be more than one language offered as an elective. Up to the present time Latin has been the only foreign language available to those who have to take it as a requirement for college enrollment, and the feeling is that Spanish, French, or German might have been more interesting.

The good students all felt that the four-year program of English now being required for graduation involved too much repetition; of course, of those who were poor students such repetition should be necessary. Since speech has but recently been added to the curriculum, it was felt that journalism should also be added.

Automotive shop was a persistent request, especially

by the boys who did not have the opportunity of attending a trade school. Many do have aptitudes that should be encouraged, but if they do not receive such a course in high school, finances may keep them from ever developing this aptitude to a point where it might become a remunerative occupation.

The majority of the boys felt that shop should be a four-year program to correspond with the four years of homemaking that are offered to the girls. This, it seems to the writer, is a most logical and sound request.

Many felt that the high school should offer those activities that help to develop hobbies and the enjoyable use of leisure time. A good art and handicraft course would help to solve this request since that has not been included in the school's present curriculum.

It was indicated that often there was disunity among the teachers in the assignment of homework, discipline, and study measures. Some commented that study hall was a waste of time; some felt more could be accomplished if study time were allotted for a certain time each period under the direction of their regular subject teacher.

A consistent comment was that teachers were apt to overlook the opinions of the students. Many of their classes were too regimented, with little chance for the operation of democratic principles; students were allowed to state their beliefs but were not allowed to exercise

them.

The greatest number of comments was on the need for more extra-curricular activities in the school program and these to be given as much as possible during school time. Faculty supervision was said to be necessary in these activities, particularly at the dance and sports clubs. However, the students felt they should have a part in planning these affairs with the help of the teachers.

All of the above comments would indicate that the students reporting on the questionnaires were keenly interested in the welfare of their former school and their suggestions should play a large part in the formulation of a democratic, educational and absorbing program of high school studies.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

It was the purpose of this present study to survey the former students of the Central Point High School and to formulate their opinions and their suggestions for improvement of the school's aims and objectives. They were asked to indicate the subjects that had strength and the subjects that had weakness. Also, they were asked to designate the extra-curricular activities in which they participated while in school and to recommend any further activities that might become a worthwhile part of the school program. The study included both drop-outs and graduates from the years 1940 through 1950, the drop-outs being considered as those who did not have a transcript of credits sent on to other schools.

The study was made by questionnaire using both the mails and personal contact, the latter being done whenever possible. The last questionnaire returned was received on June 10th, and no others have been tabulated after that date. Two hundred and nineteen questionnaires were returned to the writer and used as a basis for this study.

The former students of the school were selected to assist with this evaluation since it is logical to judge a productive enterprise, or institution, by the quality and reactions of its product.

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The data from the questionnaires was transferred to a master summary sheet for compilation. Separate tabulations were made for the graduates and drop-outs, the graduates having by far the larger number.

All other data included in the study were taken from the permanent record cards of the former students kept on file in the high school office or from comments consistently included at the bottom of the questionnaire.

Summary

The graduates responded well in answering the questionnaire, the drop-outs were only fairly cooperative. The main reasons for the graduates' better response are their loyalty and longer affiliation with the school.

Many of the drop-outs had to leave school because of poor financial circumstances within the family. This was especially true of the boys. As a general rule, most of the drop-outs who were girls either quit school to get married or to find employment.

It is evident from the results of the study that few of the students felt any personal animosity toward the school. Their comments were strictly constructive, and only a very few found fault with the teachers or the school program. The majority of the graduates felt that the high school courses and experiences had been of considerable help to them after leaving school. For the most part, the

drop-outs felt that they had benefited little from their high school studies and experiences.

Home economics, shop, and typing were considered to be the most valuable subjects taken, in that order. Students indicated that their merit was due to the preparation it gave them for home-life, citizenship, or career. The subjects that the greatest number most disliked were English, health, biology, and world history. It is worthwhile to comment that, while many of the students did not like English, they realized that it was one of the most valuable subjects they had taken in school. The subjects that were most beneficial to the students in their occupations were as follows: graduates -- home economics, English, typing, and shop; drop-outs -- shop and general mathematics. The greatest reason given by the graduates for the dislike of a subject was that it did little toward helping them to make a living. The drop-outs indicated that they disliked a subject because it did little to help them make a family or life adjustment.

Health was checked by the majority of the graduates as being the subject that they had to take against their wishes. This is probably due to the fact that so much health study is repetitious. The main reason given by all the former students for taking a subject against their wishes was that it was required for high school graduation. Many of the students who went on to college commented that

the subjects they had to take in high school were the ones that were most helpful to them in college.

Graduates and drop-outs alike listed home economics and shop as being subjects of special interest. Both subjects received comments about their value to post-school life. The drop-outs felt that they not only assisted them vocationally but increased their general knowledge as well.

Since this study was made of a small school, the majority of the students reporting had participated in several of the school activities, and many of them had participated in most of them. There was a persistent request for more dances to be held during school hours, preferably at noon or during an activity period. Many others requested a photography club. Those who had been members of the Glee Club commented upon their enjoyment of it and their continuance with group singing activities beyond school years.

Individual help by the teachers was recognized as being the school service that was most helpful in school. This speaks well for the teachers as a whole. It is important to note that, while many of the teachers received favorable comment, not one teacher was mentioned as being disliked. This is interesting because here was a chance to "blow off steam" or to get rid of a grudge.

The general opinion was that there should be more social activities included in the school program and these

activities should have more teacher supervision. Because so many of the students were transported by busses, it was natural that they should request that more school time should be allotted to these activities.

There were many who suggested that there should be advanced courses in the commercial field, and some felt that typing should be a required subject. The four-year course of English now required to meet graduation standards was felt to contain too much repetition according to some of the better students.

The girls did not like physical education because of the poor dressing and showering facilities. Also, many of the girls were just not "sport minded". The boys did not like the idea of having to take a shower after gym classes, and many of their personal effects were stolen because of poor and inadequate locker space.

Other suggestions for subjects to be added to the curriculum were automotive shop, arts and handicraft, advanced typing, shorthand, advanced chemistry, Spanish, and French.

The results of this study show that former students are interested in their school even though they have dropped out or graduated. While most of them enjoyed the teachers, the classes and the activities, they now realize that the curriculum must be adapted to meet the needs of the individual and the community. Their comments and

suggestions must be considered important in deciding the school's future educational programs.

Recommendations

1. English and health courses should be revised as to content, textbook, and teaching methods, and ability of the personnel.

2. Shop should be offered as a four-year program and should include a good automotive engineering course.

3. Art should be added to the curriculum. Handicrafts such as leather working, ceramics, wood-burning, etc. should be included as an introduction to hobbies and the use of leisure time.

4. Teachers should set up and follow rules and regulations for conducting study halls, and in making assignments for home study.

5. A stronger, more democratic student-government should be included in the school program.

6. At least two other languages should be offered, preferably Spanish and French.

7. School time should be allowed for the pursuance of extra-curricular activities.

8. Occupational and guidance services should be a part of the school program to assist the students.

9. School activities offered should be those that will be of the greatest possible help in later life.

10. Additional commercial courses such as office practice, advanced shorthand and typing should be added to the curriculum.

11. Private facilities for the girls in both the showers and dressing rooms should be constructed in the gymnasium.

12. An adequate locker system should be installed in the boys' section of the gymnasium. This should be done in the girls' section as well.

13. An on-the-job training program should be made possible for those students who must leave school before graduation, for whatever reason, financial or otherwise. Drop-outs should be encouraged to finish their education, if possible, by including in the program further vocational courses.

14. The present agricultural program should be expanded to meet the needs of every type of farming in this area.

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APPENDICES

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APPENDIX A

Box 1630
Central Point, Oregon
March 9, 1951

TO FORMER STUDENTS OF THE CENTRAL POINT HIGH SCHOOL,
1940 - 1950, inclusive:

It is not often that the students of a high school are given the opportunity to serve their school after they have either dropped out or graduated from it. Therefore, I know that you will be glad to use this opportunity to render your former school a service. I am sure that each of you is still interested in helping the Central Point High School to grow and prosper.

It is my intention to make a study of our school to ascertain the strength and weaknesses of its curriculum, and to determine the values of its courses and activities as they are now being offered. You must realize that no individual, or group of individuals, is as well-qualified to assist in this study as the students of the school because they have been in closest touch with every phase of school life.

Enclosed is a questionnaire. Your honest answers will be of great value in compiling data and completing this study. Fill it out at your earliest convenience, and return it to me. When you first study this questionnaire, you may feel it will be a tedious job, but as you begin working on it you will find that it has been so arranged that the answers require merely a check mark or a few words. It is of great importance that you answer all of the questions that apply to you, and answer them frankly, regardless of the answers you think may be expected. There are no questions included that do not have value in this study. Answer the questions even though you may feel that your knowledge or opinions of the subject may not be extensive or important.

Your answers to this questionnaire will not be made public. However, a summary of the study, in which the names of the students will not appear, will be made available at a later time to those who are interested in the results. Your interest and assistance in this worthwhile study of your school will be greatly appreciated.

Please return the questionnaire in the self-addressed stamped envelope which has been enclosed with this letter.

Sincerely yours,

Charles A. Meyer

APPENDIX B

OPINIONS OF FORMER STUDENTS OF THE
CENTRAL POINT HIGH SCHOOL

Name* _____ Address _____

Highest grade completed at Central Point:

8 9 10 11 12 (Circle one)

High School attended after leaving Central Point

Highest grade completed in any other high school:

9 10 11 12 (Circle one)

1. Below are listed several activities in which you may have engaged after leaving high school. Place "1" before that which you did first after leaving Central Point High. Place "2" before that which you are doing now. Place "3" before that which you did between "1" and "2".
 - a. _____ continued high school elsewhere
 - b. _____ continued education above high school
 - c. _____ worked part-time
 - d. _____ worked full-time
 - e. _____ unemployed at home or elsewhere
 - f. _____ in U. S. Armed Services
 - g. _____ housewife - did not work elsewhere
 - h. _____ other _____
 - i. _____ other _____
2. If you continued your education above high school, what type of school did you attend? (Check all that apply)
 - a. _____ college or university - highest year completed: Fr. Sp. Jr. Sr. Gr. (Circle one)
 - b. _____ trade school (O.T.I., barber, business, etc.)
 - c. _____ high school (extension or adult classes)
 - d. _____ correspondence courses - in what? _____

*If you were in the Central Point High School under another name, write that name at the bottom of this page.

3. This question for drop-outs only.

Check reason or reasons for dropping out of Central Point High School.

- a. _____ dislike for a subject
- b. _____ unable to get some subject
- c. _____ dislike for teacher or teachers
- d. _____ dislike for administrators
- e. _____ financial reasons
- f. _____ personal illness
- g. _____ got married
- h. _____ my family moved away
- i. _____ went to work for myself or my family
- j. _____ others _____

4. To what extent did your high school courses and experiences help you in college or in your present work?
(Check only one)

- a. _____ no help
- b. _____ little help
- c. _____ considerable help
- d. _____ great help

5. Recall the subjects that you had in Central Point High School and follow the directions below:

Subjects	Subject liked most	Subject disliked most	Subject greatest help in college	Subject greatest help in occupation
	(Check one)	(Check one)	(Check one)	(Check one)

English

Algebra

Geometry

Amer.Hist.

World Govt.

World Hist.

Amer.Prob.

Biology

Physics

Gen.Math.

Science

Phys.Ed.

Health

Home Econ.

Latin

Speech

Agriculture

Chorus

Band

Shop

Mech. Draw.

Typing

Bookkeeping

Shorthand

6. Why was the subject checked above "most liked"?
(Check one)

- a. _____ contributed the most in helping me to 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 leisure-time activities
- e. _____ help from a teacher in that field
- f. _____ helped much in my later school work
- g. _____ others _____

7. Why was the subject checked above "most disliked"?
(Check one)

- a. _____ did little toward helping me to be a better
citizen
- b. _____ did little toward helping me make a living
- c. _____ did not help me in family life and adjustments
- d. _____ no help from the teacher or teachers
in this field
- e. _____ did little to help improve my leisure-time
activities
- f. _____ helped little in my later school work
- g. _____ others _____

8. Did you take a subject in high school against your
wishes? Yes _____ No _____. If your answer is "yes",
write the name of the subject here _____
and check the reason below.

- a. _____ advice of teacher or teachers
- b. _____ advice of parents or relatives
- c. _____ no other subject available at the time
- d. _____ necessary for college entrance
- e. _____ needed for intended vocation
- f. _____ required for high school graduation
- g. _____ list other reasons _____

9. If you took a subject in Central Point High School of special interest to you, write the name of the subject here _____ and check one reason below.
- a. _____ needed for intended vocation
 - b. _____ tend to make better citizen
 - c. _____ tend to make better home member
 - d. _____ of practical use regardless of vocation
 - e. _____ to increase general knowledge
 - f. _____ others _____
10. Rate the following school services in their order of helpfulness to you. (1) is of greatest helpfulness; (2) second in helpfulness; and (3) third in helpfulness.
- a. _____ occupational guidance service
 - b. _____ general counseling-guidance service
 - c. _____ guidance in the selection of subjects
 - d. _____ individual help by teachers
 - e. _____ others _____ T _____
11. List, or check, high school clubs and activities in which you took part:
- | | |
|-----------------------------|-------------------------------|
| a. _____ Glee Club | i. _____ Basketball |
| b. _____ Annual Staff | j. _____ Baseball |
| c. _____ School Paper Staff | k. _____ Track |
| d. _____ Pep Club | l. _____ Class Officer |
| e. _____ Girls Letter Club | m. _____ Student Body Officer |
| f. _____ Order of "C" Club | n. _____ Volleyball |
| g. _____ School Play | o. _____ Others _____ |
| h. _____ Football | p. _____ Others _____ |
12. Check, or list, one suggestion for increasing the success of extra-curricular activities:
- a. _____ more school time for activities
 - b. _____ more supervision by teachers
 - c. _____ more social activities such as dances and parties
 - d. _____ reduce number of activities
 - e. _____ limit the number of activities in which a student may participate
13. Any further comments you can make will be most helpful and appreciated. Use the rest of this page, and, if necessary, continue on the back of this page.

APPENDIX C

The following composite score sheet shows the former students enrollment by year.

<u>Year</u>	<u>Graduate</u>	<u>Drop-out</u>
1940	33	6
1941	28	4
1942	16	9
1943	25	11
1944	12	8
1945	26	7
1946	23	7
1947	37	5
1948	24	7
1949	28	6
1950	<u>36</u>	<u>5</u>
Total	288	75