

AN ABSTRACT OF THE THESIS OF

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The evaluation was attempted for the purpose of ascertaining which parts of the program of the school should be perpetuated, which parts discarded or modified, and which of the new features available should be introduced.

The graduates were selected to assist in the evaluation, since they are familiar with every phase of the school's program. A comprehensive questionnaire was sent to the graduates of the years 1928-1938 inclusive. This group included 157 graduates, and returns were made by 130, or 82.8 per cent. of that number.

Chapter II presents general facts concerning the community and the school. Agriculture is the most important industry. The school is a four-year high school, with four teachers, and an average enrollment of 70 pupils.

Chapter III deals with general facts concerning the graduates such as grade point averages, mobility, marital status, occupational status, and education beyond the high school.

Chapter IV deals with an analysis and interpretation of the personal data and the reactions of the graduates. Information was presented relative to most objectionable subjects, subjects of greatest interest, subjects of more lasting value, and subjects of least value. English, agriculture, and typing were rated as subjects of more lasting value, while algebra and geometry were rated as being of least value.

The graduates were favorably impressed with the science courses offered by the high school. The work of the English department was in the main satisfactory. The work of the social science department has given the graduates a satisfactory understanding of the basic political, social, and economic elements in our government. The mathematics learned in high school is not being used to any extent by the graduates. The courses in agriculture were considered practical, but the courses in home economics were not. The work of the commercial department was not rated highly. The foreign language courses were considered of little value. The work in health and physical education was in the main satisfactory. The graduates were practically unanimous in the opinion that

the school did not do enough for its students in the way of music. The guidance program of the school was not functioning as it should.

The activity or extra-curricular program of the school was in the main satisfactory. A large per cent of the graduates participated in a wide variety of activities. Athletics and debate were considered the most valuable activities. Practically all of the activities were rated as valuable.

The relation of high school training to habits and activities in later life was handled by giving consideration to such items as participation in community organizations and activities, reading habits, exercise of franchise privilege, worthwhile use of leisure time, management of personal affairs, and the development of personality factors and character traits.

Chapter V consists of a summary of the study, followed by recommendations. It was shown that in the main the program of the school is satisfactory. Chief among the twenty-eight recommendations made were the following: more opportunities in music should be provided, and more emphasis should be placed upon guidance.

AN EVALUATION OF THE MALIN HIGH SCHOOL
BY ITS
GRADUATES

by

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AN EVALUATION OF THE MALIN HIGH SCHOOL BY ITS GRADUATES

CHAPTER I

INTRODUCTION

Origin of the Investigation

We are in the midst of great social changes; social changes that are both rapid and confusing. Daily the newspaper and the radio bring to our attention descriptions of the social changes taking place in the world. Are the schools keeping pace with this rapidly changing world? Are they preparing future citizens to meet these changes? Are they preparing future citizens to suggest or bring about additional changes that may be needed? Such questions cause us to pause and give serious thought to what our schools are doing.

The Malin High School is one of the many small high schools of the state of Oregon. In recent years some changes have been made in the programs of studies, and in activities, changes that may be considered progressive; yet the Malin school is essentially of the traditional type. The school has been criticized frequently by parents and pupils on the grounds that certain courses were not being offered, and that the school was not adequately preparing students for college. In this later point, the problem of

guidance is involved. Is the school functioning properly in the way of guidance when a number of its graduates change from one occupation to another after graduation, or change from one course to another in college? Has the "Depression," with its accompanying curtailment of the budget, seriously interfered with the proper functioning of the school?

The foregoing considerations would indicate that some things are not well with the Malin High School. It is clear that this school has problems to solve: those of determining which part of its program is functioning as it should, and which part is not; which part of its program should be perpetuated, which part discarded or modified; and which of the new features available should be introduced. This need for valid information about the work that is being done calls for an evaluation of the school. It is the purpose of this thesis to attempt such an evaluation.

Purpose and Value of the Study

The purpose of this investigation is in part indicated in the preceding section, but there is need for further elaboration. The Malin school must check to ascertain whether it is performing the recognized functions of secondary education. The school needs to know whether the training it offers is practical. For example, is the

training given in such departments as agriculture, home economics, and commerce of such a nature that those who receive that training can put it to practical use? Malin is an agricultural community, and the school needs to know how many graduates of its agriculture department enter farming as an occupation, and what proportion of these remain in the community. The mobility of the graduates of a school is an important factor in determining what courses should be included in the curriculum. If a large percentage of the pupils leave the community upon graduation, the offerings of some of the departments of the school should be general in nature rather than specific.

The school needs to know whether the training it offers is equipping pupils for life. Is it preparing them for citizenship in a democracy; for living in the home? Is it preparing them to live healthful lives, and to make worth-while use of leisure time? Are pupils leaving the school with improvement in personality and character traits? Has the school taken advantage of the great opportunity to develop worth-while attitudes and appreciations? It will be the purpose of this thesis to evaluate as far as possible the work of the school along the lines just mentioned.

The school also needs to evaluate the courses offered, to find out to what extent they contribute toward the ob-

jectives of secondary education. Are courses needed that are not offered? Are courses offered that are not needed, or are of little value? The school should likewise evaluate its activity program, to ascertain which activities are worth while and which are of little value or are even harmful.

The school needs to evaluate its program of guidance. Are pupils being guided into the right courses and activities in high school; that is, are they being prepared properly for further education and for the occupations? Guidance is only one of the many important functions of the school; however, its functions should not be neglected.

It is the purpose, then, of this thesis to evaluate the work done by the Malin High School. To accomplish this, one must first determine the outcomes of the program of the school.

Such an investigation, if properly conducted, should be of considerable value to this school. It should show wherein the system is weak, and indicate the remedy for the situation. If courses or activities are being offered which appear to be of little or no value, they should be discontinued. If the investigation shows that the school is not offering courses or activities which are much in demand by pupils, such information should be of great value to the school in its reorganization of the curriculum and

the activity program.

Similar Studies

In preparing to conduct an investigation, such as was undertaken for this thesis, it is essential that a survey be made of all similar or comparable studies for the purpose of securing information as to the techniques and procedures that should be used.

Literature in education on evaluation of high schools by their graduates, was found to be limited. Numerous follow-up studies of high school graduates were found, but they considered only limited phases of the graduates' activities, such as mobility or occupational status. Only one study was found which was comparable to the present, while two others had some features that were similar. Following is a brief review of the three studies in the order of their importance to the present investigation.

The study most comparable to the present one is a thesis¹ on "An evaluation of the Ketchikan High School by its Graduates." Young sent to all graduates, whose residence could be determined, a well-formulated questionnaire whose questions were so worded that the answers could be

¹Young, Norman E. An Evaluation of the Ketchikan High School by its Graduates, unpublished masters thesis, University of Oregon, 1936

used in evaluating the curricular, activity, and guidance programs of the school. To determine the outcomes of the program of the school, numerous questions were asked the graduates about their life activities. The summary, conclusions, and recommendations indicated that much valuable information had been secured that could not have been found in any other manner; information that would enable the school to determine which part of its program was functioning as it should, and which part was not.

The writer secured much help from Young's investigation, especially from the questionnaire used in his study. Many of his questions were designed to secure the same information which was needed in the present study, and were, therefore, used by the writer.

In 1923, Whitlow² made a study of the graduates of fifty small high schools in six Middle Western States. A questionnaire was used and a limited amount of information was secured relative to the mobility of the graduates; their occupations, economic status, advanced education, avocational interests, affiliations, and their estimate of their schools' work, both curricular and extra-curricular. The opinion of the graduates relative to the work done by

²Whitlow, C.M. "Graduates of the Smaller High Schools," Junior-Senior High School Clearing House, 7:105-13, October, 1932.

the schools was not flattering. In their estimates of the value to themselves of the various subjects taken in high school, the social science subjects received a low rating. Extra-curricular activities, also, received a low rating. Although the study evaluated the schools to some extent, no specific conclusions were reached, except that an objective evaluation of curricular and extra-curricular activities is needed.

In 1916, Mort and Devricks³ made a study of the graduates of ten small high schools in Indiana. A questionnaire and a rating chart were used. The questionnaire consisted of nine short questions about such general activities as occupations, mobility, etc. The graduates were asked to rate the influence of subjects taken on such life values as economics, habits of harmless enjoyment, citizenship, home-making, and good will. The greatest value of the study, according to the writers, was, "that it presented a possible method of tapping a vast reservoir of guiding information for educational practice, i.e., the opinions of the individual developed."

³Mort, Paul R. and Devricks, R.K. "An Accounting of General Values in the Small High School Curriculum," School Review, XXIX (February, 1921), p. 119-134.

Methods Employed in the Study

There are a number of methods that may be used in evaluating a school or enterprise. In evaluating an orchard, for example, one would probably consider such items as size, location, soil conditions, product, etc. The size, location, and soil conditions might possibly be rated as superior, but if the products were of such poor quality as to be unfit for human consumption, the orchard would serve no useful purpose and would, therefore, be of little value.

What would be true of the orchard would also be true of the school. The graduates are the product of the school, and if they are of poor quality, something is wrong with the school. If they are a group of fine, responsible citizens, worthy home-members, and contributors to society, the school is deserving of much credit. How can one better observe the effects of the work of the school than by studying its graduates? Where can one find a group better qualified to pass judgment upon the work done by the school? For a period of four years, the graduates have been in close contact with every phase of the school's life. The influences of the school over that period of time, whether good or bad, have had their effects. The graduates of the school are in a position to give their reactions to subjects studied and to activities in which

they participated, and to see and appreciate the relation between their high school experiences and their present life activities. In this investigation, therefore, it was deemed wise to seek the cooperation of the Malin High School graduates in evaluating their school.

The questionnaire method was selected to secure this desired information. The questionnaire* was so constructed that it was simple and easy to complete. This was an important consideration since it was necessary to secure extensive data from the graduates. Subjects and activities offered by the high school are listed in the questionnaire, and opposite the subjects taken by the particular graduate are listed the grades he received. The questionnaire is so arranged that it can be answered by using check marks or by writing in a word here and there; and, although it is eleven pages in length, it can be filled out in less than one-half hour.

The questionnaire was sent to the high school graduates representing the years from 1928 to 1938, inclusive. This period was selected because from 1928 to the present there had been little change in the enrollment of the school, the number of teachers employed, and the scope of the activity program. A total of 157 students were gradu-

*A copy of the questionnaire is included in the appendix.

ated from the Malin High School during this eleven-year period. Of this number two boys, one of the class of '28 and one of the class of '36 died; one boy of the class of '34 is in the State Hospital.

A letter* was sent to each of the remaining 154 graduates on January 25, 1939, followed two weeks later by the questionnaire itself. One hundred fifteen questionnaires were returned by May 16, at which time a follow-up letter* was sent to those who had not responded. This letter brought in an additional fifteen replies, making a total of 130 graduates who returned their questionnaires. The following table indicates the returns by classes:

TABLE I

The Number of Graduates who Responded to the Questionnaire

Year	Graduates			Returns					
	Men	Women	Total	Men		Women		Total	
	No.	No.	No.	No.	%	No.	%	No.	%
1928	12	5	17	8	67	5	100	13	76.5
1929	7	4	11	6	86	3	75	9	81.8
1930	6	6	12	5	83	4	67	9	75.0
1931	7	7	14	5	71	6	86	11	78.6
1932	12	4	16	11	92	3	75	14	87.5
1933	9	6	15	8	90	3	50	11	73.3
1934	7	11	18	2	30	11	100	13	72.2
1935	6	5	11	5	83	5	100	10	90.9
1936	11	3	14	10	91	3	100	13	92.9
1937	7	9	16	7	100	9	100	16	100.0
1938	6	7	13	5	83	6	86	11	84.6
Total	90	67	157	72	80	58	87	130	82.8

*Copies of the letters are included in the appendix.

The above table indicates that each class made a satisfactory and almost uniform response. Returns ranged from 72.2% by the class of 1934 to 100% by the class of 1937. A comparison of returns from women and men shows that a larger percentage of the women than of the men returned questionnaires, 87% as compared with 80%. A return by 130 graduates out of a total of 157, or 82.8%, is sufficient to give reliability to the findings.

Organization of the Results

The first step after receipt of the questionnaires was to transfer the data to a master summary sheet. Because of the vast amount of information to be tabulated, and the importance in handling the data conveniently and accurately, it was deemed advisable to divide the master summary sheet into six sheets approximately 15 x 30 inches in size. There were 596 items, for which vertical columns were necessary. Separate tabulations were made to show the differences in responses given by the men and the women.

The questionnaires were in the main satisfactorily answered. Very few spaces were left blank. There were very few noticeable inconsistencies or discrepancies, a fact indicating that the questions were probably clearly understood, and that the graduates were cooperating wholeheartedly in the investigation. All of the returned ques-

tionnaires were used in the study. One question may not have been understood by some of the graduates since twelve, three boys and nine girls, failed to answer it. This question was: "From the study of the social science subjects, how much of an understanding of the basic political, social, and economic elements in our government did you acquire?" It is evident that there was some doubt in the minds of the graduates as to the interpretation of this item. However, it would have been difficult to word the question in simpler form and still get the information desired.

There were times when the writer had to use his own judgment in interpreting and classifying the data and in determining the exact meaning of some of the replies; for example, where reasons were written in instead of being checked.

Throughout the study, comparisons are made between the answers given by the women and the men. In some instances, comparisons are made between the answers given by good students and those given by poor ones. Occasionally, comparisons are made between the answers given by married graduates and those who are unmarried. Also a few comparisons are made between the answers of graduates of several years ago and those of recent years. This variety in the methods of handling the data should provide, through the graduates of the Malin High School, an adequate picture upon which to

base an evaluation of the school's contribution to society.

CHAPTER II

MALIN AND ITS SECONDARY SCHOOL

A school is a reflection of the social, economic, and religious environment of the community which it serves. It is necessary, therefore, before considering the significance of the replies to the questionnaire used in securing data for this thesis, to give the reader a picture of the town of Malin, its surroundings, and its high school.

Malin and Adjacent Area

Malin is located in Klamath County, Oregon, thirty miles southeast of Klamath Falls, the county seat. Klamath Falls has a population of approximately 21,000; while the population of Malin is 600. The town of Malin is less than a mile distant from the Oregon-California State Line. It was located on the Dalles-California Highway until three years ago when a change in the highway left Malin on a branch of the main highway. Little, if any, tourist travel now reaches Malin.

There are but few industries represented in and around Malin, agriculture being by far the most important. Dairying, and the grazing and fattening of sheep and beef cattle are also of importance. At the present time, potatoes represent the most important crop. The "Klamath Netted Gem

Potato" is known far and wide for its excellence. Alfalfa hay, grains, and clover seed are other important agricultural products. The entire Klamath Basin is a Federal reclamation project, the principal source of irrigation water is the Upper Klamath Lake. The entire basin is crisscrossed with canals, laterals, and drain ditches. Without irrigation, the Klamath Basin would be worthless as an agricultural section since the average annual rainfall is less than thirteen inches.

Manufacturing in Malin and its vicinity is limited, and what little may be found there is related principally to agriculture. In Malin there is a cheese factory which produces a good grade of cheese, a large portion of which is sold in the San Francisco Bay region. There is also a flour and feed mill, which at present is limited to the production of feeds. A saw mill located five miles from Malin manufactures, and has for sale, a complete line of fir and pine lumber. Malin has the usual list of small-town enterprises: two department stores with butcher shops included, a variety store, a drug store, two barber shops, three beauty shops, one hotel, two restaurants, two garages, four service stations, two pool halls, one dance hall, one theater, a blacksmith shop, a shoe repair shop, a bakery, a bank, a lumber yard, a post office, and three apartment houses. A branch of the Great Northern Railroad

runs through the town and has a freight and passenger depot, but so far only freight service has been established.

Malin is young, having been established in 1909, only 30 years ago, and incorporated in 1922. The site was selected by the Bohemian Colonization Club, with headquarters at Omaha, Nebraska, as a spot for a Bohemian settlement, and Bohemians flocked there from all over the United States, many coming from Chicago. Many of the original settlers are still living in Malin or its vicinity. A large percentage of the high school enrollment has always been of Bohemian descent. Of graduates of the past eleven years, 54, or 41.5 per cent of the total were of Bohemian descent.

The average home in the Malin area is quite modern. Many homes use electricity and are well-equipped with electrical appliances. A car and a radio are to be found in nearly every home. Malin is deficient in recreational facilities; two pool halls, a dance hall, and a theater represent the commercial facilities for recreation. There are also two rifle clubs, three card clubs, and the Bohemian Sokol. The high school baseball field, the basket-ball gymnasium, and the tennis courts are used by the towns people. The Chamber of Commerce, the only service club in the town, numbers about 100 active members. There are a few fraternal organizations, including Masonic

Lodge, Eastern Star, local Grange, American Legion Post, and two Bohemian lodges. Malin has one church, of Presbyterian denomination, which functions as a community church.

The Klamath County School District

The Malin schools constitute sub-district Number 22 of the Klamath County School District. Klamath County has what is commonly known as the County Unit system of school administration. Under this plan all schools of the county except those of districts of the first class are in one district. The district is administered by a board of five elected members, one from each of the five districts or zones into which the county is divided. This board appoints the county superintendent to schools, who automatically becomes executive officer of the board. Each sub-district elects a local school committee, which functions in a restricted manner, in its district.

The Klamath County School District is a large one with approximately 3,838,000 acres. The assessed valuation of the district is \$20,867,941.00, and the cost of running the district for the year 1938-39 was \$546,793.00. The school district has \$800,000.00 invested in buildings, \$122,500.00 in grounds, and \$70,000.00 in furniture and equipment. It also owns 39 buses which during the past year transported

2,500 children to and from school. Three of these buses are assigned to Malin. The last school census showed that there were 6,413 children of school age in the Klamath County school district. Of this number, 3,974 were enrolled in the elementary schools and 684 in the seven high schools. This large district is divided into 26 sub-districts, which employ a total of 165 teachers.

A county health doctor and three nurses, one of whom is paid by the school district, care for the health needs of the pupils. The district employs a supervisor of elementary school work, a music supervisor, an attendance supervisor, five full-time mechanics, some of whom service the buses, and forty-four janitors and bus drivers, some of whom serve in both capacities. Cafeterias are maintained in all schools of the district having four or more rooms. The cooks are hired and paid by the district.

The preceding paragraphs give a brief statement of the most important facts concerning the system of which the Malin High School is a part. The rest of this chapter will be devoted to a consideration of the school itself.

Malin High School

The Malin High School district was established in 1920, before Klamath County elected to come under the county unit plan of school administration. It was organized originally

as Union High School District #1 of Klamath County, and was formed by the union of three districts: Malin, Shasta View, and Bryant Mountain. When the system was adopted by Klamath County in 1922, the high schools were not included in the County Unit system, and did not come under its jurisdiction until 1933, at which time Union High School #1 became known as Malin High School and was made a part of sub-district #22.

The major portion of the present high school structure was completed and occupied in the fall of 1921. An agricultural building, consisting of a class room and a shop, and a fine new gymnasium, including locker room and bleachers, were added in 1930 and 1936 respectively. Two large classrooms and a science laboratory were added in the spring of 1939, and have not yet been used. The main building, exclusive of the latest addition, is divided as follows: one large study hall readily convertible into two large classrooms; one home economics class room, which is used for all science classes; one large classroom; two small glass-partitioned rooms, one used as the library, the other as the typing room; the principal's office; the gymnasium; and two toilets, each with shower and dressing room attached. The agricultural building, as before mentioned, contains a classroom and a shop.

The Malin High School has, until now, been a four-year high school. A change to a six-year plan will be made at the beginning of school in the fall of 1939. The average enrollment for 1938-39 was 70, and for the school year ending in 1928 was 68, a fact indicating that very little change in the size of the school has occurred during the past eleven years. That is one reason why the graduates of the years 1928 to 1939 inclusive were chosen to answer the questionnaire used in this study. The elementary school, with an enrollment of 215 for the past year, graduates from the eighth grade an average of 20 pupils per year, the majority of whom enter the high school. Since 1927, the high school has graduated an average of 14 pupils per year.

Each year of the period under investigation, the high school has had four full-time teachers, including the principal. During the past four years, there has been some exchange of work between teachers employed in the high school and those employed in the elementary school who are qualified to do high school work. However, this has at all times been an even exchange, and the high school has had the equivalent of only four full-time teachers. The principal of the school does not teach full time, however, since he has one or two periods each day for administration and supervision. The music instructor in the elementary school has, during the past five years, handled the high

school glee club work in the period set aside for activities.

For a number of years, the Malin High School offered three curricula--agriculture, commerce, and college preparatory--but of late has tended toward disregarding curriculum boundaries, and now has only one curriculum, indefinitely titled "General," but which includes the subjects of both the college preparatory and the agricultural curricula intact. Such subjects as the following have been eliminated from the commercial curriculum: the full-year course in junior business training, shorthand I and II, typing II, and commercial geography. Required subjects in the Malin High School have been essentially the same throughout the years. Required subjects during 1938-39 were as follows:

Ninth Grade

Tenth Grade

1. English
2. Business of Life
(Orientation, Occupations, Junior Business Training)
3. World Geography and civilizations
4. Elementary Science

1. English
2. General Mathematics
3. Biology

Eleventh Grade

Twelfth Grade

1. English
2. History, Civics

1. English
2. Socio-Economics

It can be seen readily that no electives were offered to pupils of the ninth grade. Tenth grade students had one elective, world history or agriculture for the boys, and world history or home economics for the girls. Pupils of the eleventh and twelfth grades had at least two electives from the following subjects: typing, bookkeeping, commercial arithmetic, commercial law, geometry, world history, agriculture, and home economics.

The subjects offered by Malin High School have varied from year to year. Following is the complete program of studies, a list including all subjects that have at any time been offered by the school:

Subjects

English

English I
English II
English III
English IV
Spanish I
Spanish II
Latin I
Latin II
Public Speaking

Social Science

Ancient History
World History
U. S. History
Civics
H. S. Geography
Elementary Economics
Occupations
Social Problems
Social Science
World Geography and
Civilizations
Orientation

Subjects

Science

Elementary Science
Biology
Home Economics I
Home Economics II
Health
Agriculture I
Agriculture II
Agriculture III
Agriculture IV
Agriculture Projects

Commercial

Jr. Business Tr.
Bookkeeping
Commercial Arithmetic
Commercial Law
Commercial Geography
Typing I
Typing II
Shorthand I
Shorthand II

Mathematics

Algebra
 Advanced Algebra
 Plane Geometry
 Solid Geometry
 General Mathematics
 Higher Mathematics

This list presents quite an array of subjects to have been offered by such a small high school. However, it is to be understood that not all of the listed subjects were offered in any one year, and that some of them have not been offered for a number of years. Following is a list of subjects the school no longer offers, shown in the order in which they were discontinued:

- | | |
|----------------------|--------------------------|
| 1. Spanish I | 8. Latin II |
| 2. Spanish II | 9. Shorthand II |
| 3. Ancient History | 10. Public Speaking |
| 4. Higher Arithmetic | 11. Shorthand I |
| 5. Advanced Algebra | 12. H. S. Geography |
| 6. Solid Geometry | 13. Typing II |
| 7. Latin I | 14. Commercial Geography |

It would not be correct to assume that these subjects have been discarded for all time, for the replacement of some of them has been consistently demanded by both parents and pupils. Latin, public speaking, typing II, and algebra have received considerable support, sufficient in the case of public speaking, to justify its again being offered as a regular course. It is possible that Latin and algebra may be offered as supervised correspondence courses, although such procedure will not be encouraged.

Library facilities of the school are inadequate. The library is only a small room separated from the study hall

by a glass partition. It is equipped with a large table, chairs, book shelves, and a cabinet with drawers in which are kept issues, both new and old, of magazines and newspapers. Of the 740 books in the library, some 500, badly out-of-date, are seldom used. The magazine list includes such periodicals as: Reader's Digest, Time, News Week, National Geographic, Occupations, Scholastic, Popular Science, Hygiea, Home Economics Journal, and several farm magazines. The English instructor supervises the work of a student librarian who is in charge of the library before and after school, and when not attending classes. The school library facilities are supplemented by a well-stocked, one-room branch of the County Library located in the elementary school building.

The activity program of the school is extensive and varied. Following is a list of clubs and activities in order of importance as indicated by the number of pupils participating:

1. Athletics, including football, basketball, volleyball, tennis, and track
2. Boys' and Girls' Glee Club
3. Future Farmers of America, which includes such activities as public speaking, and parliamentary procedure
4. Annual, and School paper
5. Dramatics, including school plays, Stunt-Nite, and declamation
6. Boys' and Girls' Letter Clubs
7. Pep Club
8. Debate
9. Student body and class officers
10. Yell Leaders

One activity, student government, although not listed separately, is worthy of further consideration. The Malin High School does not have complete student government, such matters as the program of studies and discipline still remaining in the hands of the faculty. However, the pupils do have some voice in the government of the school. A student council, composed of the student body officers, the presidents of the four classes, and the Principal, discuss and act upon many matters affecting the school's activity program. If a group wished to organize a club, the matter must be submitted to the student council for approval. If an individual wishes to introduce a bill or an amendment to the constitution, he must first present the matter to the student council. The student body is usually permitted to do anything within reason that a majority of the students vote to do.

The writer has attempted in this chapter to give a brief but adequate description of the Malin High School and its program. The chapter to follow will give in detail such facts concerning each of the school's graduates as grade-point average for high school work, advanced education, occupation, residence, and marital status. This information too, is necessary if the reader is to understand fully the interpretation of the data in this study.

CHAPTER III

GENERAL FACTS CONCERNING THE GRADUATES OF THE
MALIN HIGH SCHOOL

A detailed consideration of the graduates of Malin High School follows logically from the statement of purposes and methods to be employed, and the description of the community and school as presented in the preceding chapters. Such factors as grades earned, mobility of the graduates, their marital status, their occupational status, and their higher education are fundamental to an accurate evaluation of the school. Therefore, to secure the proper background for this study, it becomes necessary to deal at some length in this and the following chapter with the graduates and their reactions to the items of the questionnaire.

Grades Earned in High School

Much has been written about the variability and unreliability of teachers' marks. No doubt some of this criticism is justified, for it is reasonable to believe that marks may sometimes be due to the prejudices or differences in standards of teachers; or to the teacher's inclusion of such factors as application, native ability, interest in work, improvement, punctuality, or other personal qualities.

However, Koos and Kefauver⁴ contend that, "Despite all of their inadequacies, they (marks) represent one of the most important bases, if not the most important single measure, for predicting future achievement." Since this may be true, high school marks may be considered valuable in predicting success in college and in the occupations.

Because high school marks are not scientifically derived, the grade point averages computed for this study can be approximations only. The system used in the Malin High School for the first two years of the period included in this investigation consisted of three passing grades: A, B, and C; and a failing grade of D, representing work of rank lower than 70 per cent. Beginning with the third year, the Oregon Uniform System was adopted. This system has four passing grades--1, 2, 3, and 4--and 5 as a failing mark. The grade point averages, hereinafter referred to as G.P.A., were obtained by transforming grades received under the old system to those of the new, and assigning values of 4, 3, 2, 1 to grades 1, 2, 3, and 4 respectively. This was done with the grades of all graduates included in the study, after which a total of the values was ascertained for each graduate, and that total was then divided by the

⁴Koos, Leonard V. and Kefauver, Grayson N., Guidance in Secondary Schools, p. 264.

number of subjects taken.

The accuracy of the procedure at this point may be questioned, due to the fact that some are full year and some only half year subjects. However, when the G.P.A. of a graduate was ascertained by dividing the total of the values by the number of credits--one credit per semester for each subject--the result was in nearly every instance identical. It would be unscientific to attempt to handle marks with too great an exactitude; and in view of the fact that the only purpose of this computation is to classify the graduates as to good, medium, or poor students, it would seem that the G.P.A. derived for each graduate is sufficiently accurate for the purposes of this study.

TABLE II
Grade Point Averages of Graduates

	Highest	Lowest	Mean
Girls	4.0	1.5	2.7
Boys	3.7	1.2	2.3
Both	4.0	1.2	2.5

Table II indicates that no matter how compared, the marks of the girls averaged higher than those of the boys. Two girls received G.P.A.'s of 4.0, the highest obtainable; whereas the five lowest averages were made by boys. In the succeeding chapter, comparisons are made between the replies of good and poor students. For this purpose, stu-

dents with a G.P.A. of at least 3.1, approximately 25 per cent of the total group, will be considered as good students, and those with a G.P.A. of 1.9 or below, again approximately 25 per cent of the total group, as poor students.

Mobility

Numerous and sometimes extended studies have been made of the mobility of high school graduates. However important that phase of a graduate's life may be, an extensive study of the migrations of Malin High School graduates is not essential to this investigation. In spite of this, the question must be given some consideration here since the degree of mobility may determine whether the school should provide for generalized or for localized citizenship.

Questionnaire responses of 130 graduates, 72 men and 58 women, for the eleven year period included in this study indicated that, previous to their high school entrance, 54 per cent of the men and 55 per cent of the women had resided in Malin eight years. From this it is safe to conclude that these men and women had received their elementary school training in the Malin schools.

As to residence following graduation, the questionnaires show that 72 per cent of the men and 43 per cent of the women still reside in Malin. Included in these percen-

tages were five boys and five girls who were attending college. The investigation shows further (1) that 92 per cent of the men and 74 per cent of the women reside within a radius of 75 miles of Malin, including part of Oregon and part of Northern California; (2) that 85 per cent of the men and 70 per cent of the women still live in the state of Oregon; and (3) that 15 per cent of the men and 27 per cent of the women reside in California. Similar studies concerning the mobility of high school graduates include no instance in which so large a percentage of the graduates still reside in the school community.

Previous studies have shown a surprising degree of mobility, greater among the graduates of the small high school than of the large. In a study by Whitlow⁵ of 50 small high schools in six Middle Western States he found that, after seven years, of the approximately 50 per cent of the responding graduates, 43 per cent still resided in the community in which they graduated. Leech⁶, who conducted a study of a Nebraska high school over a period of 35 years, found only 19 per cent of the graduates still living in the school community.

⁵Whitlow, C. M., "Graduates of the Smaller High Schools," Junior-Senior High School Clearing House, 7: 105-13 Oct., 1932.

⁶Leech, D. R., "Geographical Distribution of High School Graduates," School Review, 40: 51-4, January, 1932.

Since the migratory tendency appears to be general among graduates of small high schools, it is interesting to note that 60 per cent of the Malin graduates still reside in the community, and 84 per cent live within a radius of 75 miles of Malin. This would justify basing the program of the Malin High School upon the needs of the local community.

Marital Status

The question may here be asked, "What difference does it make to the high school whether a large per cent of its graduates marry soon, or not at all?" If a large per cent of the girls marry soon after graduation, should the school attempt to prepare them for an occupation? Would it not be better to offer the girls more and better courses in home economics; and to teach girls and boys alike more about household budgets, insurance, savings, the purchasing of homes, furniture, and clothing; more about household physics and chemistry; and more about physical welfare?

The present investigation shows that 40 per cent of the men and 59 per cent of the women are married. When the graduates of the last four years are eliminated, the percentages increase to 58 for the men and 83 for the women.

Whitlow⁷ found that, after seven years, 50 per cent of

⁷Whitlow, C. M., op.cit.

the men and 56 per cent of the women were married. The Malin study indicates that a larger per cent of the graduates marry soon after finishing high school; hence the school should prepare its graduates for family living.

Occupations

The school must prepare its graduates not only for family life but also for earning a living. The occupations of its graduates are an important consideration of the school. The present investigation shows that 44 per cent of the men graduates are farmers; 13 per cent are laborers—approximately one half being on farms; 8 per cent are students; 6 per cent clerks; 4 per cent, salesmen; and 25 per cent are civil engineers, radio engineers, electricians, mechanics, garage operators, service station operators, forest rangers, warehousemen, cheese makers, well drillers, mill hands, deputy sheriffs, bank tellers, or projectionists. These last types of workmen include not more than two graduates each.

The responses of the women indicate that 50 per cent are housewives; 21 per cent, students; 9 per cent, home helpers; 7 per cent, beauticians; 3 per cent, teachers; and 10 per cent are supervisors of statistics, florists, bookkeepers, secretaries, houseworkers, or clerks.

In listing occupations in which they had been engaged

for a period of six months or more since graduation, exclusive of present occupation; 41 men reported 72 different occupations, and 30 women reported a total of 44. In answer to the question, "Are you now following the occupation you had in mind when you graduated from high school?", 46 per cent of the men and 44 per cent of the women responded affirmatively; 54 per cent of the men and 56 per cent of the women, negatively.

A consideration of the findings, relative to the occupations of the graduates of the Malin High School, brings to light some points of interest. According to the 1930 census, the per cent of men of the United States engaged in agriculture was 25.1. Therefore, by comparison the per cent of the Malin graduates so engaged is high.

This high percentage would indicate that the agricultural program of the school is sound, and since 50 per cent of the girls are housewives, the same holds true for the home economics program. The fact that 51 graduates, excluding farmers, housewives, and students, entered 25 different vocations, each requiring specialization, would indicate that this small high school should give only generalized training, except in agriculture and home economics, and leave other specialization for later education or by other social agencies. This is emphasized by the fact that only 1.5 per cent of the graduates are making direct

use of the knowledge and skills acquired from commercial courses taken in high school. It should also be mentioned that not to exceed 45 per cent of the responding graduates are following the occupations they had in mind when they completed their high school work. This may be taken as a reflection on the guidance program of the school, and would indicate a need for the expansion of that program.

Education Beyond the Secondary School

That the graduates of Malin High School were interested in further education is evidenced by the following facts. At the time of entrance to high school, 69 per cent of the men and 78 per cent of the women expected to continue their education beyond the secondary school; while 31 per cent of the men and 22 per cent of the women were not planning to do so. Of the latter, 9 men and 5 women were not financially able; 7 men and 1 woman did not think it necessary for their intended vocation; 2 men and 1 woman disliked school; and 4 men and 3 women gave miscellaneous reasons. It is interesting to note that of those who did not expect to continue their education further than the high school, 7 men and 5 women did later do so. This may, or may not, have been due to influences at work in the school.

Of those expecting to continue education after high

school graduation, but who did not do so, 20 men and 12 women were prevented by finances; 2 men and 2 women planned to get married; 1 man and 2 women were discouraged by the objections of parents; 2 men and 1 woman are still planning to go to college; the intended vocation of 4 men did not require it; and 2 men and 3 women did not continue for miscellaneous reasons. A review of these figures shows two principal reasons why graduates did not continue their education beyond high school: "Not financially able," given by 35 per cent, and "Intended vocation did not require it," given by 9 per cent.

A variety of schools was represented in the institutions of higher learning attended by the graduates. Table III shows the number attending such institutions and the length of time spent there.

TABLE III

Attendance at Institutions of Higher Learning

	Number Graduates			Years		
	Men	Women	Total	Men	Women	Total
Junior College	0	2	2	0.0	2	2.0
Normal School	4	6	10	5.5	8	13.5
State College	12	7	19	17.5	10	27.5
State University	5	5	10	8.0	11	19.0
Other College	5	4	9	11.5	7	18.5
Business College	3	8	11	2.5	7	9.5
Trade School	7	5	12	8.0	10	18.0
Total	36	37	73	53.0	55	106.0

An examination of Table III reveals that 50 per cent of the men and 64 per cent of the women, or 56 per cent of the total number of graduates, continued their education beyond high school. The study by Whitlow¹, previously mentioned, found that 54 per cent of the graduates at sometime attended college or university. These percentages seem high when compared with those of the U. S. Bureau of Census compiled in 1931, which show that for the country as a whole only 21.4 per cent of persons 18 to 20 years of age were then in school. The present study also shows that many graduates did not continue long in school, the average for the entire group being only 1.5 years. This low average may be accounted for, in some measure, by the fact that business and trade schools, chiefly those of beauty culture and diesel engineering, prove attractive because of their one-year courses. The study reveals that 5 men and 2 women, or 5.4 per cent of the total number of graduates, completed four years of college work. The preceding figures do not include 2 boys and 8 girls now in college, and who will probably complete the four years of work.

Since Malin is not located near an institution of higher learning--the closest being the Southern Oregon College of Education, 90 miles distant--the question arose

¹Ibid.

whether a larger per cent of the graduates would have attended college had such an institution been located nearer Malin. Out of 121 responding graduates, 44 per cent indicated that, had it been available, they would have attended a junior college at Klamath Falls, 30 miles distant; while 56 per cent reported that they would not. Many of the latter group gave as a reason for their answers a preference for other institutions of higher learning.

This study of the Malin High School graduates, their grades, mobility, marital status, occupations, and further education gives data of value in interpreting their reactions to the school program. In the following chapter, an attempt will be made to evaluate the curricular offering and the activity program of the school; and to show the relation of high school training to personal habits and later life activities.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE PERSONAL DATA
AND THE REACTIONS OF THE GRADUATES

In the preceding three chapters, the ground-work was laid for this investigation. Without those chapters it would be difficult to understand and interpret the findings that are presented in this chapter. Without this chapter the first three chapters would be of little worth in evaluating the program of the school. The essential facts concerning the investigation, the community, the school, and the graduates, have been presented. The next step will be to consider the information furnished by the graduates relative to their experiences with the curricular offerings and activity program of the school, and to determine the relation of their high school training to habits and activities in later life.

Evaluation of Curricular Offering of the High School

What the school does for its pupils in the way of curricular offerings is of supreme importance in an evaluation of the school. The graduates, with four years of experience with the curricular organization of the school, can give significant information. They can supply information about the subjects they have taken; whether difficult for them; of special interest to them; or whether of little or no value, or of lasting value to

them. They can indicate the subjects they wanted to take, but could not because such subjects were not offered, or because of conflicts in schedule. They are in a position to furnish their opinions as to whether the objectives of secondary education are being realized.

There is much difference of opinion among educators as to whether pupils should be required to take subjects against their wishes. Regardless of which school of thought is in the right, it is safe to say that interest and attention are important for successful learning, and that they can best be secured when the wishes of the pupil and the teacher are in accord.

The graduates of the school were asked if they had taken a subject against their wishes. Among the women, 63.8 per cent answered in the affirmative, and 45.7 per cent of the men answered likewise; while 36.2 per cent of the women and 54.3 per cent of the men were of the opposite opinion. A comparison of the answers of good and poor students shows that 61.3 per cent of the good students answered "No," while 67.7 per cent of the poor students answered "Yes." This would seem to indicate that some of the objection to subjects may be due to the fact that they are difficult.

An effort was made to determine the most objectionable subjects, and since objectionable, the reasons for

taking them. Tables IV and V show the results.

TABLE IV
Most Objectionable Subject

Subject	Number who responded			
	33	32	11	19
	Women	Men	Good	Poor
	Per cent			
Algebra	15.2	21.9	9.1	21.1
Civics	21.2	6.3	18.2	10.5
Geometry	15.2	6.3	18.2	10.5
World History	9.1	9.4	0.0	5.3
English	0.0	18.8	9.1	15.8
U. S. History	6.1	9.4	0.0	5.3
Health	9.1	3.1	18.2	5.3
Bookkeeping	9.1	3.1	0.0	5.3
Nine Miscellaneous	21.2	21.9	36.4	26.3

Table IV indicates that in the opinion of the 65 graduates answering this part of the questionnaire, algebra was the most objectionable subject, followed by civics and geometry. A much larger per cent of women than men found civics and geometry objectionable. English was rated as the most objectionable by 18.8 per cent of the men, but not so rated by any of the women. All of the subjects listed in the table were required subjects with the exception of geometry and bookkeeping; however, it was

often necessary for a pupil to take one of these in order to carry four subjects.

In comparing the responses of good and poor students, it is found that in the case of civics, geometry, and health a larger per cent of the good students found them objectionable, while algebra and English were objectionable to a larger per cent of poor students.

TABLE V

Chief Reason for Taking most Objectionable Subject

Chief Reason	Number who responded			
	36	32	11	19
	Women	Men	Good	Poor
	Per cent			
Advise of teacher	2.8	12.5	0.0	0.0
Advise of parents or relatives	5.5	0.0	0.0	5.3
No other subject available	25.0	34.4	27.3	36.8
Necessary for college entrance	22.2	18.8	36.4	10.5
Required for graduation	61.1	62.5	36.4	68.4
Two miscellaneous	2.8	3.1	0.0	5.3

Table V indicates that the chief reasons for taking most objectionable subject were that it was required for graduation, or that there was no other subject available. The long list of subjects required for graduation is due largely to the effort of a small school to meet college entrance requirements; however, this fact is

not generally brought to the attention of students. Approximately one-fifth of the graduates took objectionable subjects because they were necessary for college entrance. In comparing the responses of good and poor students who checked the two reasons "Required for Graduation," and "Necessary for College Entrance," the same percentage of good students checked both, while approximately six times as many of the poor students checked the first reason as checked the latter.

The graduates were asked to indicate the subjects which were of special interest to them, and to tell why they were interesting. This information is presented in Tables VI and VII.

TABLE VI

Subjects Taken that Were of Special Interest

Subject	Number who responded			
	56	67	30	32
	Women	Men	Good	Poor
	Per cent			
Agriculture	0.0	31.3	6.7	28.1
Typing	28.6	4.5	16.7	6.3
Bookkeeping	10.7	14.9	10.0	6.3
English	12.5	6.0	10.0	12.5
Shorthand	17.9	0.0	13.3	0.0
Public Speaking	5.4	7.5	10.0	6.3
Commercial Law	1.8	10.4	3.3	15.6
Civics	3.6	7.5	3.3	3.1
Mathematics	3.6	7.5	10.0	3.1
Biology	7.1	3.0	13.3	3.1
15 miscellaneous	21.4	11.9	10.0	21.9

Table VI brings to light some points of interest. Agriculture was a subject of special interest to 31.3 per cent of the men, and included in this number were 28.1 per cent of the poor students. Typing and shorthand were of special interest to a considerable number of the women, while few of the men found those subjects of special interest. Included in this group who were interested in typing and shorthand was a much larger per cent of good than poor students. Also the good students were predominant in the group interested in mathematics and biology.

TABLE VII

Chief Reason Subject was of Interest

Chief Reason	Number who responded			
	56	67	30	32
	Women	Men	Good	Poor
	Per cent			
Needed for intended vocation	35.7	31.3	43.3	21.9
Tend to make better citizen	3.6	4.5	0.0	3.1
Tend to make better home member	1.8	0.0	0.0	0.0
Of practical use regardless of vocation	50.0	59.7	60.0	65.6
To increase general knowledge	23.2	17.9	16.7	21.9
3 miscellaneous	10.7	1.5	0.0	3.1

Table VII shows that the special interest in subjects on the part of graduates was due to quite practical rea-

sons. The special interest of over half of the graduates was due to the fact that they considered the subject matter of practical use regardless of vocation, while one third of the group felt the need of the subject for their intended vocations. It is interesting to note that a larger per cent of the poor students checked the first reason than the good students--65.6 per cent as compared with 60.0 per cent. Very few of the graduates were interested in subjects because they tended to make them better citizens or better home members. None of the good students checked these reasons.

An attempt was made to learn if the graduates received poor grades in subjects which were not difficult for them, and if so, the reason there-for. Tables VIII and IX give the results.

TABLE VIII

Subject not Difficult, but Grade Poor

Subject	Number who responded	
	38	50
	Women	Men
	Per cent	
English	3.6	28.0
Biology	10.5	12.0
Geometry	7.9	12.0
Typing I	7.9	8.0
U.S. History	10.5	4.0
Algebra	5.3	6.0
World History	13.2	0.0
Civics	7.9	4.0
14 miscellaneous	34.2	26.0

Table VIII brings to light the fact that English for the men and world history for the women were the subjects that gave the graduates the most trouble, as evidenced by poor grades, yet were not considered difficult. In the case of biology the per cent of the men and of the women was about equal, but a considerably larger per cent of women than men listed United States history and civics.

TABLE IX

Chief Reason for Poor Grades in Subject not Difficult

Chief Reason	Number who responded	
	37	49
	Women	Men
	Per cent	
Lack of interest in subject	56.7	49.0
Subject taken against wishes	5.4	0.0
Dislike for teacher	21.6	14.3
Poorly presented by teacher	24.3	24.5
Absence	2.7	12.2
Didn't apply self	2.7	8.2
5 miscellaneous	12.5	4.1

Table IX shows that lack of interest in the subject was considered the chief reason for poor grades by a majority of the graduates, while considerably over one-third of the graduates blamed the teacher for the poor grades they received in subjects that were not difficult. It is interesting to note that very few of the graduates received poor grades in what they considered easy subjects, because the subjects were taken against their wishes. Few of the graduates blamed themselves for the difficulty.

The preceding two Tables presented the opinions of the graduates relative to easy subjects in which poor grades were received. Table X and XI which follow will

deal with the subjects which the graduates considered difficult, but in which they received good grades; and the chief reasons for the same.

TABLE X
Good Grades in Difficult Subject

Subject	Number who responded	
	31	38
	Women	Men
	Per cent	
English	12.9	21.1
Civics	32.3	2.6
Geometry	12.9	15.8
Algebra	9.7	10.5
Mathematics	3.2	7.9
Bookkeeping	0.0	10.5
Public Speaking	3.2	7.9
12 miscellaneous	29.0	28.9

It would appear from a study of Table X that civics was considered a difficult subject by the women, yet nearly one third of the women who responded to the questionnaire received good grades in that subject. English and geometry were checked by both women and men as difficult, but subjects in which they received good grades; however, a considerably larger per cent of the men than women checked those subjects. Bookkeeping was checked by several men but

by no women.

TABLE XI

Chief Reasons for Good Grades in Difficult Subjects

Chief Reason	Number who responded	
	31	37
	Women	Men
	Per cent	
Knowledge of value in later life	19.4	21.6
Well presented by teacher	48.4	54.1
Built up an interest	38.7	37.8
Teacher well liked	22.6	21.6
2 miscellaneous	3.2	2.7

It would appear from a study of Table XI that approximately two thirds of the responding graduates felt that their success with difficult subjects was due to the teacher. It is interesting to note also that over one third of the graduates believed that interest could be built up in a difficult subject to the point where one could be more than ordinarily successful with it.

An important consideration in determining which of the subjects offered by the school should receive the greatest emphasis, is the extent to which subjects are of lasting value to the student. Therefore, the graduates were asked to list the subjects of more lasting value to them and to give reasons. This information is presented in Tables XII

and XIII which follow.

TABLE XII
Subject of More Lasting Value

Subject	Number who responded			
	57	69	31	31
	Women	Men	Good	Poor
	Per cent			
English	50.0	21.7	41.9	35.5
Agriculture	0.0	39.1	9.7	41.9
Typing	29.8	7.2	22.6	3.2
Bookkeeping	7.0	4.3	9.7	3.2
Social Problems	8.8	1.4	6.5	3.2
Shorthand	10.5	0.0	6.5	0.0
11 miscellaneous	14.0	27.5	19.4	16.1

English and typing for the women, and English and agriculture for the men, were, according to Table XII, the subjects of more lasting value in the opinion of the graduates. Both the good and the poor students gave English a high rating as a subject of lasting value. Among the graduates checking typing was a much larger per cent of good students, while the opposite was true in the case of those checking agriculture. Shorthand and social problems were listed by a considerable number of women, in which group the good students predominated.

TABLE XIII

Chief Reason Subject of More Lasting Value

Chief Reason	Number who responded			
	57	69	31	31
	Women	Men	Good	Poor
	Per cent			
The knowledge gained is essential in my occupation	49.1	60.9	48.4	61.3
It has helped me to better understand the everyday problems of life	24.6	14.5	16.1	22.6
It has helped me to be a better home member	7.0	1.4	3.2	0.0
It has helped me to be a better citizen	15.8	11.6	12.9	12.9
It has helped me to better enjoy life	12.3	5.8	12.9	9.7
Always useful regardless	14.0	11.6	9.7	12.9
3 miscellaneous	3.5	2.9	6.5	0.0

The information presented in Table XIII shows that considerably over half of the graduates considered certain subjects of lasting value because the knowledge gained was essential in their occupations. The larger percentage of poor students than good students who checked this reason is probably due to the fact that the men outnumbered the women. It is of vital interest to the school to know that large numbers of the graduates were of the opinion that some of the subjects taken while in high school had helped

them to better understand the everyday problems of life, and that the knowledge imparted was useful regardless of the occupation followed.

The two preceding Tables presented information relative to the subjects of more lasting value, in the opinion of the graduates. Tables XIV and XV present the opinions of the graduates regarding the subjects which have proved to be of the least value to them.

TABLE XIV
Subject of Least Value

Subject	Number who responded			
	56	68	31	32
	Women	Men	Good	Poor
	Per cent			
Algebra	25.0	19.1	16.1	25.0
Geometry	23.2	7.4	12.9	3.1
World History	5.4	10.3	3.2	9.4
History	3.6	8.8	9.7	6.2
Biology	3.6	8.8	9.7	6.2
Typing	0.0	10.3	3.2	9.4
Shorthand	8.9	1.5	9.7	0.0
18 miscellaneous	37.5	32.4	32.3	37.5

Table XIV depicts the fact that algebra was considered by the graduates to be the subject of least value to them. The indictment against geometry was only slightly less

severe, while world history was ranked third. In comparing the responses of good and poor students, it is found that the percentage of good students so rating the three subjects was only slightly less than the percentage of poor students so rating them. A considerably larger per cent of women than men checked algebra and geometry as the subjects of least value to them, whereas in the case of world history the men predominated. Only men checked typing as the subject that had been of the least value to them. A further comparison of the good and poor students checking algebra and geometry shows that a larger per cent of poor students checked algebra, while the opposite was true in the case of geometry.

TABLE XV

Chief Reason for Subject of Least Value

Chief Reason	Number who responded			
	53	68	29	32
	Women	Men	Good	Poor
	Per cent			
Knowledge gained was not practical	22.6	17.6	10.3	15.6
I have had no use whatever for the knowledge gained	60.4	54.4	62.1	59.4
Lacked understanding of subject	26.4	25.0	10.3	37.5
Duplication	1.9	4.4	6.9	0.0
5 miscellaneous	7.5	2.9	13.8	0.0

That a large majority of the graduates had no use whatever for the knowledge gained from such subjects as algebra, geometry, and world history is shown in Table XV. If we add to this group those who thought that the knowledge gained was not practical, we have a group constituting about three fourths of the graduates who felt that the knowledge gained in certain high school subjects was unusable. This opinion was held by approximately as large a percentage of good students as poor ones. The table shows also that there was a group made up of approximately one fourth of the graduates who rated certain subjects as being of least value because they lacked understanding of them. In this group were three times as many poor students as good students.

If some subjects prove to be of little or no value to students it would be very desirable to replace those subjects by others that gave promise of being of value. Table XVI presents the opinion of the graduates as to the subjects they should have taken to replace the subject of least value.

TABLE XVI

Subject to Replace Subject of Least Value

Subject	Number who responded			
	52	60	30	29
	Women	Men	Good	Poor
	Per cent			
Bookkeeping	7.7	16.7	10.0	10.3
Home Economics	23.1	1.7	3.3	10.3
Agriculture	0.0	16.7	6.7	6.9
Public Speaking	11.5	5.0	0.0	6.9
Typing I	1.9	11.7	3.3	12.8
Foreign Language	9.6	3.3	10.0	10.3
Commercial Law	3.8	6.7	10.0	3.4
Commercial Arithmetic	7.7	3.3	10.0	0.0
Shorthand	7.7	3.3	3.3	3.4
19 miscellaneous	28.8	38.3	50.0	37.9

Table XVI indicates that the graduates would replace the subjects they considered of least value by such subjects as bookkeeping, home economics, agriculture, and public speaking. It is worthy of attention to note that as large a percentage of poor students as good students would replace their least valuable subject by a foreign language. Of the nine subjects listed, five are commercial subjects. This group checking the commercial subjects include over one-third of the graduates and is made up of a larger per

cent of men than women. The per cent of good and poor students is approximately the same.

It is not always possible for a small school to offer all of the subjects that may be desired by students. However, the school should make an effort to offer the subjects that are in greatest demand. Table XVII, which follows, presents information relative to subjects in which the graduates were interested, but which were not offered.

TABLE XVII

Interest in Subjects that were not Offered

Subject	1st or 2nd choice	Number who responded			
		49 Women	47 Men	26 Good	22 Poor
		Per cent			
For. Languages	26.0	44.9	27.7	38.5	36.4
Chemistry	25.0	20.4	36.2	30.8	27.3
Home Economics	19.8	42.9	0.0	23.1	13.6
Shorthand II	14.6	34.7	0.0	11.5	13.6
Physics	11.5	4.1	25.5	23.1	9.1
Music	10.4	20.4	8.5	19.2	9.1
Pub. Speaking	7.3	8.2	6.4	7.7	9.1
Machine Shop	7.3	0.0	14.9	0.0	13.6
Art	6.3	14.3	2.1	15.4	0.0
Latin	5.2	10.2	4.2	3.9	18.2
25 miscellaneous		49.0	72.3	73.1	45.5

That there was a considerable number of subjects in which the graduates were interested, but which were not offered while they were in high school, is shown by Table XVII. Foreign Languages heads the list with a much larger percentage of women than men interested, and the percentage of good and poor students about equal. Chemistry and physics were subjects of interest to the men, while home economics and shorthand II interested a considerable number of the women. The graduates checking physics included twice as many good students as poor ones. The group checking music and art was made up largely of women, a larger per cent of whom were good students. It is shown that a much larger per cent of poor students checked Latin than did good students.

A serious situation exists when a school does not offer subjects that are desired by a considerable number of pupils. The situation is no better when the schedule of classes is so arranged that a number of pupils are unable, due to conflicts, to take subjects in which they are interested. Table XVIII shows the subjects which the graduates could not fit into their schedules, while in high school.

TABLE XVIII

Interest in Subjects that could not be Fitted
into Schedule

Subject	1st or 2nd choice	Number who responded			
		24 Women	29 Men	18 Good	10 Poor
		Per cent			
Bookkeeping	32.1	37.5	31.0	27.8	30.0
Public Speaking	17.0	20.8	20.7	11.1	20.0
Typing I	17.0	0.0	34.5	11.1	40.0
Shorthand	15.1	20.8	13.8	22.2	10.0
Typing II	11.3	4.2	24.1	27.8	10.0
Commercial Law	13.2	20.8	10.3	11.1	10.0
18 miscellaneous		83.3	62.1	77.8	20.0

Table XVIII brings to light the fact that the graduates were unable, while in high school, to take many subjects in which they were interested because of conflicts in schedule. Bookkeeping heads the list, followed by public speaking and typing I. Typing I was listed by men only, and can be accounted for by the fact that there were a number of years in which agriculture and typing I were scheduled for the same daily period. It is questionable how much significance should be attached to the fact that a much larger per cent of poor than good students listed the three subjects mentioned above.

The fact that the graduates listed a number of sub-

jects in which they were interested, but did not take because they were not offered or could not be fitted into their schedules, led up to the question of whether this omission had any particular effect upon the careers of the graduates. Thirty-six per cent of the women and 25.0 per cent of the men were of the belief that had they taken the courses, their careers would have been changed considerably; while 64.0 per cent of the women and 75.0 per cent of the men were of the opposite opinion. This latter group contained 65.5 per cent of the good, and 84.0 per cent of the poor students.

Beginning at this point in the evaluation of the curricular offering of the high school, the various subject fields such as science, English, social science, etc. will be taken up one at a time for brief consideration. In addition to making comparisons between the responses of the women and the men, and between the good and poor students, comparisons are made at times between the responses of the graduates of the first five years of the period included in the study, and those of the last five years. These groups entitled the "Old" and the "Recent" contain 43.0 and 48.4 per cent of the graduates respectively.

The subject field of science will be considered first. Elementary science has been a required subject during all of the years included in this study, and biology has been

a required subject for much of the time and has been taken by 81.5 per cent of the graduates. Table XIX shows the opinion of the graduates relative to whether the science courses were of practical value.

TABLE XIX
Science Courses of Practical Value

Answer	Number who responded					
	58	70	31	32	54	62
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Yes	69.0	87.1	83.9	71.9	85.2	75.8
No	31.0	12.9	16.1	28.1	14.8	24.2

The preponderance of affirmative replies as shown by Table XIX indicates that the graduates, especially the men, were favorably impressed with the science courses offered by the high school. Also, this affirmative group included a larger per cent of the good than of the poor students, and a larger per cent of the older graduates than of the more recent group.

Replies to the question: "Are you more interested in things and processes about you after taking these courses," were given by 57 women and 70 men; "yes" by 71.9 per cent of the women and 85.7 per cent of the men, and "no" by 28.1 per cent of the women and 14.3 per cent of the men.

A course in physics has never been offered by the Malin High School, and the graduates were asked the specif-

ic question: "Would you have taken a course in physics had it been offered?" Table XX shows the response to this question.

TABLE XX
Desire for Course in Physics

Answer	Number who responded					
	56	68	30	32	51	62
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Yes	48.2	60.3	56.7	46.9	51.0	58.1
No	51.8	39.7	43.3	53.1	49.0	41.9

Table XX shows that a majority of the graduates, consisting of a larger per cent of men than women, would have taken physics had it been offered. This group was made up of a larger per cent of good than poor students, and of recent than old graduates.

Regarding the subject field of English, much information was secured from the graduates. The pupils of Malin High School are required to take English for four years, and must do passing work for six semesters in order to graduate.

Tables XXI and XXII, which follow, aid in presenting the opinions of the graduates relative to work in this department.

TABLE XXI

Extent of Understanding and Appreciation of English
and American Literature

Degree	Number who responded					
	58	72	31	32	55	63
	Women	Men	Good	Poor	Old	Recent
	Per cent					
None	3.5	2.8	6.4	0.0	1.8	3.2
Little	25.9	51.4	29.0	46.9	40.0	41.3
Considerable	60.3	44.4	58.1	43.7	54.6	47.6
Great	10.3	1.4	6.5	9.4	3.6	7.9

The figures presented in Table XXI indicate that 71 per cent of the women and 46 per cent of the men felt that they had a satisfactory understanding and appreciation of English and American literature. This group included a larger per cent of good than poor students, but a majority of both.

In reply to the question: "Have you been embarrassed frequently by your inability to use proper grammar:" 19.3 per cent of the women and 29.2 per cent of the men answered "yes," and 80.7 per cent of the women and 70.8 per cent of the men answered "no."

That their high school experience had enabled them to overcome "stagefright" in meeting strangers and in speaking before groups of persons was the belief of 48.2 per cent of the women and 58.3 per cent of the men, while 51.8 per cent of the women and 41.7 per cent of the men indicated that they had not benefited in that manner.

That they had mastered the fundamental rules of grammar before graduation was the opinion of 87.5 per cent of the women and 65.7 per cent of the men, while 12.5 per cent of the women and 34.3 per cent of the men entertained the opinion that they had not done so.

TABLE XXII

Suggestions for Improvement of English Department

Suggestion	Number who responded					
	58	72	31	32	56	63
	Women	Men	Good	Poor	Old	Recent
	Per cent					
More stress on Oral English	46.4	47.2	45.2	34.4	48.2	47.6
Treat best modern writers as carefully as established writers	6.9	4.2	3.2	3.1	0.0	9.5
Better library facilities	22.4	13.9	25.8	12.5	16.1	17.5
More emphasis upon fundamentals of grammar	24.1	33.3	22.6	28.1	26.8	30.2
More emphasis on theme and letter writing	15.5	29.2	22.6	18.8	25.0	19.0
More time devoted to dramatics	13.8	18.1	12.9	18.8	19.6	15.9
Two miscellaneous	3.5	1.4	6.4	0.0	1.8	1.6

It was the opinion of the graduates, as shown by Table XXII, that some improvements might be made in the

English department. Approximately half of the graduates were of the opinion that more stress should be placed on oral English; and over one-fourth of them were of the belief that there should be more emphasis upon the fundamentals of grammar. The good students were in the majority in the first suggestion, while the poor students prevailed in the second.

In the social studies field, there has always been a number of required subjects at the Malin High School. At the present time, there are three required subjects in that field: world geography and civilization, history-civics, and socio-economics. Until recently a year of United States history and a year of civics were required; and it was necessary for many students to take world history in order to carry four subjects. As a result 57 per cent of the graduates took this latter subject.

The opinions of the graduates regarding the work in this department will be presented in Tables XXIII and XXIV.

TABLE XXIII

Extent of Understanding of Basic Political, Social,
and Economic Elements in our Government

Degree	Number who responded					
	49	69	29	30	50	58
	Women	Men	Good	Poor	Old	Recent
	Per cent					
None	0.0	0.0	0.0	0.0	0.0	0.0
Little	40.8	17.4	20.7	26.6	26.0	29.3
Considerable	51.0	72.5	62.1	66.7	66.0	58.6
Great	8.2	10.1	17.2	6.7	8.0	12.1

An examination of Table XXIII reveals that approximately two thirds of the graduates, the men predominating, were of the opinion that they had a satisfactory understanding of the basic political, social and economic elements in our government. This group was made up of a larger per cent of the good than of the poor students.

TABLE XXIV

Suggested Improvements to Better Develop Understanding and Interest in Social and Political Problems

Suggestion	Number who responded					
	52	68	29	30	50	60
	Women	Men	Good	Poor	Old	Recent
	Per cent					
More stress on importance of events occurring today	59.6	73.5	55.2	80.0	60.0	71.7
More field trips to view things in action	32.7	35.3	37.9	26.7	36.0	35.0
More freedom in class discussions	15.4	17.6	17.2	20.0	22.0	11.7
More reference material	36.4	23.5	37.9	20.0	26.0	31.7
Vitalize the presentation of subject	15.4	13.2	17.2	10.0	16.0	11.7
More time on Oregon's History and Politics	7.7	8.8	6.9	10.0	8.0	6.7
Four miscellaneous	3.8	2.9	6.9	0.0	4.0	3.3

Table XXIV presents the opinion of the graduates as to needed improvements in the social studies field in the Malin High School. Approximately two thirds of the graduates were of the opinion that the department should place more stress on the importance of events occurring today. In this group was found a much larger per cent of the poor

than of the good students and of the recent graduates as compared with the old. Other points emphasized by the graduates were more field trips and more reference material. A larger per cent of the good than of the poor students favored these later points.

According to literature on the subject, much may be said for and against sex education in the high school. However, it is one of the social studies that may receive more and more attention in the future.

The response to the question: "Would a course in Marriage and Parenthood have been of value to you," is shown in Table XXV.

TABLE XXV

Course in Marriage and Parenthood of Value

Answer	Number who responded					
	54	68	31	30	54	57
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Yes	74.1	67.6	54.8	83.3	59.3	78.9
No	25.9	32.4	45.2	16.7	40.7	21.1

As to the marital status of the graduates answering "yes," 26 or 65.0 per cent of the women and 19 or 41.3 per cent of the men were married, while of those answering "no," 8 or 57.1 per cent of the women and 9 or 40.9 per cent of the men were married.

The response to the question: "Do you think all

seniors should be required to take such a course," is shown in Table XXVI.

TABLE XXVI

Desirability of Making Course in Marriage and
Parenthood Compulsory

Answer	Number who responded					
	56	70	31	31	54	61
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Yes	69.6	60.0	58.1	80.6	51.9	77.0
No	30.4	40.0	41.9	19.4	48.1	23.0

Of the graduates answering "yes," 23 or 59.0 per cent of the women, and 15 or 35.7 per cent of the men were married, while of those answering "no," 8 or 47.0 per cent of the women and 10 or 34.3 per cent of the men were married. Two women and three men who answered "no," indicated that such a course should be taught but not required.

The response by the graduates to the questions regarding sex education indicates that a large majority of those that are married favor that type of education.

In the field of mathematics the Malin High School, during the period covered by this investigation, required for graduation one year of algebra, or one year of general mathematics. Plane geometry was offered every year that there were enough pupils desiring the course to make a satisfactory class. Fifty-five and four-tenths per cent of

the graduates took plane geometry. Algebra II, solid geometry, and higher arithmetic were each offered only one year during the period included in this study.

Tables XXVII to XXIX inclusive give the responses of the graduates to questions concerning the work offered by the mathematics department.

TABLE XXVII

Extent to which Mathematics Learned in High School
has been used by Graduates

Degree	Number who responded					
	58	72	31	32	56	63
	Women	Men	Good	Poor	Old	Recent
	Per cent					
None	19.0	6.9	6.5	12.5	14.3	7.9
Little	51.7	38.9	35.5	40.6	41.1	52.4
Considerable	25.9	37.5	41.9	40.6	33.9	28.6
Great	3.4	16.7	16.1	6.3	10.7	11.1

That three-fourths of the women had found little or no use for the mathematics learned in high school is shown by Table XXVII. Over half of the men had found considerable or great use for it. A larger per cent of the good than the poor students had found use for it, 58 as compared with 47.

TABLE XXVIII

Extent to which Graduates Felt they had Mastered
the Mathematics Subjects taken

Degree	Number who responded					
	55	72	30	32	55	62
	Women	Men	Good	Poor	Old	Recent
	Per cent					
None	9.1	8.3	3.3	12.5	7.3	9.7
Little	50.9	43.1	20.0	59.4	34.5	56.4
Considerable	27.3	34.7	50.0	25.0	41.8	21.0
Great	12.7	13.9	26.7	3.1	16.4	12.9

Table XXVIII shows that a larger per cent of the men than of the women were of the opinion that they had mastered the mathematics subjects taken in high school. In this group were found over three-fourths of the good students and slightly over one fourth of the poor ones. Also the percentage of the older graduates in this group was considerably higher than of the recent graduates.

TABLE XXIX

Suggestions for Improvement in Mathematics
Department

Suggestion	Number who responded					
	58	70	31	31	55	63
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Need for better instruction	6.9	4.3	9.7	6.4	3.6	6.3
Correlation of Mathematics with other subjects	15.5	15.7	29.0	12.9	16.4	15.9
Do not make any Mathematic subject required	20.7	1.4	9.7	12.9	9.1	11.1
Require mastery in one subject before taking next	39.7	42.9	25.8	45.2	43.6	36.5
Offer more courses in Mathematics	19.0	47.1	32.3	32.3	32.7	36.5
Course in practical everyday mathematics	1.7	0.0	0.0	0.0	1.8	0.0

It was the opinion of over two-fifths of the graduates, as shown by Table XXIX, that a student should not be permitted to take a second mathematics subject until he had mastered the first. Approximately twice as many poor as good students checked this reason. Over one-third of the graduates was of the opinion that more courses in mathematics should be offered. This latter group was made up

of three times as many men as women, however there was no contrast in the responses of good and poor students and old and recent graduates.

Agriculture has been a popular course with the boys of Malin High School. This is shown by the fact that even though the course has always been elective, 83.3 per cent of the men graduates took one or more courses while in high school. During the first half of the period under investigation two courses in agriculture were offered each year, however, during recent years only one course has been offered.

An attempt will be made in the following paragraphs, including Tables XXX and XXXI, to present the opinion of the graduates relative to the offerings of the school in agriculture.

TABLE XXX

Extent to which Course in Agriculture was Practical

Degree	Number who responded				
	60	11	24	31	21
	Men	Good	Poor	Old	Recent
	Per cent				
None	3.3	0.0	8.3	3.2	4.8
Little	10.0	0.0	8.3	16.1	0.0
Considerable	56.7	81.8	41.7	64.6	47.6
Great	30.0	18.2	41.7	16.1	47.6

That the graduates were favorably impressed with the practicability of the agriculture courses is shown in Table

XXX. Eighty-seven per cent of the men who took one or more courses were of the opinion that they were practical. One hundred per cent of the good students and 83 per cent of the poor students were included in this group.

That too much time was devoted to the preparation for shop, judging, and similar contests was the opinion of only 5.3 per cent of the men, while 94.7 per cent of the men were of the opposite opinion.

That as a result of the agriculture courses taken they were encouraged in their desire to be farmers was the opinion of 95.7 per cent of the men, while it was the belief of 4.3 per cent that the courses taken discouraged them in their desire to be farmers.

TABLE XXXI

Suggestions for Improving the Work in the
Agriculture Department

Suggestion	Number who responded				
	59	11	23	30	21
	Men	Good	Poor	Old	Recent
	Per cent				
Offer at least two courses each year	11.9	9.1	13.0	10.0	19.0
Make course more practical	13.6	27.3	8.7	16.7	4.8
Do more shop work	44.1	45.5	39.1	50.0	38.1
Do less shop work	1.7	0.0	4.3	0.0	0.0
Require actual student ownership in all projects	39.0	36.4	39.1	36.7	33.3
More modern shop equipment	1.7	0.0	4.3	0.0	4.8

According to Table XXXI, in the opinion of the graduates, more time should be spent on shop work; and actual student ownership in all projects should be required. In the group checking these two suggestions we find the good students and the older graduates prevailing.

Home economics courses are a recent addition to the program of studies of the Malin High School. The class of 1935 was the first class to graduate after home economics was added as a course. Approximately 40 per cent of the women in the group included in the investigation took one or more courses. Two courses in home economics

are offered to high school girls, however only one course is offered each year. The girls of the Malin schools are given one year of home economics as part of the work of the 8th grade. Table XXXII to XXXIV inclusive present the reactions of the women graduates to the work offered in home economics.

TABLE XXXII

Extent to which Students taking Home Economics
Courses Learned to Build Economical Menus
Offering a Balanced Diet

Degree	Number who responded		
	20	8	2
	Women	Good	Poor
	Per cent		
None	25.0	12.5	100.0
Little	35.0	50.0	0.0
Considerable	30.0	25.0	0.0
Great	10.0	12.5	0.0

TABLE XXXIII

Extent to which Students Taking Home Economics
Mastered the Art of Clothing Selection, and
Designing and Making their own Clothes

Degree	Number who responded		
	20	8	2
	Women	Good	Poor
	Per cent		
None	10.0	12.5	0.0
Little	45.0	37.5	50.0
Considerable	30.0	37.5	50.0
Great	15.0	12.5	0.0

The figures presented in Tables XXXII and Table XXXIII seem to indicate that for over half of the women there had been little or no carry-over of the knowledge and skills taught in the home economics department. Over half of both the good and the poor students were included in this group. The small number of women involved would detract somewhat from the reliability of the findings.

TABLE XXXIV

Suggestions for Improving the Work in the
Home Economics Department

Suggestion	Number who responded		
	19	8	1
	Women	Good	Poor
	Per cent		
Offer at least two courses each year	36.8	12.5	0.0
Make course more practical	26.3	37.5	0.0
Place more emphasis upon clothing selection	15.8	25.0	0.0
Place more emphasis upon sewing skill	10.5	12.5	100.0
Three miscellaneous	15.8	37.5	0.0

It would appear from a study of Table XXXIV that over one third of the women are of the opinions that two courses in home economics, instead of one, should be offered each year; and over one-fourth of the group thought that the courses should be made more practical. One-half of the

good students were included in the group suggesting the two improvements just mentioned.

The commercial course offered by the Malin High School was at one time quite extensive for a small school. Following is a list of the commercial subjects offered, together with the per cent of the graduates taking the same: junior business training (21.5), bookkeeping I (56.9), commercial arithmetic (37.7), commercial law (39.8), commercial geography (16.9), typing I (82.3), typing II (42.3), shorthand I (33.1), and shorthand II (11.5). None of the commercial subjects was ever required, however, on occasion it was necessary for a student to take a commercial subject in order to carry four subjects. In most of the subjects there was little difference in the number of men and the number of women enrolled; however, in the case of commercial law there were four times as many men as women; in the case of typing II, three times as many women as men, and in the case of shorthand where only one man was enrolled.

All of the subjects mentioned above have been discontinued with the exception of bookkeeping which is alternated with commercial arithmetic and commercial law; and typing I which is offered every year. Junior business training is now offered to pupils of ninth grade as part of the course "Business of Life." In the following paragraphs, including Tables XXXV and XXXVI, are

presented the opinions of the graduates regarding the work offered in this department.

TABLE XXXV

Typing II of Value to Average Student

Answer	55	61	30	25	53	53
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Yes	83.6	65.6	80.0	72.0	75.5	71.7
No	16.4	34.4	20.0	28.0	24.5	28.3

Table XXXV shows that in the opinion of approximately three-fourths of the graduates, the women predominating, typing II is of sufficient value to the average student to merit a place in the program of studies of the Malin High School. Typing II is one of the courses no longer offered.

In reply to the question "Have the graduates of our Commercial Department had sufficient training to step into and hold an office job?" 30.2 per cent of the women, and 28.3 per cent of the men answered "yes" and 69.8 per cent of the women and 71.7 per cent of the men answered "no."

TABLE XXXVI

Commercial Courses that have been of Greatest Value.

Subject	Number who responded					
	51	51	28	19	42	51
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Typing	64.7	33.3	60.7	15.8	45.2	52.9
Bookkeeping	21.6	33.3	25.0	31.6	33.3	25.5
Commercial Law	2.0	31.4	7.1	31.6	19.0	9.8
Shorthand	15.7	0.0	10.7	5.3	11.9	3.9
Three Miscellaneous	7.8	19.6	3.6	26.3	11.9	15.7

Table XXXVI discloses the fact that typing has been the commercial subject of greatest value to the graduates. It was checked by approximately twice as many women as men, and over five times as many good students as poor ones. Bookkeeping ranked second and was checked by more men than women. Nearly one-third of the men indicated a high regard for commercial law, while a number of women considered shorthand of great value.

No foreign language, except latin, has been offered by the Malin High School during the period included in this study. Approximately eight per cent of the graduates took one or more years of Latin. Table XXXVII reveals the opinions of the graduates as to the value of the foreign language courses taken by them.

TABLE XXXVII

Extent to which Foreign Language
Courses taken in High School
have been of Value.

Degree	Number who responded			
	17	6	9	2
	Women	Men	Good	Poor
	Per cent			
None	23.5	33.3	0.0	0.0
Little	41.2	50.0	55.6	50.0
Considerable	29.4	16.7	33.3	50.0
Great	5.9	0.0	11.1	0.0

It would appear from a study of Table XXXVII that in the opinion of nearly three-fourths of the graduates the foreign language courses taken by them have been of little or no value. A majority of the good students were included in this group.

The health and physical education program in the Malin High School during the greater part of the period included in this study consisted principally of training teams, both boys and girls, for athletic competition. Instruction in health was given in connections with the science courses. Health was offered as a regular subject one year. During the last two years of the period every student was required to devote three periods per week to health and physical education. The paragraphs to follow present the opinions of the graduates relative to the offerings in this department.

In reply to the questions: "To what extent has the information acquired in high school concerning the harmfulness of drinking and smoking been of aid to you in abstaining from these vices?" 19.6 per cent of the women and 27.8 per cent of the men answered "None"; 30.4 per cent of the women, and 27.8 per cent of the men answered "Little"; 28.6 per cent of the women, and 36.1 per cent of the men answered "Considerable"; and 21.4 per cent of the women, and 8.3 per cent of the men answered "Great". This indicates that slightly over half of the graduates were of the opinion that they had received little or no benefit from instruction regarding the harmfulness of drinking and smoking.

In reply to the question: "To what extent has the knowledge of diet and use of exercise learned in school been of value to you in maintaining good health?" The answer of 14.5 per cent of the women and 14.7 per cent of the men was "None"; 25.5 per cent of the women and 28.0 per cent of the men "Little"; 54.5 per cent of the women and 48.5 per cent of the men "Considerable"; and 5.5 per cent of the women and 8.8 per cent of the men "Great". This denotes that nearly three-fifths of the graduates were of the opinion that they had been benefited to a considerable or great degree by the instruction in diet and use of exercise.

In reply to the question: "Should the Malin High School have regular gym classes during activity period, and train athletic teams after 4:00 o'clock?" The answer "Yes" was given by 54.7 per cent of the women and 42.9 per cent of the men, while the answer "No" was given by 45.3 per cent of the women and 57.1 per cent of the men. This implies that by a very slight majority the graduates condemn the practice now in vogue at the Malin High School.

When asked, if in their opinion, the Malin High School placed too much emphasis upon athletics, 9.1 per cent of the women and 11.1 per cent of the men thought that such was the case; while 90.9 per cent of the women and 88.9 per cent of the men were of the opposite opinion. This indicates that, even though the opinions of the graduates differ widely as to when the athletic teams should be trained, they are in agreement that athletics are not over-emphasized.

When asked, if in their opinion, it was a desirable state of affairs that Malin High School had practically discontinued inter-school athletics for girls, 35.1 per cent of the women and 38.6 per cent of the men answered "Yes", while 64.9 per cent of the women and 61.4 per cent of the men answered "No". This discloses the fact that approximately three-fifths of the graduates are in favor of interscholastic athletics for girls. It is interesting to note that approximately 50 per cent of the women and

50 per cent of the men who answered "Yes" were married, while of those that answered "No" approximately 65 per cent of the women and 37 per cent of the men were married.

One of the great values that may be derived from athletics is the teaching of true sportsmanship. The graduates were asked to what degree the school and its athletic teams gave evidence of training in sportsmanship, 7.0 per cent of the women and 2.8 per cent of the men answered "Little"; 49.1 per cent of the women and 58.3 per cent of the men, answered "Considerable"; and 43.9 per cent of the women, and 38.9 per cent of the men answered "Great". This indicates that the graduates were very favorably impressed with the training which students of the Malin High School receive in sportsmanship.

Music, as a subject field, has never been a part of the curricular offering of the Malin High School. The limited budget of this small high school has been the principal cause for this seeming neglect. Girls' glee club and occasional assembly singing is the extent of the advantages students have in the way of music. Tables XXXVIII and XXXIX present the opinions of the graduates, relative to the offerings in music.

The response to the question: "In your opinion does the high school do enough for its students in the way of music", is given in the following table.

TABLE XXXVIII

Sufficient Opportunities in Music Offered

Answer	Number who responded					
	58	71	31	32	55	63
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Yes	3.4	9.9	0.0	9.4	5.5	7.9
No	96.6	90.1	100.0	90.6	94.5	92.1

The preponderance of negative replies as shown by Table XXXVIII indicates that, in the opinion of the graduates, the school has not done enough in the way of music. It is evident that the men are slightly less interested in music than the women. The good students lined up 100 per cent for more opportunities in the way of music.

TABLE XXXIX

Suggested Changes to give Worth-while Training in Music

Suggestion	Number who responded					
	57	69	31	30	54	61
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Regular assembly singing	24.6	26.1	32.2	33.3	25.9	24.6
Boys' Glee Club	7.0	15.9	12.9	13.3	7.4	14.8
Operetta each year	17.5	4.3	9.7	6.7	11.1	11.5
School orchestra	52.6	53.6	45.2	76.7	51.9	50.8
School band	29.8	46.4	41.9	40.0	38.9	39.3
Music for credit	70.2	73.9	67.7	70.0	77.7	67.2
Four miscellaneous	8.8	1.4	12.9	0.0	1.9	8.2

Table XXXIX discloses the fact that nearly three-fourths of the graduates are of the opinion that music courses should be offered for which credit toward graduation should be given. A large per cent of the graduates were in favor of a school orchestra and school band. The men appear to be more interested in a school band than the women, while the opposite is true in the case of operettas. There is no particular contrast in the responses of good and poor students with the exception that the poor students favoring a school orchestra considerably outnumber the good.

This section of Chapter IV, devoted to an evaluation of the curricular offering of the high school, will be concluded with a consideration of the guidance program of the school. Guidance is not usually considered a curricular offering or a subject field, however, its consideration at this point seems appropriate. The guidance program of the Malin High School, during the period included in this study, consisted principally of individual conferences conducted by the principal with students before, during, and after pre-registration and registration. These conferences were suggested but not required. However, in the case of the seniors, they were scheduled. Intelligence and achievement tests were given from time to time. Citizenship grades were given each six week period, followed by conferences with students

receiving low grades in same. Conferences were had also with students receiving low grades in subjects. The graduates of the last two years had the opportunity to take a half-year course in occupations. Ten per cent of the graduates took such a course. Training in how to study was incidental. During the later part of the period such exploratory courses as general mathematics, and junior business training were available, while general science was a required course during the entire period.

Tables XL to XLII inclusive will present the opinions of the graduates regarding certain phases of the guidance program.

TABLE XL

Extent to which Graduates Received Worth-while
Guidance in Selecting Courses and Planning
Careers

Degree	Number who responded					
	58	72	31	32	56	63
	Women	Men	Good	Poor	Old	Recent
	Per cent					
None	13.8	22.2	6.5	21.9	12.5	23.8
Little	36.2	41.7	38.7	34.4	42.9	33.3
Considerable	39.7	26.4	38.7	28.1	35.7	33.3
Great	10.3	9.7	16.1	15.6	8.9	9.6

Table XL indicates that it was the opinion of only one-half of the women and slightly over one-third of the men that they had received guidance of considerable or great value to them. This group was made up of a larger

per cent of good students than poor ones, and included a majority of the good students. A comparison of the responses of the older and the more recent group shows no contrast of opinion.

TABLE XLI
Fairness of Citizenship Grades

Answer	Number who responded					
	57	72	30	32	56	62
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Yes	70.2	79.2	76.7	71.9	87.5	61.3
No	29.8	20.8	23.3	28.1	12.5	38.7

That approximately three-fourths of the graduates, the men predominating, were of the opinion that the citizenship--sometimes called deportment--grades received by them were always fair, is shown in Table XLI. This group included a like proportion of both good and poor students, but a larger per cent of the older graduates than of the recent.

TABLE XLII
Discontinuance of Citizenship Grades

Answer	Number who responded					
	56	72	30	32	54	63
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Yes	30.4	18.0	23.3	28.1	14.8	28.6
No	69.6	82.0	76.7	71.9	85.2	71.4

Table XLII indicates that three-fourths of the graduates, the men prevailing, were of the opinion that citizenship grades should not be discontinued; and as in the preceding table the proportion of good and poor students was approximately the same, and the per cent of the older graduates in excess of that of the recent group.

Evaluation of the Activity Program

The preceding pages of this chapter dealt at considerable length with the curricular offerings of the high school. This section will deal with the activity program, or what is often termed the extra-curricular program. The extent of participation in activities; the activities which have proved of greatest value; and suggestions for improving the activity program, are considered.

Table XLIII shows the extent of participation in activities by the graduates while in high school.

TABLE XLIII

Participation in Activities while in High School

Activity	Number who responded					
	57	71	31	31	55	61
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Glee Club	87.7	15.5	64.5	35.5	39.3	60.7
Debate	26.3	25.4	45.2	19.3	30.4	21.3
Annual Staff	35.1	28.2	61.3	0.0	48.2	21.3
School Paper Staff	33.3	26.8	35.5	16.1	10.7	44.3
F.F.A.	0.0	60.6	22.6	67.7	25.0	34.4
Pep Club	80.7	0.0	54.8	9.7	30.4	45.9
Girls' Letter Club	56.1	0.0	29.0	6.5	5.4	39.3
Orange "M"	0.0	67.6	25.8	61.3	30.4	37.7
Declamation	12.3	5.6	16.1	6.5	5.4	13.1
Play Days	61.4	0.0	32.3	9.7	3.6	49.2
School Play	56.1	53.5	61.3	51.6	50.0	60.7
Football	0.0	80.3	29.0	71.0	48.2	37.7
Soccer	24.6	25.4	32.3	12.9	28.6	23.0
Basketball	64.9	62.0	71.0	51.6	58.9	63.9
Baseball	64.9	50.7	64.5	35.5	60.7	52.4
Track	47.4	71.8	58.1	71.0	60.7	57.4
Class Officer	47.4	39.4	61.3	22.6	44.6	42.6
Studentbody						
Officer	24.6	18.3	38.7	12.9	21.4	21.3
Public Speaking	12.3	36.6	32.3	35.5	37.5	9.8
Parliamentary						
Procedure	0.0	21.1	12.9	22.6	8.9	16.4
Volley Ball	80.7	0.0	25.0	12.9	23.2	49.2
Stunt Nite	57.9	45.1	45.2	67.7	12.5	86.9

Table XLIII discloses the fact that a large per cent of the graduates participated in a wide variety of activities. The table is so extensive that a detailed explanation and interpretation of all the information presented will not be attempted. The following activities were restricted entirely, or nearly so, to women: glee club, pep club, letter club, play days, and volley ball; while the activities which were restricted to the

men were: the Future Farmers of America (F.F.A.), Orange "M", football, and parliamentary procedure, (limited to members of the F.F.A.) Nearly three-fourths of the men and two-thirds of the women participated in inter-school athletics. The per cent of poor students was especially high in the case of football. The per cent of good students was high in the case of basketball and baseball. Approximately one-fourth of the graduates participated in debate, with the men and women equally represented, but with twice as many good as poor students. Nearly one-third of the graduates had some experience on the annual and school paper staffs, with very few poor students represented. School plays were participated in quite uniformly by the men and the women, the good and poor students, and the old and the recent graduates. That a large proportion of the graduates had some training in leadership is shown by the fact that over two-fifths of them were class officers and over one-fifth studentbody officers, with the women predominating, and with approximately three times as many good as poor students represented. It will be noticed that, without exception, where the per cent of women exceeds to any extent the per cent of men: the per cent of good students exceeds that of poor students; and where the per cent of men is considerably in excess of the per cent of women, the per cent of poor students is in excess of the per

cent of good students. This may be explained, partially at least, by the fact that the average woman was a better student than the average man.

An effort was made to determine which activities, in the opinions of the graduates, were the most valuable, and why. The results are shown in Tables XLIV and XLV.

TABLE XLIV
Most Valuable Activity

Activity	Number who responded					
	53	64	31	31	49	57
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Debate	18.9	12.5	29.0	6.4	14.3	15.8
F.F.A.	0.0	25.0	3.2	19.3	10.2	17.5
Pub. Speaking	7.5	10.9	12.9	12.9	8.2	7.0
Athletics	7.5	9.4	12.9	12.9	10.2	7.0
One of 4 sports	17.0	23.4	9.7	19.3	24.5	14.0
Play	11.3	4.7	12.9	3.2	4.1	12.3
Annual	9.4	1.6	9.7	0.0	12.2	0.0
Glee Club	9.4	0.0	0.0	3.2	2.0	7.0
Ten Miscellaneous	24.5	10.9	12.9	19.3	14.3	22.8

Table XLIV reveals the fact that the graduates had a high opinion of some, or all, forms of athletics since approximately one-fourth of the women and one-third of the men listed athletics or one of the sports, football,

basketball, baseball, or track as the most valuable activity in which they participated. The poor students and older graduates predominated in this group. Debate was ranked second with the women and the good students prevailing. One-fourth of the men considered the F.F.A. their most valuable activity. Three graduates were of the opinion that none of the activities helped a great deal.

TABLE XLV

Chief Reason for Belief Activity Most Valuable

Chief Reason	Number who responded					
	49	62	30	26	45	55
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Training received essential in my occupation	14.3	30.6	30.0	26.9	22.2	20.0
Aids me to make better use of leisure time	24.5	29.0	23.3	30.8	33.3	25.5
Has helped me to make a better home member	6.1	1.6	3.3	0.0	4.4	3.6
Has helped to make me a more useful citizen	12.2	17.7	16.7	19.2	17.8	12.7
Helped me gain confidence	4.1	6.5	3.3	0.0	2.2	9.1
Enabled me to speak before, or meet public	20.4	6.5	13.3	7.7	6.7	18.2
Taught me to cooperate	10.2	1.6	6.7	3.8	4.4	7.3
Made me a better sportsman	4.1	3.2	0.0	3.8	4.4	1.8
Five miscellaneous	8.2	8.1	6.7	7.7	6.7	9.1

That the graduates had a high opinion of activities as a means of training for proper use of leisure time is shown in Table XLV. On this point there was very little contrast in the number of responses by good and poor students, and old and recent graduates. A large number of men considered activities of value because the training received was essential in their occupations, while a considerable number of women valued them because the training received enabled them to speak before, or meet the public. The good students prevailed in both of these reasons.

The graduates were asked to suggest ways to increase the success of extra-curricular activities. Table XLVI shows the response.

TABLE XLVI

Suggestions for Increasing the Success of Extra-curricular Activities

Suggestion	Number who responded	
	56	69
	Women	Men
	Per cent	
More school time for activities	12.5	8.7
More supervision by teachers	33.9	21.7
More social activities such as dances and parties	41.1	56.5
Reduce number of activities	5.4	5.8
Limit the number of activities in which a student may participate	10.7	14.5
Seven miscellaneous	7.1	4.3

Table XLVI indicates that nearly one-half of the graduates were of the opinion that the Malin High School should have more social activities such as dances and parties. Over one-fourth held the opinion that there should be more supervision of activities by the teachers. Only a very small per cent were of the opinion that the number of activities should be reduced.

The graduates were asked to list in order of least importance the activities they considered of little value. Only 10.3 per cent of the women and 15.3 per cent of the men indicated that they considered any of the activities of little value. Three women and five men rated Play Days as of little value. The same opinion of Stunt Nite was held by two women and two men. Three men felt that football was of little value.

The Relation of High School Training to Habits and Activities in Later Life

The preceding sections of this chapter were devoted to a consideration of the curricular offering and the activity program of the high school. That a consideration of these two phases of the work of the school is vital to an evaluation of the school is evident. However, to complete the picture we must have information as to the outcomes or influences of the work of the school in the lives of the product of the school. This, the final

section of the chapter, will deal with the relation of high school training to habits and activities in the later life of the graduates. The school should assume some responsibility for the life attitudes and activities of its graduates. The total influence of the school can not be determined, nor can the specific contributions of various subjects and activities be identified, yet the behavior patterns of adults reflect the outcomes of all of their educative experiences.

The activities of the graduates will be considered first. Table XLVII will present information relative to membership in social, fraternal, religious, political, service or recreational clubs.

TABLE XLVII
Active Membership in Organizations

Organization	Number who responded			
	34	40	23	18
	Women	Men	Good	Poor
	Per cent			
Masonic Lodge	0.0	7.5	4.3	5.6
Moose Lodge	0.0	5.0	0.0	11.1
Elks Lodge	0.0	20.0	8.7	5.6
Church	47.1	15.0	39.1	22.2
Grange	8.8	0.0	4.3	0.0
Chamber of Commerce	5.9	22.5	21.7	11.1
Sokol	23.5	15.0	13.0	22.2
Rifle Club	0.0	25.0	8.7	27.8
Card Club	29.4	2.5	13.0	16.7
Social Fraternity	8.8	7.5	8.7	0.0
Bohemian Lodges	5.9	12.5	4.3	5.6
20-30 Club	0.0	7.5	4.3	11.1
P.T.A.	5.9	0.0	8.7	0.0
Twenty miscellaneous	35.3	25.0	56.5	27.8

Table XLVII discloses the fact that nearly half of the 34 women who responded to this phase of the study were active church members. In this group of active church members were nearly three times as many women as men, and twice as many good students as poor ones. Approximately

one-fifth of the men were members of chambers of commerce, with twice as many good as poor students represented. A small per cent of the women were members of card clubs, while the per cent of men so affiliated was negligible. This group included a larger per cent of poor students than good ones.

Approximately one-fifth of the graduates were members of the Sokol, a Bohemian organization devoted to physical culture. In this group the poor students predominated. A study of Table XLIII and Table XLVII reveals the fact that there is little relation between the activities participated in while in school and out of school. However, it is the responsibility of the school to socialize individuals so that they will be interested in groups and organizations of various kinds.

An effort was made to determine the reading habits of the graduates. Improved tastes and widened interests in reading are primary objectives in the English courses; and are further developed through the social science courses. The findings in this connection are presented in Tables XLVIII to LI inclusive.

Table XLVIII gives the response to the question: "By the time you graduated from high school had you developed the habit of reading newspapers and magazines to keep posted on national and world events."

TABLE XLVIII

Reading Periodicals for general Enlightenment

Answer	Number who responded					
	56	70	30	28	54	61
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Yes	78.6	87.1	73.3	89.3	77.8	86.9
No	21.4	12.9	26.7	10.7	22.2	13.1

That a very large per cent of the graduates had formed the habit of keeping posted on world affairs is shown by Table XLVIII. In this group the poor students and the recent graduates predominate.

TABLE XLIX

Periodicals Regularly Read by the Graduates

Periodical	Number who responded					
	55	69	30	29	52	61
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Town Daily	72.7	82.6	80.0	86.2	80.8	73.8
City Daily	70.9	56.5	73.3	51.7	65.4	62.3
Other Newspapers	12.7	7.2	10.0	0.0	5.8	13.1
Life	32.7	26.1	46.6	13.8	30.8	27.9
American	16.4	20.3	26.7	10.3	21.1	14.8
Sat. Ev. Post	16.4	18.8	20.0	20.6	13.5	21.3
Colliers	10.9	18.8	13.3	13.8	19.2	11.5
Liberty	12.7	15.9	10.0	13.8	21.1	9.8
Time	12.7	11.6	13.3	6.9	17.3	9.8
Readers Digest	20.0	5.8	23.3	0.0	9.6	14.8
Pathfinder	18.2	5.8	16.7	10.3	7.7	13.1
Oregon Farmer	5.5	14.5	16.7	6.9	17.3	6.6
Country Gentleman	3.6	15.9	16.7	6.9	13.5	6.6
Good Housekeeping	20.0	1.4	20.0	3.4	11.5	8.2
Ladies Home Jour.	20.0	1.4	10.0	3.4	3.8	14.8
Professional Mgzes.	7.3	11.6	13.3	10.3	11.5	6.6

Table XLIX shows that approximately three-fourths of the graduates read daily newspapers, the men, good students, and more recent graduates prevailing. Life magazine is more widely read than any other magazine, followed by American and Saturday Evening Post. The readers of Life include over three times as many good students as poor ones. The readers of Time, Readers' Digest, and Pathfinder include a much larger per cent of women than men, and of good students than poor ones. Approximately one-fourth of the good students read Readers' Digest, while not one poor student listed it. Not to exceed one-tenth of the graduates read any professional magazine. In addition to the magazines listed in the Table, 62 other magazines were checked a varying number of times, with McCalls and Red Book heading the list in the number of times checked. One of the three magazines: True Story, True Detective, or Western Stories was checked by three women and two men.

TABLE L

Use of privileges of Local Library by Graduates

Answer	Number who responded					
	55	68	31	31	54	58
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Yes	60.0	33.8	64.5	29.0	50.0	43.1
No	40.0	66.2	35.5	71.0	50.0	56.9

The figures presented in Table L indicate that slightly less than half of the graduates use the local library. The users of the local library are made up of a much larger per cent of women than men, and in this group is found over twice as many good students as poor ones. Very little difference in the use of the library by old and recent graduates is in evidence.

TABLE LI
Kind of Books Read by Graduates

Type	Number who responded					
	43	50	25	23	40	44
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Fiction	74.4	58.0	60.0	69.6	67.5	63.6
Non-fiction	25.6	42.0	40.0	30.4	32.5	36.4

Table LI reveals the fact that the graduates read considerably more fiction than non-fiction. In the group listing fiction we find that the poor students predominate, while the opposite is true in the group listing non-fiction. Little difference exists between the old and recent graduates in the kind of books read.

If a democratic form of government is to succeed and be perpetuated it must have the participation of a very large proportion of its constituents. It is the privilege and the duty of the school to train future citizens for intelligent participation in government affairs, and to

instill in them a desire for such participation. Education for citizenship has received increasing attention during the past few years. It has been stressed in both the curricular and the activity fields. With this in mind, an attempt was made to ascertain the interest and participation of the graduates in affairs of government. Table LII shows the proportion of the graduates voting regularly, whenever possible, at state and national elections since attaining legal age.

TABLE LII

Graduates Exercising Right of Franchise

Answer	Number who responded					
	37	53	26	20	56	25
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Yes	51.4	73.6	61.5	65.0	73.2	44.0
No	48.6	26.4	38.5	35.0	26.8	56.0

An examination of Table LII reveals the fact that approximately one-half of the women and three-fourths of the men have voted regularly since attaining legal age. Little contrast was evidenced between good and poor students.

The average high school graduate is 18 years of age when he finishes school. Therefore, a large per cent of the graduates of the last four years included in the present study could not vote because they had not reached

legal age. If we eliminate the graduates of the years 1935 to 1938 inclusive and consider only the remainder of the graduates it is found that 54.3 per cent of the women and 86.7 per cent of the men exercised their right of franchise.

That they are interested in state and national problems was signified by 91.1 per cent of the women and 95.8 per cent of the men, while 8.9 per cent of the women and 4.2 per cent of the men were not interested. When asked to what extent they attributed this interest to their high school experience: 13.5 per cent of the women and 9.7 per cent of the men answered, "None"; 36.5 per cent of the women and 40.3 per cent of the men answered "Little"; 46.2 per cent of the women and 44.4 per cent of the men answered "Considerable"; 3.8 per cent of the women and 5.6 per cent of the men answered "Great." According to this, one-half of the graduates attribute their interest in state and national problems, to a considerable or great degree, to their high school experience.

An effort was made to determine to what extent the graduates supported community activities and service enterprises. A functioning activity program, and vitally presented subjects such as civics, orientation, and occupations should develop willingness to participate in and share responsibilities of various civic projects. Table

LIII shows the community activities in which the graduates participated or supported by their attendance, whenever possible; and Table LIV shows the proportion of the graduates aiding by donations of time, money, or both such community service enterprises as the Red Cross, Boy Scouts, and Church.

TABLE LIII
Community Activities Receiving Support

Activities	Number who responded					
	46	61	29	25	45	52
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Fairs and Exhibits	60.9	70.5	79.3	60.0	82.2	55.8
Patriotic Celebrations	45.6	54.1	72.4	48.0	60.0	42.3
Other Celebrations	43.5	45.9	51.7	68.0	44.4	44.2
Concerts or Plays	67.4	52.4	70.0	44.0	55.5	61.5
Contests (Athletics)	69.6	68.8	75.9	72.0	57.8	75.0

Table LIII discloses the fact that, in general, community activities were better supported by the men than by the women. This group included a larger per cent of good students than poor ones. Fairs, exhibits, and patriotic celebrations received stronger support from the older graduates, while the opposite was true in the case of concerts, plays, and athletic contests.

TABLE LIV
Community Service Enterprises Supported

Answer	Number who responded					
	54	63	30	29	50	56
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Yes	72.2	68.3	76.7	61.3	80.0	62.5
No	27.8	31.7	23.3	38.7	20.0	37.5

Table LIV indicates that over two-thirds of the graduates support community service enterprises such as the Red Cross, Boy Scouts, and Church. In this group the good students and older graduates predominate.

The school should do something in the way of training pupils to make worth-while use of leisure time. The results of this training should carry over into after life. The activities in which the graduates spend most of their leisure time are shown in Table LV.

TABLE LV
Use of Leisure Time

Activity	Number who responded					
	56	70	31	31	55	60
	Women	Men	Good	Poor	Old	Recent
	Per cent					
Hunting and fishing	7.1	42.8	19.3	38.7	30.9	23.3
Visiting	33.9	30.0	22.6	29.0	30.9	36.7
Travel	19.6	27.1	3.2	35.5	21.8	26.7
Dancing	25.0	25.7	19.3	32.3	21.8	30.0
Reading	58.9	51.4	61.3	45.2	61.8	48.3
Photography	8.9	5.7	3.2	3.2	5.5	8.3
Sports	19.6	31.4	25.8	32.3	21.8	33.3
Playing cards	25.0	18.6	16.1	19.3	25.4	20.0

That reading is the most important pastime for considerably over half of the graduates is shown by Table IV. This group includes a larger per cent of the women than of the men, of the good students than of the poor ones, and of the older graduates as compared with the more recent group. A large per cent of the men spend their leisure time hunting and fishing, and in this group are twice as many poor students as good ones. In the group indicating travel as the most important pastime are ten times as many poor students as good ones. In the group checking visiting, dancing, sports, and playing cards are more men than women, more poor students than good ones, and more recent than old graduates. In addition to the activities listed in the table, ten other activities were checked by nine women and six men; fancy work, checked by five women headed the list in the number of times checked.

There have been no particular subjects in the program of studies of the Malin High School that devote any time to the budgeting of time and money, with the exception of junior business training and orientation. However the subject is handled incidentally in mathematics, home economics, and occupations. When the graduates were asked the question: "Do you regularly budget your time?", 36.8 per cent of the women and 32.9 per cent of the men answered in the affirmative; and 63.2 per cent of the women and 67.1

per cent of the men answered in the negative.

In reply to the question: "Do you regularly budget your income?", 42.1 per cent of the women and 46.5 per cent of the men answered "Yes"; and 57.9 per cent of the women and 53.5 per cent of the men answered "No." This reveals the fact that nearly two-thirds of the graduates do not budget their time, and considerably over half of them do not budget their income.

No one subject offered by the Malin High School can be said to be devoted especially to teaching orderliness and neatness in pupils. However, an attempt is made in such subjects as orientation, home economics, English, etc. to develop those qualities in the pupils. In addition to this, the school itself is orderly in arrangement, and this contact should have its influence with the pupils.

When the graduates were asked to what extent they were neat and orderly at work and at home, the following answers were received: "Little" by 10.7 per cent of the women and 19.7 per cent of the men; "Considerable" by 71.4 per cent of the women and 66.2 per cent of the men; and "Great" by 17.9 per cent of the women and 14.1 per cent of the men. All of the graduates replying to the question felt that they were to some extent neat and orderly.

When the graduates were asked to what extent their experience in high school had made them more considerate,

agreeable, and fair-minded persons than when they entered school, 3.5 per cent of the women and 4.2 per cent of the men answered "None"; 24.5 per cent of the women and 19.7 per cent of the men answered "Little"; 63.2 per cent of the women and 62.0 per cent of the men answered "Considerable"; and 8.8 per cent of the women and 14.1 per cent of the men answered "Great." This would indicate that approximately three-fourths of the graduates give considerable or great credit to the school for making them a more considerate, agreeable, and fair-minded person.

High school experiences may go a long way toward the development of personality factors and desirable character traits in the pupils. However, there are no subjects included in the program of studies that are especially designed to help in that direction. The activity and guidance programs play a very important part in this connection, and something is accomplished incidentally in the teaching of such subjects as orientation, occupations, home economics, and health and physical education. Table LVI to LVIII inclusive give the opinions of the graduates relative to the effect of their high school experiences upon the development of personality factors and desirable character traits. Table LVI deals especially with the personality factors which helped to make new friends and keep old ones.

TABLE LVI

Personality Factors Developed Mainly
as a Result of High School
Experience

Personality Factor	Number who responded	
	55	67
	Women	Men
	Per cent	
Tact	14.5	14.9
Self Confidence	29.1	25.4
Control of Temper	16.4	22.4
Sociability	41.8	35.8
Sense of Humor	9.1	16.4
Development of Varied Interests	27.3	31.3

It would appear from a study of Table LVI that two-fifths of the graduates were of the opinion that sociability was a personality factor developed mainly as a result of high school experience. This factor, together with self-confidence and the development of varied interests, were helpful to the graduates in making new friends and keeping old ones.

TABLE LVII

Character Traits that Interfere with
Social and Vocational Success

Character Trait	Number who responded	
	49	63
	Women	Men
	Per cent	
Lack of "Stick-to-itiveness"	6.1	12.7
Self-consciousness	63.3	52.4
Quick temper	12.2	7.9
Laziness	0.0	11.1
Jealousy	6.1	4.8
Complexes	16.3	27.0
Conceit	0.0	3.2

The information presented in Table LVII shows that it was the opinion of nearly three-fifths of the graduates that the character trait that seemed to interfere most with their social and vocational success was self-consciousness. This was true for a larger per cent of the women than of the men. Complexes were mentioned by twice as many men as women. Laziness was checked by seven men, but no women. Five traits not listed in table were each checked once by the graduates.

That they were aware of their undesirable traits at the time they were in high school was the opinion of 85.7 per cent of the women and 82.5 per cent of the men, while

14.3 per cent of the women and 17.5 per cent of the men indicated that they were at that time unaware of them.

TABLE LVIII

High School Experience that Helped
Overcome Undesirable Traits

Experience	Number who responded	
	49	63
	Women	Men
	Per cent	
Associating with classmates	49.0	60.3
Public appearances	26.5	22.2
Activities	22.4	17.5
Athletics	32.6	38.1
Discovering new interests	16.3	11.1

Table LVIII shows that it was the opinion of considerably over half of the graduates who responded that associating with classmates was outstanding in their high school experience in helping them to overcome undesirable traits. Over one-third of the graduates were of the opinion that athletics were a great help. In both groups the per cent of men exceeded that of the women.

The substance of this chapter has been an analysis and interpretation of the personal data and the reactions of the graduates. The first section of the chapter dealt with the curricular offering of the high school, the second section with the activity program, and the third

section with the relation of the high school training of the graduates to habits and activities in later life. The succeeding and final chapter will summarize the material that has been presented. Conclusions will be drawn and recommendations made.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The Malin High School is one, among the many high schools of the state, which needs to check up on its program from time to time to ascertain which parts of its program should be perpetuated, which parts discarded or modified, and which of the new features available should be introduced. It needs to know whether it is performing the recognized functions of secondary education. This calls for an evaluation of the school.

The graduates of the school were selected to assist in this evaluation, since it is logical to judge a productive enterprise or institution by the quality and reactions of its product. Therefore, a comprehensive questionnaire was sent to the graduates of the years 1928 to 1938 inclusive. This group included 157 graduates, and returns were made by 130 or 82.8 per cent of that number.

The data included in the questionnaires was transferred to a master summary sheet. Separate tabulations were made to show the differences in responses given by the men and women, the good and the poor students, and the older and the more recent graduates.

Information was presented in chapter two on the community and the school. Agriculture was shown to be the most important industry in and around the small town of Malin. The Malin schools constitute a sub-district of the Klamath County School District, where the County Unit system of school administration is in operation. The Malin High School was a four-year high school, with four teachers and an average enrollment of 70, during the period included in this study.

Chapter three dealt with general facts concerning the graduates. A grade point average for the graduates was worked out to be used to determine which were the good and which the poor students. The study revealed that the women were superior to men as students.

When the mobility and marital status of the graduates was considered, it was found that over three-fourths of the graduates live in the vicinity of Malin and that approximately one-half of them are married. This would seem to justify basing the program of the Malin High School to a considerable extent, upon the needs of the local community.

A study of the occupational status of the graduates reveals the fact that over half of the men are farmers, and half of the women, housewives. These high percentages would indicate that the agricultural and home economics programs of the school are sound.

The study brought out the fact that 56 per cent of the graduates continued their education beyond high school. The average length of time thus spent in college was 1.5 years. The chief reason why graduates did not continue their education beyond high school was that they were "Not financially able."

Chapter four dealt with an analysis and interpretation of the personal data and the reactions of the graduates. Over half of the graduates took subjects against their wishes. The most objectionable subjects were algebra, civics, and geometry and the chief reason for taking them was that they were required for graduation. The graduates were especially interested in such subjects as agriculture and typing because they felt they were of practical use regardless of vocation.

The school can not be commended for the fact that a considerable number of graduates received poor grades in subjects that were not considered difficult, but may be commended for the fact that a considerable number received good grades in subjects which were considered difficult.

English, agriculture, and typing were rated as subjects of more lasting value by the graduates, because the knowledge gained was essential in their occupations. While on the other hand, algebra and geometry were rated as being of least value because they had made no use whatever of

the knowledge gained. This would indicate that these latter subjects, if offered by the school, should not be required of all pupils.

There was considerable interest on the part of the graduates in subjects that were not offered, for example: foreign languages and chemistry; and in subjects such as bookkeeping and public speaking, which were offered, but could not be fitted into their schedules. The school may be criticized for these conditions, but, where enrollments are small and the teaching staff limited, they will of necessity occur.

Over three-fourths of the graduates were favorably impressed with the science courses offered by the high school, and a majority of them would have taken physics had it been offered.

The responses of the graduates indicate that the work of the English department was, in the main, satisfactory. Nearly three-fifths of the responding graduates were of the opinion that they had a satisfactory understanding and appreciation of English and American literature and an even larger percentage felt that they had mastered the fundamental rules of grammar before graduation. However, approximately one-half of the graduates were of the opinion that more stress should be placed on oral English.

It was the opinion of two-thirds of the graduates that

work taken in the social studies field had given them satisfactory understanding of the basic political, social, and economic elements in our government. However, a like proportion, were of the opinion that the department should place more stress on the importance of events occurring today. A large majority of the graduates were of the opinion that sex education is of value and that every pupil should be required to take some work in that field.

The mathematics learned in high school is not being used to any extent by the graduates, especially the women. This may be due to the fact that the mathematics subjects taken were not mastered by them, as indicated by considerably over half of the graduates. They would require mastery in one subject before taking the next.

That the course in agriculture offered by the Malin High School is practical was the opinion of 87 per cent of the men who took the course. However, the course could be improved by giving more time to shop work. The women graduates who took home economics in high school were of the opinion that there had been little or no carry-over of the knowledge and skills taught in that department. The course should be made more practical and at least two courses should be offered each year.

The work of the commercial department of the high school was not rated highly in regard to training students

to step into and hold office jobs.

Three-fourths of the graduates considered the foreign language (Latin) courses taken by them to have been of little or no value.

The work in the health and physical-education department was in the main satisfactory, with approximately four-fifths of the graduates receiving some benefit from the instruction in diet and use of exercise, and in the harmfulness of smoking and drinking. Nine-tenths of the graduates were of the opinion that athletics were not over-emphasized, and an even larger proportion were of the opinion that the school gave worth-while training in sportsmanship. It was the opinion of over three-fifths of the graduates that inter-school athletics for girls should not be discontinued.

The graduates were practically unanimous in the opinion that the school did not do enough for its students in the way of music. It should correct this condition by offering music for credit, preferably orchestra or band.

That the guidance program of the school is not functioning as it should is shown by the fact that only two-fifths of the graduates felt that they had received guidance of considerable or great value to them. Three-fourths of the graduates were of the opinion that the giving of citizenship grades was worth-while, and that such grades

were always fair.

The activity or extra-curricular program of the school was in the main satisfactory. A large percentage of the graduates participated in a wide variety of activities. Nearly three-fourths of the men and over one-half of the women participated in inter-school athletics. Between one-fourth and one-third of the graduates participated in debate, annual and school paper work, and held class and student body offices. Athletics and debate were the activities of most value to them because of the training in the use of leisure time, and because the training received enabled them to better meet the public. Only a small per cent of the graduates considered any of the activities of little value. The activity program could be improved by having more social activities such as dances and parties, and there should be more supervision of activities by the teachers.

It is the responsibility of the school to socialize individuals so that they will be interested in groups and organizations of various kinds. A large per cent of the graduates were connected with organizations. The organizations in which the largest per cent of the women were found were the Church and card clubs, and for the men chambers of commerce and rifle clubs.

A large per cent of the graduates developed, while in

high school, the habit of reading to keep posted on national and world events. Three-fourths of them are now reading daily news papers. The group as a whole are reading standard magazines of good quality. Approximately half of the group make use of the local library. They are reading considerably more fiction than non-fiction.

It is the privilege and the duty of the school to train future citizens for intelligent participation in government affairs, and instill in them a desire for such participation. That the school has been fairly successful in this respect is shown by the fact that approximately two-thirds of the graduates have voted regularly at state and national elections since attaining legal age. Considerably over 90 per cent of the group signified that it was interested in state and national problems, and over half of the group attributed this interest to its high school experiences.

A large per cent of the graduates are participating in and sharing the responsibilities of various civic projects. Considerably over half are supporting such community activities as fairs, celebrations, and concerts, while over two-thirds are aiding by donations of time or money to such service enterprises as Red Cross and Church.

The training given by the school in the worth-while use of leisure time has been fairly effective. Reading is

the most important pastime for over half of the graduates. Other important leisure time activities engaged in are hunting and fishing by the men, and visiting by the women.

The training, largely incidental, given pupils in the budgeting of time and income has not been very effective, since less than two-fifths of the graduates follow those practices at the present time.

The graduates are neat and orderly at work and at home. This may, or may not, be due entirely to their contacts with the school; however, the influence of those contacts should be in that direction.

The graduates are more considerate, agreeable, and fair-minded individuals, due to their experiences in high school.

The high school has been fairly successful in developing the personalities and characters of its graduates. Such personality factors as sociability and self-confidence were developed mainly as a result of their high school experiences. The graduates were aided in over-coming the character traits of self-consciousness and complexes by such high school experiences as association with classmates, athletics, and public appearances.

The preceding paragraphs in this chapter have briefly summarized the evaluation of the Malin High School. The need for the evaluation was shown, as was also, the method

used. The environment of the school was depicted. General facts about the graduates such as mobility, marital status, occupational status, and education beyond the secondary level were given. The main body of the study was devoted to an analysis and interpretation of the personal data and the reactions of the graduates. It was shown that in the opinion of the graduates the program of the school was in the main satisfactory. This was further verified by the activities and interests of graduates at the present time. The program of the school was not satisfactory in respect to the training offered in mathematics, vocational commercial work, and music. The guidance program needs to be improved.

Recommendations

1. There should be fewer required subjects.
2. There should be close correlation between the subject matter of required subjects and life activities.
3. Schedule of classes should be arranged so that pupils may take the subjects they desire and need.
4. A pupil should not be failed in a subject in which interest can not be aroused.
5. Courses in science should stress application to life-problems rather than preparation for college.
6. Courses in chemistry and physics should be offered

on alternate years.

7. There should be more stress on oral English.

8. There should be more emphasis upon the fundamentals of grammar.

9. In the social science field there should be more stress on the importance of events occurring today.

10. More should be done to vitalize the subject of civics.

11. A half-year course in marriage and parenthood should be elective for seniors.

12. Require mastery in one mathematics subject before an advanced course is taken.

13. Do more farm shop work in connection with the courses in agriculture.

14. Require actual student ownership in all agricultural projects.

15. Make the home economics courses more practical.

16. The offerings in home economics should be increased to allow opportunity for students to get more than just the elements of this work.

17. Emphasis in commercial courses should be on training for life in general rather than for an occupation.

18. Vitalize instruction regarding the harmfulness of smoking and drinking.

19. More opportunities for the study of music should

be offered.

20. Give all teachers on the staff some training in guidance through a faculty study group.

21. Have each class adviser devote one-half hour period each week to the problem of guidance within his group.

22. Have each teacher devote some time to the problem of teaching his pupils how to study.

23. Discontinue the two letter clubs, and substitute for each an interest clubs such as an archeology club or camera club.

24. Have each student in at least one activity in which he engages whole-heartedly.

25. Have more social activities such as student body dances and parties.

26. Faculty sponsors of activities must be carefully chosen, and must give the needed supervision.

27. Cultivate more of an interest if possible in the reading of non-fiction books.

28. Place more emphasis upon the budgeting of time and income.

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A P P E N D I X

MALIN CITY SCHOOLS

A. E. Street, Supt.

Malin, Oregon

January 25, 1939

TO THE GRADUATES OF MALIN HIGH SCHOOL
1928--1938 INCLUSIVE:

The opportunity is not often presented for the graduates of a high school to perform a real service for their school. I feel sure that each and everyone of you is still interested in Malin High School and desirous of seeing it grow and prosper.

I am very much interested in making a study of our school system to determine its weaknesses, and to ascertain, if possible, the value of the work and activities being carried on. No individual, or group of individuals, is so well qualified to assist in this study as the graduates of the school. They, alone, have been in close touch with every phase of its life.

In order that you may assist in this study I am going to send you in a very short time a "Blank of Inquiry." This should be filled out at your earliest convenience and returned to me. When you first see this questionnaire you may have visions of a long tedious job, but such will not be the case since it is so arranged that it can be answered by merely using check marks or writing in words.

You can render greatest assistance in this study if you will answer all questions that apply to you, and answer them frankly regardless of the answer you think may be expected. There will be no questions included that do not have some value in the study. Answer the questions even though you may feel that your knowledge of, or opinion on, the subject is not extensive or important.

The returned questionnaires will not be made public. However, a summary of the study, in which the names of the graduates will not appear, will be available to those interested in the results. Your interest and assistance in this worthwhile study of your school will be greatly appreciated.

Sincerely yours,

Redacted for privacy

A.E. Street, Supt.

MALIN CITY SCHOOLS

A. E. Street, Supt.

Malin, Oregon

May 16, 1939

TO THE GRADUATES OF MALIN HIGH SCHOOL
WHO HAVE NOT RETURNED QUESTIONNAIRES:

It is not too late to send in that questionnaire. However, if it is to be included in the study, it should reach me not later than June 1st.

The response to the letter and questionnaire has been splendid. We have had a good return from all eleven classes. Every member, now living, of the class of 1936 has filled out and returned his questionnaire.

As I look over the questionnaires that have been received, I am more convinced than ever that the study will be of much value to the high school. The more questionnaires received, the more valuable the study will be.

Sit down, fill in that questionnaire and mail it today. You may feel that your knowledge of, or opinion on, some of the subjects is not extensive or important, but I assure you that it is, and that the study will be more worthwhile if we have your cooperation.

May we have your questionnaire by return mail? This is the final call.

Sincerely yours,
Redacted for privacy

A.E. Street, Supt.

AES:EZ

MALIN HIGH SCHOOL ALUMNI
BLANK OF INQUIRY

(GRADUATES OF CLASSES 1928--38 INCLUSIVE)

TO BE USED IN EVALUATING THE SUCCESS AND FAILURE OF THE VARIOUS FUNCTIONS OF THE SCHOOL WHILE YOU WERE IN ATTENDANCE; AND TO AID IN DETERMINING WHAT CHANGES SHOULD BE MADE FOR THE FUTURE.

Note: This questionnaire was prepared by A. E. Street, Superintendent of the Malin Schools. You will be performing a very worthwhile service for your school, and one that will be greatly appreciated, if

1. You will fill out this questionnaire today or at your earliest convenience and return it in the self-addressed envelope;
2. You will answer all questions and check all statements that apply to you;
3. You will give frank answers to the questions rather than answers you might feel are expected.

Name _____ Occupation _____

Year of Marriage (if married) _____ Address _____

GROUP I

GENERAL QUESTIONS

I. How long had you lived in Malin before you entered high school? Years _____.

II. How many years after graduation was Malin your permanent residence? Years _____.

III. Please list places where you have resided for a period of 6 months or more since graduation from high school:

<u>City</u>	<u>State</u>	<u>Months</u>	<u>Years</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

IV. Please list various occupations in which you have engaged since graduation from high school, and give approximate time spent in each:

<u>Occupation</u>	<u>Years</u>
_____	_____
_____	_____
_____	_____
_____	_____

V. Are you now following the occupation you had in mind when you graduated from high school? Yes___ No___ (Please place "X" in space following reply you wish to make)

VI. At the time of entering high school were you expecting to continue your education beyond the high school? Yes___ No___.

VII. If the answer to the above questions is "No", or if your answer is "Yes" and you did not continue your education beyond high school, please check or list the chief reason:

- A-Not financially able.....
- B-Intended vocation did not require it.....
- C-Lack of suitable guidance and advice.....
- D-Planned to get married.....
- E-Dislike for school.....
- F-Objection of parents.....
- G-_____

VIII. Please list attendance at any schools, normals, colleges, or universities since graduation from high school, with length of time attended:

<u>Name of School</u>	<u>Location</u>	<u>Years</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

IX. Following is a list of the subjects that have been offered by the high school. In the "Mark" column is indicated the grades received by you in the various subjects:

<u>Subjects</u>	<u>Mark</u>	<u>Subjects</u>	<u>Mark</u>
<u>Semesters</u>		<u>Semesters</u>	
<u>English</u>		<u>Science</u>	
English I.....	___	Elementary Science....	___
English II.....	___	Biology.....	___
English III.....	___	Home Economics I.....	___
English IV.....	___	Home Economics II.....	___
Spanish I.....	___	Health.....	___
Spanish II.....	___	Agriculture I.....	___
Latin I.....	___	Agriculture II.....	___
Latin II.....	___	Agriculture III.....	___
Public Speaking..	___	Agriculture IV.....	___
<u>Social Science</u>		Agriculture Projects..	___
Ancient History..	___	<u>Commercial</u>	
World History....	___	Jr. Business Tr.....	___
U.S. History.....	___	Bookkeeping.....	___
Civics.....	___	Commercial Arithmetic.	___
H.S. Geography...	___	Commercial Law.....	___
Elem. Economics..	___	Commercial Geography..	___
Occupations.....	___	Typing I.....	___
Social Problems..	___	Typing II.....	___
Social Science...	___	Shorthand I.....	___
<u>Mathematics</u>		Shorthand II.....	___
Algebra.....	___		
Advanced Algebra.	___		
Plane Geometry...	___		
Solid Geometry...	___		
Gen. Mathematics.	___		
Higher Arithmetic	___		

X. If the subjects in which you received the poorest grades were not the most difficult for you, please underline the most difficult.

XI. Did you take a subject in high school against your wishes? Yes___No___.

XII. If your answer to the previous question is "Yes" please give name of most objectionable subject and check, or list, chief reason for taking it. Subject:_____

<u>Chief Reason</u>	<u>Check</u>
A-Advise or teachers.....	___
B-Advise of Parents or relatives.....	___
C-No other subject available.....	___
D-Necessary for college entrance.....	___
E-Needed for intended vocation.....	___
F-Required for graduation.....	___
G-_____	___

XIII. If you took a subject in high school that was of special interest to you, please list subject and check, or list, chief reason: Subject: _____.

Chief Reason	Check
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-_____	_____

XIV. If you received poor grades in a subject which was not difficult for you please list subject and check, or list, chief reason: Subject: _____.

Chief Reason	Check
A-Lack of interest in subject.....	_____
B-Subject taken against wishes.....	_____
C-Dislike for teacher.....	_____
D-Poorly presented by teacher.....	_____
E-_____	_____

XV. If you received good grades in a subject which was difficult for you, please list subject and check, or list, chief reason: Subject: _____.

Chief Reason	Check
A-Knowledge of value in later life.....	_____
B-Well presented by teacher.....	_____
C-Built up an interest.....	_____
D-Teacher well liked.....	_____
E-_____	_____

XVI. What subject do you believe yielded you the more lasting value? Check, or list, the chief reason for your belief. Subject: _____.

Chief Reason	Check
A-The knowledge gained is essential in my occupation...	_____
B-It has helped me to better understand the every-day problems of life.....	_____
C-It has helped me to be a better home member.....	_____
D-It has helped me to be a better citizen.....	_____
E-It has helped me to better enjoy life.....	_____
F-_____	_____

XVII. What subject do you believe yielded you the least value? Subject: _____. Check, or list, the chief reason for your belief: _____.

Chief Reason	Check
A-Knowledge gained was not practical.....	_____
B-I have had no use whatever for the knowledge gained..	_____
C-Lacked understanding of subject.....	_____
D-_____	_____

XVIII. If you could do it over again what subject would you take to replace the subject of least value to you?
Subject:_____.

XIX. If there were subjects in which you were interested during your years in high school that were not offered, please list them in order of interest:

A. _____ B. _____ C. _____ D. _____

XX. If there were subjects in which you were interested during your years in high school, but which could not be fitted into your schedule, please list them in order of interest:

A. _____ B. _____ C. _____ D. _____

XXI. Do you believe any one of the subjects listed in statements XIX and XX above might have changed your career considerably had you been able to take it? Yes ___ No ___.

XXII. Had it been available, would you have attended a Junior (2 yr.) College in Klamath Falls following graduation from high school? Yes ___ No ___.

GROUP II

Reactions to Subjects Studied

I. Do you consider the Science courses studied by you of practical value? Yes ___ No ___.

Are you more interested in things and processes about you after taking these courses? Yes ___ No ___.

Would you have taken a course in Physics had it been offered? Yes ___ No ___.

II. Upon graduation from high school to what extent had you an understanding and appreciation of English and American Literature? None ___ Little ___ Considerable ___ Great ___

Have you been embarrassed frequently by your inability to use proper grammar? Yes ___ No ___.

Did your high school experience enable you to overcome "stagefright" in meeting strangers and in speaking before groups of persons? Yes ___ No ___.

Did you master the fundamental rules of grammar before graduation? Yes ___ No ___.

Check, or list, what you think would be one important improvement in this department:

A-More stress on Oral English.....

B-Treat best modern writers as carefully as
established writers.....

C-Better library facilities.....

D-More emphasis upon fundamentals of grammar.....

E-More emphasis on theme and letter writing.....

F-More time devoted to dramatics.....

G-_____

III. From the study of Social Science subjects, how much of an understanding of the basic political, social, and economic elements in our government did you acquire? None ___ Little ___ Considerable ___ Great ___.

Check, or list, two things that the school might have done to better develop understanding and interest in social and political problems:

A-More stress on importance of events occurring today...___

B-More field trips to view things in action.....___

C-More freedom in class discussions.....___

D-More reference Material.....___

E-Vitalize the presentation of subject.....___

F-More time on Oregon's History and Politics.....___

G-_____

H-_____

IV. To what extent has the mathematics you learned in high school been used by you? None ___ Little ___ Considerable ___ Great ___.

Check, or list, one suggestion you would make to improve work in this department.

A-Need for better instruction.....___

B-Correlation of Mathematics with other subjects.....___

C-Do not make any Mathematic subject required.....___

D-Require mastery in one subject before taking next...___

E-Offer more courses in Mathematics.....___

F-_____

V. (Answer if you took one or more years of Agriculture)
To what extent did the course seem practical? None ___ Little ___ Considerable ___ Great ___.

Was too much time devoted to preparation for contests? (Shop, Judging, etc.) Yes ___ No ___.

What effect did the course, or courses, in Agriculture taken by you have upon your desire to be a farmer? Encouraged? ___ Discouraged? ___.

Check, or list, one improvement you think might, with advantage, be made in the department:

A-Offer at least two courses each year.....___

B-Make course more practical.....___

C-Do (more ___) or (less ___) shop work.....___

D-Require actual student ownership in all projects....___

E-_____

VI. (Answer if you took one or more courses in Home Economics) To what extent did you learn to build economical menus offering a balanced diet? None ___ Little ___ Considerable ___ Great ___.

To what extent, as a result of the courses taken in high school, have you mastered the art of clothing selection, and designing and making your own clothes? None ___ Little ___ Considerable ___ Great ___.

Check, or list, one improvement you think might, with advantage, be made in the department:

- A-Offer at least two courses each year.....
B-Make course more practical.....
C-Place more emphasis upon clothing selection.....
D-Place more emphasis upon sewing skill.....
E-Place more emphasis upon uses of labor saving devices.....
F-_____

VII. In your opinion is typing II of sufficient value to the average student to merit a place in our schedule of courses? Yes ___ No ___.

In your opinion have the graduates from our Commercial Department had sufficient training to step into and hold an office job? Yes ___ No ___.

Which of the Commercial courses taken by you do you consider to have been of the greatest value to you? _____

VIII. If you took a foreign language course in high school, to what extent has it been of value to you? None ___ Little ___ Considerable ___ Great ___.

IX. In your opinion, should we have regular gym classes during activity period and train our athletic teams after 4:00 o'clock? Yes ___ No ___.

In your opinion does our high school place too much emphasis upon athletics? Yes ___ No ___.

To what degree do our school and athletic teams show training in sportsmanship? None ___ Little ___ Considerable ___ Great ___.

We have practically discontinued inter-school athletics for girls. In your opinion is that desirable? Yes ___ No ___.

GROUP III

Reaction to Activities

I. Please list, or check, high school clubs and activities in which you took part:

A-Glee Club.....	_____	M-Soccer.....	_____
B-Debate.....	_____	N-Basketball.....	_____
C-Annual Staff.....	_____	O-Baseball.....	_____
D-School Paper Staff..	_____	P-Track.....	_____
E-F.F.A.....	_____	Q-Class Officer.....	_____
F-Pep Club.....	_____	R-Student Body Officer....	_____
G-Girl's Letter Club..	_____	S-Public Speaking.....	_____
H-Orange "M".....	_____	T-Parliamentary Procedure.	_____
I-Declamation.....	_____	U-Volley Ball.....	_____
J-Play Days.....	_____	V-Stunt Nite.....	_____
K-School Play.....	_____	W-_____	_____
L-Football.....	_____	X-_____	_____

II. What one activity do you believe was most valuable to you? _____ Check, or list, the chief reason for your answer:

Chief Reason

Check

A-Training received essential in my occupation.....	_____
B-Aids me to make better use of leisure time.....	_____
C-Has helped me to make a better home member.....	_____
D-Has helped to make me a more useful citizen.....	_____
E-_____	_____

III. Please check, or list, one suggestion for increasing the success of extra-curricular activities:

Suggestion

Check

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.....	_____
F-_____	_____

IV. If there are activities which you think are of little value to students, please list them in order of least importance: A _____ B _____

C _____ D _____

GROUP IV

Life Activities in Relation to High School Experience

I. Please check, or list, the names of social, fraternal, religious, political, service, or recreational clubs of which you are an active member:

A-Masonic Lodge.....	H-Chamber of Commerce.....
B-Eastern Star.....	I-Sokol.....
C-Moose Lodge.....	J-Rifle Club.....
D-Elks Lodge.....	K-Bridge or Pinochle Club.....
E-Church.....	L-.....
F-Grange.....	M-.....
G-.....	

II. By the time you graduated from high school had you developed the habit of reading newspapers and magazines to keep posted on national and world events? Yes ___ No ___.

What magazines and newspapers do you regularly read?

A	E
B	F
C	G
D	H

III. Have you voted regularly (whenever possible) at State and National elections since you have been of legal age? Yes ___ No ___.

IV. Are you interested in State and National problems? Yes ___ No ___. To what extent do you attribute this interest to your high school experience? None ___ Little ___ Considerable ___ Great ___.

V. Please list, or check, community activities in which you have taken part, or supported, by your attendance whenever possible:

A-Fairs and Exhibits.....	F-Concerts, Plays.....
B-Patriotic Celebrations.....	G-Contests (Athletics, etc.).....
C-Other Celebrations.....	
D-.....	H-.....
E-.....	I-.....

VI. Have you aided Community Service enterprises such as Red Cross, Scouts, Church, by donation of time, money, or both? Yes ___ No ___.

VII. To what extent did your experience in high school make you a more considerate, agreeable, and fair minded person than you were when you entered? None ___ Little ___ Considerable ___ Great ___.

VIII. Would a course in Marriage and Parenthood have been of value to you? Yes ___ No ___

IX. Do you think all seniors should be required to take such a course? Yes ___ No ___

X. Please check, or list, the activity in which you spend most of your leisure time:

A-Hunting or fishing.....	___	F-Reading.....	___
B-Visiting relatives or friends.....	___	G-Photography.....	___
C-Travel.....	___	H-Sports.....	___
D-Dancing.....	___	I-Playing Cards.....	___
E-_____		J-_____	
		K-_____	

XI. Do you use the privileges of your local library? Yes ___ No ___. Underline the kind of books you read most often: (Fiction) (Non-fiction)

XII. Do you regularly budget your income? Yes ___ No ___

XIII. Do you regularly budget your time? Yes ___ No ___

XIV. To what extent are you neat and orderly at work and at home? None ___ Little ___ Considerable ___ Great ___

XV. Please check, or list, the factor in your personality which was developed mainly as a result of your high school experience, and which has helped you make new friends and keep old ones:

A-Tact.....	___	E-Sense of humor.....	___
B-Self Confidence.....	___	F-Development of varied interests.....	___
C-Control of temper.....	___	G-_____	
D-Sociability.....	___		

XVI. Please check, or list, the character trait which seems to interfere most with your social and vocational success:

A-Lack of "Stick-to-itiveness".....	___	E-Laziness.....	___
B-Self-consciousness.....	___	F-Jealousy.....	___
C-Quick temper.....	___	G-Complexes.....	___
D-Conceit.....	___	H-_____	

Were you aware of this trait at the time you were in high school? Yes ___ No ___

XVII. Please check, or list, chief way in which your high school experience helped to any extent in overcoming your undesirable traits:

A-Associating with classmates_____	D-Athletics....._____
B-Public Appearances....._____	E-Discovering new
C-Activities....._____	interests....._____
	F-_____

XVIII. To what extent has the information acquired in high school concerning the harmfulness of drinking and smoking been of aid to you in abstaining from those vices? None _____ Little _____ Considerable _____ Great _____

To what extent has the knowledge of diet and use of exercise learned in school been of value to you in maintaining good health? None _____ Little _____ Considerable _____ Great _____

XIX. In your opinion does the high school do enough for its students in the way of music? Yes _____ No _____

Please check, or list two things we might do to give worthwhile training in music. (We now have Girls Glee Club and occasional Assembly singing)

A-Regular Assembly singing..._____	E-School orchestra..._____
B-Boys' Glee Club....._____	F-School Band....._____
C-Operetta each year....._____	G-Music for credit..._____
D-_____	H-_____

XX. In your opinion, were the grades you received in Citizenship (sometimes called deportment) always fair? Yes _____ No _____

XXI. In your opinion would it be better if no such grade were given at all? Yes _____ No _____

XXII. To what extent did you receive, while in high school, worthwhile guidance in selecting your courses and planning your career? None _____ Little _____ Considerable _____ Great _____