

A STUDY OF THE POLICIES WITH REGARD TO POST-
GRADUATE STUDENTS IN THE OREGON
HIGH SCHOOLS

by

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A STUDY OF THE POLICIES WITH REGARD TO POSTGRADUATE STUDENTS IN THE OREGON HIGH SCHOOLS

CHAPTER I.

INTRODUCTION

The high school graduate of today, finding himself without employment or prospect of employment, and without money has brought a new problem to the secondary schools-----a problem which has received little attention from educators as a whole. Recent high school graduates are returning in large numbers, for various reasons, to receive further aid from the secondary schools. Was the duty of the high school finished at graduation time to these girls and boys, seventeen to nineteen years of age? The writer believes it is not, if the school is in any way able to be of further service to them.

When students take graduate work in colleges or universities, they find many courses planned especially for them; they are encouraged in their work; they have special advisers; and often serve as graduate assistants. How different is the situation to which the postgraduate high school students return. They find that they belong to no class organization. In some high schools they are not permitted to enter into any extra-curricular activities. There are no classes especially suited to their interests and needs. The undergraduate students are given first preference in choice of classes. This situation is apt to kill the incentive for

further education which at first inspired the graduates to return. It is the duty of the school to discover their purposes and motives, to take a definite interest in their work, and to aid them in reaching their objectives.

Reasons for Increase in Postgraduate Enrollment

A federal report made by the former U. S. Commissioner of Education, Dr. William John Cooper, indicates that the postgraduate enrollment has increased eight hundred per cent throughout the United States in the last ten years.

Lloyd, John H. "Rain Checks on Diplomas", School Life, 18:29, Oct. 1932.

Further, it was estimated that 100,000 postgraduate students in the United States would seek admittance to high schools in 1933-1934. This estimation was reported in Sowers's article.

Sowers, J. I. "The Problem of the Post-Graduate", Jr. Nat. Ed. Assoc. 34:197-8, Oct. 1933, p. 197.

Why are these students returning in such large numbers for postgraduate work? Unemployment is one of the major factors and lack of opportunity to go to college is another. In Jacobsen's study of postgraduate students in five hundred

Jacobsen, Einar W. "Educational Opportunities for Postgraduate Students in Public High Schools", T. C. Record, 34:418-9, Feb. 1933, p.418.

twenty-five high schools selected at random over the United States, he states that there are four reasons for their return;

1. Sixteen per cent return because they wish to "wait until September to enter college".
2. Twenty-five per cent return because they wish to "make college entrance requirements".
3. Thirteen per cent return because they wish to "get specific vocational training".
4. Sixteen per cent return because they wish to "keep occupied until positions open".

The remaining thirty per cent are not accounted for.

Purpose of this Study

It is the purpose of this thesis to discover and examine the policies and attitudes of the Oregon high schools in regard to postgraduate students. The writer wishes to discover how many high school administrators definitely encourage or discourage the return of postgraduate students, and to see if there seems to be any relationship between that and the number of these students enrolled. It is also important to discover if any special work is planned for these advanced students; if they are treated as more mature

individuals; if they are restricted more or less than the undergraduates; if they have any special advisers; and if they enter into extra-curricular activities.

Legal Status of Postgraduate Students

In 1932 Jacobsen reported that there were no direct

Jacobsen, Einar W. Educational Opportunities for Postgraduate Students in Public High Schools, T. C. Cont. to Ed., no. 523, p. 11.

provisions made by law for postgraduate students over the United States. He says,

An examination of the laws and school codes of the states, together with information received from the offices of state superintendents, reveals the fact that no state makes any direct provision by law for educational opportunities for postgraduate students. Every state does set up, however, certain age limits between which all girls and boys must attend school unless a certain minimum amount of school work has been completed.

However, a study by Wilde in 1934 states that, although

Wilde, Arthur H. "The Post Graduate Student in the High School, 1933-1934", Education, pp. 432-7, Mar. 1934, p. 434.

most states have no laws in regard to postgraduate students,

Some states by law exclude postgraduates from instruction at public expense beyond the fourth high school year (Idaho and Washington for example). In Montana they may attend if under 21 and be included within the distribution of public funds; in Ohio it is optional with the school board to admit or not, and to charge fees

or not.

The state of Oregon has but one law in regard to these students. A letter from the State Department of Education, dated April 11, 1934, states that "The law permits graduates of Oregon high schools to attend and take postgraduate work until they are 21 years of age". However, local school executives may, if they wish, refuse admittance to postgraduate students. Another letter from the State Department of Education, dated March 3, 1934, says,

You see, the postgraduate student, as far as Oregon school laws go, is distinctly a liability. While he is allowed to attend school and partake in the classes and go through with the regular routine of school work, he has absolutely no standing at all, and because of that we have never taken any official cognizance of his existence.

These letters may be found in Appendix A. Thus, the local school executives make all the arrangements for postgraduate students for their particular schools. They decide on their regulations, attendance, courses, etc.

Method of Procedure

It seemed desirable to include in
 Selecting the Schools: this study those high schools which have postgraduate students, and which are located in all districts of the state; therefore, the number included high schools of the first and second classes and union high schools. It excluded those of the third class. Grant

High School of Portland, Oregon, was not included as they do not allow postgraduate students due to crowded conditions. The number of the first and second classes and union high schools used in the study totaled one hundred seventy-four.

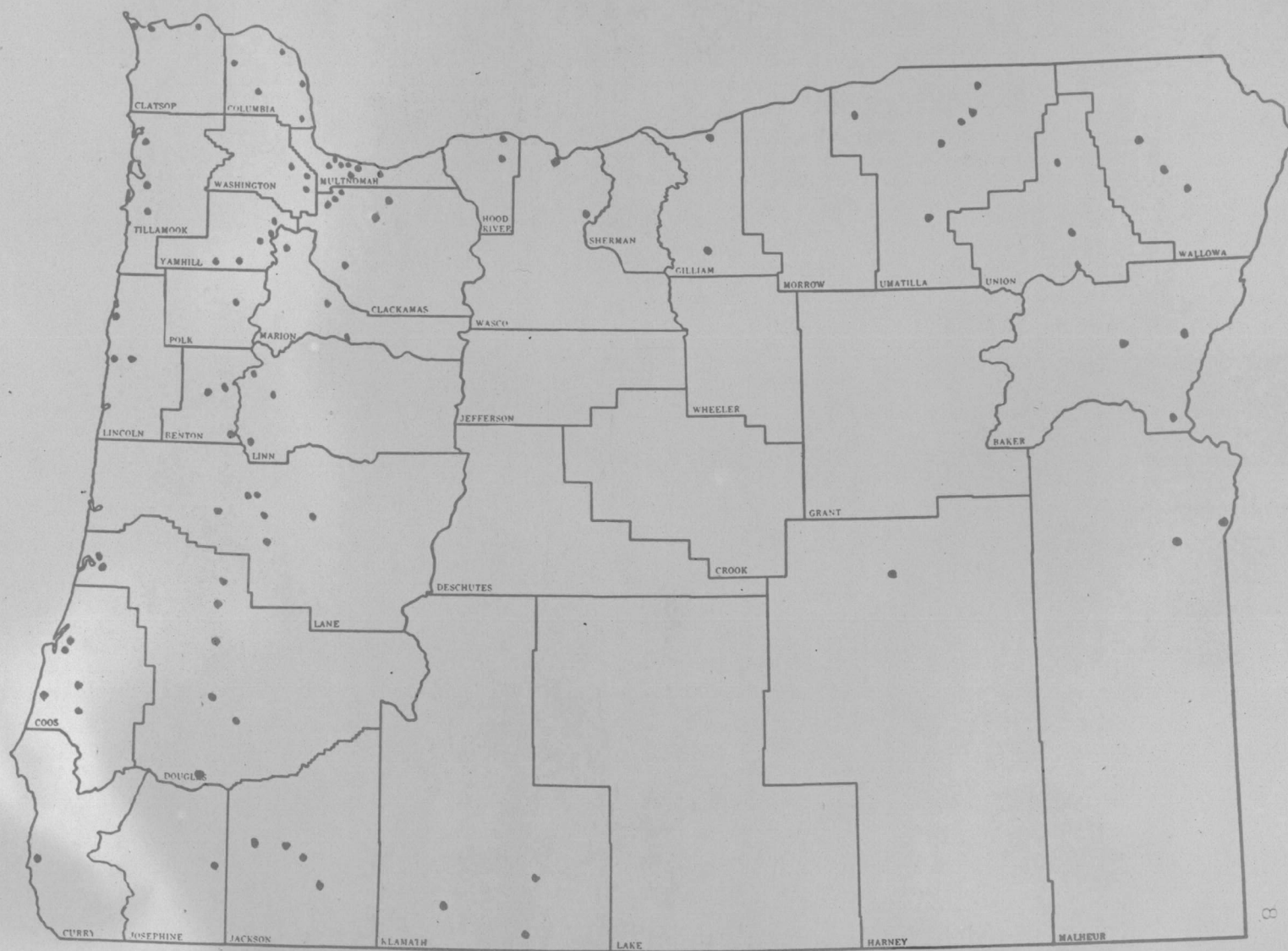
To determine the attitudes and policies of these one hundred seventy-four high schools in regard to postgraduate students, a letter asking the cooperation of the principals in filling out an enclosed questionnaire was sent to the principal of each high school. The letter and questionnaire forms may be found in Appendix B. The questionnaire included questions concerning:

1. postgraduate enrollment
2. tuition fee
3. restriction of numbers
4. registration
5. overcrowded conditions
6. scholastic standards for postgraduate students
7. assignments
8. free hour restrictions
9. postgraduate advisers
10. subjects and postgraduate enrollment
11. number prepared for college
12. extra-curricular program for postgraduates
13. attitude of principals

Number of Returns: There were replies from one hundred forty-one, or eighty-one per cent, of the high schools. The enrollment of these high schools, which are located in all counties of the state, ranges from six to 2,261 pupils, and the postgraduate enrollment ranges from zero to one hundred twenty-eight pupils. There are postgraduate students enrolled in ninety-seven, or sixty-nine per cent, of the one hundred forty-one schools, and they total 1,086. Of the forty-four high schools which have no postgraduate enrollment for this year, twenty-three have no record of having had any for the past five years.

Number of Returns Selected: Since the questionnaire is concerned with regulations of postgraduate students for this year, the ninety-seven high schools which have these students enrolled, have been chosen for the basis of this report. They are high schools situated in all different parts of Oregon, and have enrollments ranging from eighteen to 2,261, while the postgraduate enrollment ranges from one to one hundred twenty-eight pupils. The location of these high schools is shown on the map on page eight.

In some tables the policies of the twenty-one high schools which have no postgraduate students this year will be shown to discover if there is any relationship between their policy and the fact that they have no postgraduate students this year.



CHAPTER II.

HISTORICAL STUDIES

There have been several studies made in regard to the postgraduate students in the high schools of the United States. The results of those which are related to this study will enable the reader to make comparisons between the policies of the Oregon high schools and those of high schools in other states.

Increased Postgraduate Enrollment

Jacobsen states that the number of postgraduate stud-

Jacobsen, Einar W. Educational Opportunities for Postgraduate Students in Public High Schools, T. C. Cont. to Ed., no. 523, p. 3.

ents in the United States in 1929-1930 has increased two hundred sixty-six per cent since 1919-1920. He says further, "The high school enrollment has increased one hundred forty-six per cent for the same period, or less than one-half as much". In Table II he indicated a fifty-five per cent increase for 1929-1930 over 1927-1928.

In Soper's study of postgraduate students in one hun-

Soper, Wayne S. "The Post-Graduate Problem in New York State High Schools", Sch. and Soc. Dec. 9, 1933, p. 777.

dred seventy-one New York high schools, he states that

while there were four hundred twenty postgraduate students in these high schools in 1921, there were five thousand in 1932. This is an increase of 1,090 per cent.

There is a slight decrease in postgraduate enrollment for 1933-1934 reported by Wilde in his study of sixty-one

Wilde, Arthur H. "The Post Graduate Student in the High School, 1933-1934", Education, pp. 432-7, Mar. 1934, p. 433

high schools of eastern Massachusetts. There were 1,327 postgraduate students enrolled in these high schools in 1931-1932, 1,947 in 1932-1933, and 1,886 in 1933-1934. He indicates, however, that sixteen of the sixty-one high schools increased their postgraduate enrollment in 1933-1934.

Relation of Size of School to Postgraduate Enrollment

It would seem natural to suppose that the high schools with the largest enrollments would also have the largest postgraduate enrollment. Jacobsen finds this to be true, and states that

Jacobsen, Einar W. Op. Cit. p. 9.

A slight relationship exists between the size of the school and the number of postgraduates. The maximum postgraduate enrollment for the thirty-three per cent of schools below five hundred students is twenty-nine, whereas the maximum

postgraduate enrollment for schools with more than four thousand students is one hundred seventy students.

Wilde finds that no relationship exists between size

Wilde, Arthur H. Loc. Cit.

of high schools in towns of various sizes and number of postgraduate students. He says, "As would be expected, high schools in the cities have the largest number of post-graduates, but in towns of various sizes, there is no clear relation between the total enrollment in the high school and the number of post-graduates in the same schools".

Tuition Fee for Postgraduate Students

The writer has found little evidence that tuition fees are charged in the high schools as a method of restricting the numbers of postgraduate students. In a study of one hundred seventy-one high schools in New York, Soper found that only three charge a tuition fee for post-

Soper, Wayne S. Loc. Cit.

graduate students.

Restriction of Numbers of Postgraduate Students

There are several ways a high school could restrict the numbers of postgraduate students other than by a tu-

ition fee. These might include scholarship, age, district, etc.

Soper found in his study that of the one hundred sev-

Ibid.

enty-one high schools ninety per cent accept all graduates without restrictions; "a few" exclude those over twenty-one years of age; and "a few" limit the number to their own graduates.

Wilde states that "In the 61 Massachusettes schools

Wilde, Arthur H. Op. Cit. P. 434.

reporting, but one has excluded them by vote of the school board". He makes no report on methods the principal might choose to exclude the postgraduate students.

Registration and Choice of Classes

A high school has three choices in allowing a postgraduate student to register for classes. It may (1) allow freedom in choice of classes, (2) require that certain classes be taken, or (3) close certain classes. Furthermore, it may enforce a combination of two or more of these.

Jacobsen finds great variation in the policies of the

Jacobsen, Einar W. Op. Cit. p. 25.

five hundred twenty-five high schools studied in regard to restrictions in registration. He says,

What subjects are closed to the postgraduate? Eighty-one, or fifteen per cent, of the schools studied have definitely closed certain classes to the student who comes back. Seventy of these schools have excluded postgraduates from their freshmen and sophomore classes, with a few exceptions. Some of these exceptions are advanced algebra, bookkeeping, language, geometry, or other subjects which may be essential for college entrance. Then, again, commercial subjects may be excepted.

He states further:

Although some schools close certain classes to postgraduates, others require that certain subjects be taken. Twelve schools reported such practices. Three of these schools require that English be taken; one requires health education; two require physical education; and two require postgraduates to take commercial work if they desire to return to high school. On the other hand, one school requires that academic work be taken if the student plans to come back.

Soper indicates that eighty-four per cent of the

Soper, Wayne S. Loc. Cit.

schools studied allow postgraduate students free choice of classes; six per cent offer additional courses for postgraduates only; and "a few" limit their registration to classes not already filled with undergraduates.

Overcrowded Conditions Due to Postgraduate Students

For economic reasons many high schools have been forced to cut their teaching forces, and since enrollments have increased, some of this being due to the return of graduate students, the pupil-teacher ratio has undergone considerable change.

Carrothers reports that the pupil-teacher ratio has

Carrothers, G. E. "Education in the Post Secondary Area", N. E. A. Addr. and Proc. 1933:636-43, p. 638

decreased greatly after 1930, and attributes this to the return of the postgraduate student.

Patton says, "The Education Commission, trying to de-

Patton, R. D. "Free-Time School in Springfield, Ohio", Sch. and Soc. 37:15-16, Jan. 7, 1933, p. 16.

fine its job last summer, found that graduates of high schools were reregistering in large numbers, crowding the classes to the disadvantage of students who needed instruction".

In the one hundred seventy-one New York high schools of Soper's study, twenty-three per cent report overcrowded

Soper, Wayne S. Loc. Cit.

conditions and twenty-eight per cent report that certain classes were crowded.

Standard of Scholarship

It would seem reasonable to expect a higher standard of work from postgraduates than from undergraduates. This might be accomplished by differentiating the assignment in classes which have both graduate and undergraduate students, or by requiring a higher passing grade of the advanced students.

Jacobsen finds that many of the high schools use the latter method:

Jacobsen, Einar W. Op. Cit. p. 22.

There is one other administrative regulation which is more strict for postgraduate students than for regular students; that is, the one which requires the former class of students to maintain a certain standard of scholarship to remain in school. Two hundred twenty-one schools out of five hundred twenty-five, or forty-two per cent have such a rule. This standard is reported by these schools to be a "passing grade", or "seventy per cent", or "C". This passing grade is not different from that set for the undergraduate student. The difference is that failure on the part of the postgraduate will result in his being dropped from school, whereas the undergraduate is not dropped but carried on or changed to another subject. The principal of one school made the statement which summarizes the policy behind this regulation, and that is, "The postgraduate student comes back to get definite work. Unless he can make good in that he had better drop out".

Free Hours of Postgraduate Students

In a federal survey made by the ex-Commissioner of Education, Dr. William John Cooper, it was reported that "most" schools allow the postgraduate as much freedom as possible.

Anonymous, "The Postgraduate High School Student", Sch. and Soc. 36:655, Nov. 19, 1933.

However, Jacobsen finds that "only five per cent of

Jacobsen, Einar W. Op. Cit. p. 34.

the schools studied extend special library and study-hall privileges to the postgraduates". On the other hand, Jacobsen states that while nineteen per cent of the schools

Jacobsen, Einar W. Op. Cit. p. 21.

insist that "the student must attend school full time regardless of the number of studies he takes, the large number of schools, or sixty-one per cent, have ruled that the student need be in school only for the periods he is actually in class".

Subjects taken by Postgraduate Students

There seems to be a preference for commercial subjects

by girls and for academic subjects by boys taking postgraduate work, according to Soper. He also finds that many

Soper, Wayne S. Loc. Cit.

postgraduates wanted to take Spanish, German and psychology but those subjects were not offered for postgraduates in their particular high school.

In Table XXXI Jacobsen shows the subjects which have

Jacobsen, Einar W. Op. Cit. p. 57.

the highest postgraduate enrollment:

Table XXXI

Subjects which have the Highest Postgraduate Enrollment
(after Jacobsen)

Subject	Boys	Girls	Total	Per cent of total number P.G. students
Mathematics	315	68	383	13
Typewriting	125	232	357	12
English	191	78	269	9
Natural Science	204	59	263	9
Shorthand	43	203	246	8
Modern Languages	134	83	217	7

From the foregoing table it is seen that the girls are registered in largest numbers for typewriting and shorthand, while the largest number of boys prefer mathematics and natural sciences. However, the greatest number,

or thirteen per cent of both are enrolled in mathematics, and the second largest number, or twelve per cent are enrolled in typewriting.

In Table XXX Jacobsen, after classifying the subjects

Jacobsen, Einar W. Op. Cit. p. 57.

under the three heads of academic, commercial, trade and other subjects, indicates that fifty-six per cent of the postgraduate students are enrolled in academic subjects, thirty-six per cent in commercial subjects, and seven per cent in trade and other subjects.

Undergraduate Training of Postgraduates

One-half of the postgraduate students of Soper's study

Soper, Wayne S. Loc. Cit.

had taken a college preparatory course, and approximately one-half intended to go on to college later.

Sowers states that ninety per cent of the postgraduate

Sowers, J. I. Loc. Cit.

students come with the plan of making college entrance requirements. This would leave a very small per cent of students who had completed a college preparatory course as

undergraduates.

Extra-Curricular Activities

The high school is in a position to be of great service to the postgraduate students in guiding them in extra-curricular activities. The postgraduates have more time to enter into this work, and, moreover, they need this added incentive to remain in school. However, many schools, not realizing this, are prohibiting their postgraduate students from entering into extra-curricular activities.

Jacobsen states that in his study of extra-curricular

Jacobsen, Einar W. Op. Cit. p. 30.

activities:

Three hundred nine schools reported on this subject. Twenty-six per cent of the schools open all their activities to these students, forty-four per cent close all activities to these students, while the remaining twenty-nine per cent permit this group of students to participate in a limited number of activities,-----.

He says further, "The extra-curricular activities which are open to all undergraduate students are either closed or limited in the case of postgraduates in seventy-three per cent of the schools".

Attitudes of Administrators

The writer realizes that since the local school ex-

ecutives (in some cases this means only the principal) may decide the policies of the school in regard to postgraduate students, it is important to discover the attitudes of these administrators in regard to the return of graduates for further work.

In Table X Jacobsen shows the relationship between

Jacobsen, Einar W. Op. Cit. p. 20.

school attitudes toward postgraduate students and the number of these students in the school.

Table X

Relationship Between School Attitude Toward Postgraduates
and the Number of Schools Reporting Postgraduates in the
School
(after Jacobsen)

Number of Post- graduates	Number of Schools that Encourage Postgraduates	Number of Schools that Have no Policy	Number of Schools that Discourage Postgraduates
65-above	4	4	0
60-64	0	1	0
55-59	0	1	0
50-54	0	3	0
45-49	0	1	0
40-44	1	6	0
35-39	1	6	1
30-34	2	2	2
25-29	2	6	0
20-24	6	11	1

(Table X Continued).

15-19	6	10	2
10-14	12	26	3
5- 9	32	48	6
0- 4	61	104	13

Jacobsen says,

Jacobsen, Einar W. Op. Cit. p. 19.

As was shown by this study of five hundred twenty-five high schools, thirty-three per cent of these schools encouraged postgraduates to return for additional work, eight per cent definitely discouraged these students, and fifty-nine per cent expressed a neutral attitude. The eight per cent of the schools that discouraged postgraduates are located in different parts of the country. Therefore, the discouragement of the students is entirely in the hands of the local school executives.

Jacobsen believes that although only a small number

Jacobsen, Einar W. Op. Cit. p. 39.

of the high school administrators indicated their disapproval of postgraduate work in the high schools, they showed their disapproval in other ways:

Although direct evidence does not show it, one examining the check lists from the schools studied realizes the fact that postgraduates are not welcomed in most schools studied. The regulation of attendance, closed classes, required classes, and the extra-curricular limitations, as well as the attitude of higher institutions toward giving advanced credit for this type of work,

all tend to discourage postgraduate students. The fact that the postgraduate enrollment is increasing in spite of lack of encouragement and educational provisions in the public high schools is significant.

Sowers also reports that "some" school officials are

Sowers, J. I. Loc. Cit.

refusing admittance to postgraduates saying that these students are not their responsibility and that the school has no further obligation to perform in their behalf.

CHAPTER III.

DATA IN THIS STUDY

Postgraduate Enrollment

There is a slight decrease for 1933-1934 in the enrollment of postgraduate students in the Oregon high schools studied. In the one hundred forty-one high schools there was a postgraduate enrollment of 1,171 in 1932-1933, and 1,086, or a decrease of seven per cent, in 1933-1934.

Since forty-four of the one hundred forty-one high schools have no postgraduate enrollment for 1933-1934, the 1,086 postgraduate students are attending ninety-seven Oregon high schools. These ninety-seven high schools had a total postgraduate enrollment of 1,119 in 1932-1933. This is a decrease of two per cent in 1933-1934. In spite of this decrease, forty-six per cent of these high schools increased their postgraduate enrollment, and in nine per cent the enrollment remained the same.

Information was asked in the questionnaire regarding postgraduate enrollment in the high schools for the past five years, but the returns on this question before 1932-1933 are so incomplete that they are of little value. Many high schools reported that they kept no record of postgraduate students for these years.

However, some idea of the increase of postgraduate students in Oregon high schools is shown by the fact that

a federal report indicates a postgraduate enrollment of two

Office of Education Bulletin, 1931, no. 20, Table 7, p. 706.

hundred forty-seven students in the two hundred eighty-four high schools in 1929-1930, whereas there is a postgraduate enrollment of 1,086 in the one hundred forty-one Oregon high schools studied in 1933-1934.

Relation of Size of School and Postgraduate Enrollment

The postgraduate enrollment for 1933-1934 in the ninety-seven Oregon high schools ranges from one to one hundred twenty-eight students. Table I shows the distribution of the high schools according to the number of postgraduates enrolled.

Table I

Showing the Distribution of the High Schools according to the Postgraduate Enrollment

Number of Postgraduates	Number of High Schools	Per cent of High Schools
21 and up	11	11.3
16-20	9	9.3
11-15	7	7.2
6-10	11	11.3
1- 5	59	60.9

It is evident that the larger number of schools, over sixty per cent, have a postgraduate enrollment of five

students or less; and a much smaller number, or eleven per cent, have a postgraduate enrollment larger than twenty students. However, four high schools, or four per cent, have a postgraduate enrollment larger than eighty, and of these, one has one hundred twenty-eight postgraduates.

Table II shows the relationship between the enrollment of the high schools and the number of postgraduate students in these schools.

Table II

Showing the Relation of Size of School and Postgraduate Enrollment

Enrollment of H. S.	Number of H. S.	Per cent of H. S.	Number of Post- graduates	Per cent of Post- graduates
501 and up	15	10.8	671	61.8
401-500	5	3.5	60	5.5
301-400	10	7.1	119	10.9
201-300	16	11.3	104	9.6
101-200	27	19.1	58	5.3
1-100	68	48.2	74	6.8

As is seen by this table, the forty-eight per cent of the high schools which have an enrollment below one hundred students include only seven per cent of the postgraduate students. The maximum postgraduate enrollment for any school in this group is seven. On the other hand, the eleven per cent of the schools which have an enrollment above five hundred students include approximately sixty-

two per cent of the postgraduate students. The maximum postgraduate enrollment for any school in this group is one hundred twenty-eight.

Tuition Fees for Postgraduate Students

The local school executives may, if they wish, charge a tuition fee for postgraduate students, but most of them do not. Ninety-one, or ninety-four per cent, of the ninety-seven high schools charge no fee. Four of the high schools do not charge a fee if the students are twenty-one or under. There are only two high schools which exact a tuition fee from its postgraduate students. One of these charges one dollar per semester per subject, and the other requires one hour office work per day.

Twenty of the twenty-one high schools which have no postgraduate students this year, but had these students last year, have no tuition fee. The other high school charges ten dollars per month unless the student is twenty-one years of age or under.

Restriction of Numbers of Postgraduate Students

Table III, page twenty-seven, shows methods which the different high schools are using to restrict the postgraduate enrollment.

Table III

Showing how Postgraduate Enrollment is Restricted in Ninety-seven High Schools

Restriction	Number of H. S.	Per cent of H. S.
Scholarship	10	10.3
Age	18	18.5
Own Graduates	9	9.3
Those in District	23	23.7
Admit a certain Number	6	6.2
No Restrictions	58	59.8

Almost sixty per cent of the ninety-seven high schools report no restrictions for postgraduate enrollment. However, approximately twenty-four per cent limit the enrollment to students living in the district, and eighteen per cent to those of a certain age. It is interesting to note that ten per cent of the high schools require their postgraduates to have maintained a certain standard of scholarship in their undergraduate work, and that nine per cent admit only their own graduates.

Some of the schools restrict the enrollment in more than one way. That is, a high school may not only require undergraduate scholarship standards, but also require that the student be one of their own graduates. Table IV shows the number of ways the different high schools restrict their postgraduate enrollment.

Table IV

Showing the Number of Ways Postgraduate Enrollment is Restricted in Ninety-seven High Schools

Number of Ways Restricted	Number of H. S.	Per cent of H. S.
4	2	2.0
3	3	3.1
2	12	12.4
1	22	22.7
0	58	59.8

It is seen that the larger number, or approximately twenty-two per cent of those high schools which restrict postgraduate enrollment restrict by only one method, while twelve per cent use three methods, and only two per cent use four.

It is important to discover how those twenty-one high schools which have no postgraduate students this year, but did have them enrolled last year restrict the postgraduate enrollment.

Table V

Showing how Postgraduate Enrollment is Restricted in Twenty-one High Schools

Restriction	Number of H. S.	Per cent of H. S.
Scholarship	5	23.8
Age	3	14.3
Own Graduates	4	19.0

(Table V continued)

Those in District	10	47.6
Admit a certain Number	1	4.8
No Restrictions	7	33.3

Only thirty-three per cent of this group do not restrict their numbers, while almost twenty-four per cent restrict their numbers by undergraduate scholarship standards, and forty-seven per cent limit their postgraduates to those living in the district.

In Table VI the number of ways these twenty-one high schools restrict postgraduate enrollment is shown.

Table VI

Showing the Number of Ways Postgraduate Enrollment is Restricted in Twenty-one High Schools

Number of Ways Re- stricted	Number of H. S.	Per cent of H.S.
4	0	0
3	1	4.8
2	7	33.3
1	6	28.6
0	7	33.3

Five per cent of these high schools restrict postgraduate enrollment in three ways, thirty-three per cent in two ways, and approximately twenty-nine per cent in only one way.

Overcrowded Conditions Due to Postgraduate Students

Only one per cent of the ninety-seven high schools reported overcrowded conditions due to the postgraduate enrollment, and the remaining ninety-nine per cent answered "No" to this question. Several high schools reported overcrowded conditions, but stated that this was not due to the postgraduate students as the high school was overcrowded anyway.

Registration and Choice of Classes

A high school may (1) permit a postgraduate student to register for any class he wishes, (2) require classes to be taken by this student, or (3) close certain classes to him. Furthermore, the high school may enforce the latter two restrictions.

Table VII shows the policies of the high schools in regard to these restrictions.

Table VII

Showing how Choice of Classes is Restricted in Ninety-seven High Schools

Policy	Number of H. S.	Per cent of H. S.
Allow freedom	80	82.5
Require classes	6	6.3
Close classes	37	38.1

It is seen that eighty-two per cent of the ninety-seven high schools allow the postgraduates freedom in their choice of classes, while thirty-eight per cent close class-

es to them. Three per cent of this latter group indicate that they allow postgraduate students to take only upper division work, and many of the high schools indicate that they close those classes which are already filled with undergraduates. Furthermore, six per cent of the high schools require that certain classes be taken, and two per cent report that they require postgraduate students to carry "at least three subjects".

It is interesting to note in Table VIII the policies of the twenty-one high schools with no postgraduate students this year.

Table VIII

Showing how Choice of Classes is Restricted in Twenty-one High Schools

Policy	Number of H. S.	Per cent of H. S.
Allow freedom	15	71.4
Require classes	2	14.3
Close classes	7	33.3

A smaller number, or seventy-one per cent of these high schools allow the postgraduates freedom in choice of classes, while thirty-three per cent close certain classes to them. A larger number, or fourteen per cent of this group require that certain classes be taken, while only six per cent of the former group enforce this restriction.

Standard of Scholarship

Should the high schools permit the Unsatisfactory Work: postgraduate students to continue if their work is unsatisfactory? Table IX shows the policies of the ninety-seven high schools of this study.

Table IX

Showing Scholarship Requirements for Postgraduates in Ninety-seven High Schools

Policy	Number of H. S.	Per cent of H. S.
Permit PG to Continue if Work is Unsatisfactory	81	83.5
Do not Permit PG to Continue if Work is Unsatisfactory	7	7.2
Do not know	9	9.3

Eighty-one, or eighty-three per cent, of these high schools permit the postgraduate to continue if his work is below passing, seven per cent require him to drop out of school, and nine per cent report that they have not yet been faced with this problem.

Another question which Differentiation of Assignment: faces the high school is: In classes with an enrollment of both graduate and undergraduate students, should the instructor differentiate the assignment? As in the previous question, eighty-one, or eighty-three per cent, of these high schools do not

make any difference between the assignment for the two groups. The remaining sixteen per cent require more work of the advanced students.

Free Hours of the Postgraduate Students

Should the high school require the postgraduate students to go to the study hall or library, or should they be allowed to do as they please? Table X shows the policies of the high schools in regard to these restrictions.

Table X

Showing the Free Hour Restrictions of Postgraduates in
Ninety-seven High Schools

Restriction	Number of H. S.	Per cent of H. S.
Leave Building	14	14.4
Study Hall or Library	47	48.5
Leave Building or go to Study Hall at will	21	21.6
Leave Building or go to Study Hall by schedule	3	3.1
No Restrictions	12	12.4

Forty-eight per cent of the high schools require the postgraduate students to go to the study hall or the library, while approximately twenty-two per cent allow them to either leave the building or go to the study hall. An additional three per cent of the high schools allow them to either leave the building or go to the study hall by

schedule----that is, the student determines which of these he wishes to do, and then follows the same program every day. It is important to note that fourteen per cent of the high schools require the postgraduate students to leave the building. They are only permitted to be in the building at those hours when they have classes.

Twelve per cent of the high schools allow the students to do as they please, that is, they have no restrictions as long as they do not create disturbances. The attitude of the principals in giving the postgraduates this freedom is shown by the statement of one of the principals: "Much freedom is allowed, but their conduct must always be such that it will not be inimical to the best interests of the school".

Special Advisers for Postgraduate Students

It would seem that many postgraduate students are coming back for further work and receiving little aid in planning the work they should take, for only seventeen per cent of the high schools provide advisers for their advanced students. In many cases this adviser is indicated to be the principal. In the remaining eighty-three per cent of the high schools, the students have no special one to whom they can go for advice, or who will take an interest in them as a group.

Subjects Being Taken by Postgraduate Students

Table XI shows the number and per cent of high schools which have postgraduate students enrolled in certain subjects. Several of the high schools did not indicate the specific classes in which postgraduate students were enrolled, but rather, grouped them under the headings of commerce, home economics, language, etc. These are also indicated on the table.

Table XI

Showing the Number of High Schools having Postgraduates Enrolled in Certain Subjects

Subject	Number of H. S.	Per cent of H. S.
Typing	59	60.8
Bookkeeping	49	50.5
Shorthand	42	43.3
Business Law	11	11.3
Commercial Arithmetic	9	9.3
Business Training	7	7.2
Commercial Geography	5	5.2
Office Training	4	4.1
Business English	3	3.1
Office Appliances	1	1.0
Filing	1	1.0
Commerce	21	21.6
Economics	11	11.3
Sociology	4	4.1
Social Problems	2	2.0
World History	8	8.2
Printing	2	2.0
Library Training	2	2.0
Vocational Guidance	2	2.0
Civics	1	1.0
Psychology	1	1.0
English	20	20.6
Public Speaking	11	11.3
Journalism	5	5.2
Art	5	5.2
Music	4	4.1

(Table XI continued)

Dramatics	3	3.1
Clothing	7	7.2
Foods	5	5.2
Millinery	1	1.0
Home Nursing	1	1.0
Home Management	1	1.0
Home Economics	14	14.4
French	10	10.3
Latin	7	7.2
German	1	1.0
Spanish	1	1.0
Languages	2	2.0
Algebra	13	13.4
Plane Geometry	7	7.2
General Mathematics	5	5.2
Trigonometry	2	2.0
Mathematics	6	6.2
Chemistry	15	15.5
Physics	15	15.5
Biology	11	11.3
Botany	1	1.0
General Science	1	1.0
Science	4	4.1
Health	3	3.1
Physiology	1	1.0
Mechanical Drawing	4	4.1
Manual Training	4	4.1
Shop Training	4	4.1
Industrial Arts	2	2.0
Agriculture	2	2.0

Commercial subjects are the most popular, and of these, postgraduates are enrolled in typing in sixty-one per cent of the high schools, in bookkeeping in fifty per cent, and in shorthand in forty-three per cent. These are the three commercial subjects most in demand. Approximately twenty-two per cent more of the high schools have postgraduates enrolled in commercial subjects which are not indicated.

Postgraduate students are enrolled in English classes in approximately twenty-one per cent of the high schools,

and in public speaking classes in eleven per cent.

Algebra is the most popular of the mathematical subjects. Postgraduates are enrolled in this subject in thirteen per cent of the high schools, and in an additional six per cent there are postgraduates enrolled in mathematical subjects which are not indicated.

Physics and chemistry are studied by postgraduates in fifteen per cent of the high schools, and biology in eleven per cent. In four per cent more of the high schools, postgraduates are enrolled in science courses which are not indicated.

In fourteen per cent of the high schools, postgraduates are enrolled in home economic subjects which are not indicated. Moreover, in seven per cent of the high schools postgraduates are taking clothing, and in five per cent they are taking foods.

Extra-Curricular Activities of Postgraduate Students

In sixty-three, or sixty-five per cent, of the ninety-seven high schools, postgraduate students enter into extra-curricular activities. The remaining thirty-five per cent of the high schools do not allow it. Table XII shows the number of high schools which enroll postgraduate students in the different extra-curricular activities.

Table XII

Showing the Number of High Schools Enrolling Postgraduates
in Extra-Curricular Activities

Activity	Number of H. S.	Per cent of H. S.
Dramatics	19	19.6
Debate	5	5.2
Band	28	28.9
Glee Club	36	37.1
Athletics	9	9.3
Orchestra	28	28.9
Publications	18	18.6
Assembly Programs	43	44.3
Clubs	24	24.7
Miscellaneous	8	8.2
None	34	35.0

It is seen that in forty-four per cent of the high schools, postgraduates appear on assembly programs, while in the next largest number, or thirty-seven per cent, they participate in glee clubs. Band and orchestra tie for third place as they each include postgraduate students in approximately twenty-nine per cent of the high schools. Postgraduates enter into dramatics in approximately twenty per cent of the schools.

Attitudes of Principals toward Postgraduate Students

Table XIII shows the attitudes of the principals to-

ward the return of postgraduate students. This attitude is expressed in terms of whether the principal encourages or discourages the return of postgraduates, or whether he maintains a neutral attitude.

Table XIII

Showing the Attitudes of Principals toward Postgraduates in
Ninety-seven High Schools

Attitude	Number of Principals	Per cent of Principals
Encourage	50	51.5
Discourage	13	13.4
Neutral	34	35.1

While fifty-one per cent of the principals encourage the return of postgraduates, thirteen per cent discourage them, and the remaining thirty-five per cent adopt a neutral attitude.

Does the fact that principals discourage their return, prevent these postgraduate students from returning for further work? Table XIV shows the attitudes of the principals in the twenty-one high schools which have no postgraduate students enrolled for 1933-1934.

Table XIV

Showing the Attitudes of Principals toward Postgraduates in
Twenty-one High Schools

Attitude	Number of Principals	Per cent of Principals
Encourage	8	38.1
Discourage	1	4.8
Neutral	12	57.1

Approximately five per cent of these high school principals discourage the return of postgraduate students as compared with thirteen per cent of the other group. However, only thirty-eight per cent of the twenty-one high schools encourage postgraduate return as compared with fifty-one per cent of the ninety-seven high schools, and fifty-seven per cent of the former group report a neutral attitude as compared with thirty-five per cent of the latter.

Several of these principals have also made statements in regard to postgraduate students which are pertinent to the subject.

One principal states: "This is the first really successful year with P.G.'s. The 4 we have now are all doing better work than before graduation".

Statements by other principals interested in postgraduate students are as follows:

"We have sympathized with P.G.'s because of a lack of jobs, and have felt that they were better off in school

than doing nothing, so have made room for them wherever possible."

"We have been fortunate to have only a high class type of student return. I would encourage a P.G. course if our teaching staff were larger. But our staff has been reduced and our enrollment of undergraduates increased. I do at least attempt to arrange our schedule of classes to meet the convenience of the P. G. students."

"Our experience with P. G. students has been satisfactory to date."

"None are admitted as an economy measure. I hope to offer postgraduate work as soon as the depression is over."

"He's had his duty of the school served to him---why crowd out others? They don't always come for the good they get from the school."

"Post Graduate work is successful not more than 25% of the time. Attendance is almost always irregular, most of them quit, they tend to loaf, sometimes create problems, and are generally undesirable."

"Send them to college for they take little of no interest in school after the first or second month, for they have their diploma---the ultimate attainment. If they are to be in the study hall one day they must be there every day. They seem to feel that none of the regulations of the school apply to them. They have never caused any disciplinary problems. They seem to feel they are special characters and

take little interest shortly after entering school."

"Post-graduates are not enrolled because:

1. It would make our classes too large
2. The practice of enrolling post-graduates has not proved satisfactory in the past."

Of interest also, is the "Post Graduate Agreement" which Roseburg High School requires its postgraduate students to sign before they are allowed to register. It is as follows:

POST GRADUATE AGREEMENT

Desiring to take post graduate work in the Roseburg Senior High School I agree to the following stipulations:

1. To abide by all regulations of the said school.
2. To be treated at all times the same as a regular student.
3. To attend school only when I have class work unless arrangements have been made with the principal.
4. To conduct myself at all times in a proper and honorable manner.
5. To abide by any and all dress regulations in vogue in the school.
6. To have the privileges, so far as possible, of a regular student.
7. To realize the under graduates at all times have preference in class and activity membership.
8. To be punctual and continuous in my attendance, it

being understood that three un-excused absences will automatically cancel my registration.

9. Further, I understand upon breaking any of the above stipulations my registration shall immediately cease.

Signed _____

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this thesis is to show the policies of ninety-seven Oregon high schools in regard to regulations of postgraduate students, and a clear conception of these policies may be found in the tables in Chapter III.

There is, as would be expected, a positive relationship between the postgraduate enrollment and the size of the high school.

Although the high schools may, if they wish, refuse admittance to postgraduate students, very few of them do. Furthermore, the high schools may restrict the numbers of these postgraduates in any way they desire, but the majority, or sixty per cent, do not restrict their numbers. This is probably because, as ninety-nine per cent report, they are not overcrowded due to the return of these students.

However, in those twenty-one high schools which have no postgraduates this year, only thirty-three per cent do not restrict their numbers, and twenty-four per cent restrict their postgraduate enrollment by scholarship requirements, as compared with only ten per cent of the ninety-seven high schools with a postgraduate enrollment this year. Furthermore, nineteen per cent of the former group limit their postgraduates to their own graduates, as com-

pared with nine per cent of the latter group.

Ninety-four per cent of the high schools do not charge a tuition fee. Also, half of the high school principals encourage postgraduate students to return, and only thirteen per cent discourage them. The fact that a principal discourages postgraduate students does not seem to keep them from returning, because there are postgraduates enrolled in these high schools. Moreover, in the twenty-one high schools which do not have postgraduates this year, only one principal discourages their return.

Eighty-two per cent of the high schools allow the postgraduate students freedom in their choice of classes, while only six per cent require classes, and thirty-eight per cent close classes to them. Some relation might be seen between this restriction and the postgraduate enrollment in the high school, because in the twenty-one high schools with no postgraduates this year, a smaller number, or seventy-one per cent, allow freedom in choice of classes, while a larger number, or fourteen per cent, require certain classes to be taken. However, the difference is so small between the two groups that it may not be significant.

These facts seem to indicate that in the majority of the ninety-seven high schools postgraduate students are welcomed, although further facts suggest that these students are not given the attention and guidance afforded

the undergraduates.

Eighty-three per cent of the ninety-seven high schools do not require a higher standard of work for postgraduate students. The teachers in these high schools make no difference in the assignments for undergraduate and postgraduate students.

Furthermore, eighty-three per cent of these high schools do not have a special adviser for their postgraduate students. This would indicate that the students are allowed to choose those subjects they wish and have no special person from whom they might ask advice.

The majority of these ninety-seven high schools are interested in the welfare of their postgraduate students outside of hours when they are in class, but many do not allow them any more freedom than they do the undergraduate students.

While fourteen per cent of the high schools allow the postgraduates to be in the building only during hours in which they have classes, almost half, or forty-eight per cent, require their postgraduate students to go to the study hall or library, while an additional twenty-five per cent allow them to go to the study hall or leave the building. Only twelve per cent of the high schools allow their postgraduates to do as they please during their free hours.

Sixty-five per cent of the ninety-seven high schools allow the postgraduates to enter into extra-curricular activities, and the remaining thirty-five per cent do not permit it.

Commercial subjects are the most popular with postgraduate students, and of these, typing leads the way, with bookkeeping and shorthand a close second and third, respectively. English is the fourth most popular subject. Physics and chemistry tie for fifth place, and home economics is sixth.

In general, the writer would conclude that while the majority of the ninety-seven high schools welcome the postgraduates, they do not seem to treat them as more advanced students in the class work or during their free hours.

Two of the high schools indicated that they used the postgraduate students in their high schools to assist the teachers in class work. They were used as assistant coaches not only in the subject-matter courses, but also in athletics, dramatics, and publications. To the writer this seems a very good way to make the postgraduate students feel not only a more definite interest in their special subjects, but also make them feel as if they were more mature, and as if they were, in a way, paying back the school for giving them extra training. This might also be a method of lightening the teacher load and the extra

work caused by the postgraduate students.

Many questions could be raised concerning the best method of handling these postgraduate students, both in curricular and extra-curricular work, but those questions are not within the scope of this study. That some of these questions are being considered by others is indicated in a recent federal report:

Office of Education, Bulletin 1933, no. 2, p. 2.

Since the beginning of the downward trend in the number of persons employed in business and industry, many boys and girls of high school age who cannot find employment remain in school. Many of those who have graduated from high school have returned for additional work. A new question, therefore, faces many communities. Would it not be better in those cities in which there is a rather large enrollment of postgraduate students to organize junior colleges rather than have the pupils earn extra credits in subjects offered on the high school level?

There are several subjects for further investigation which this study has suggested to the writer. They are as follows:

1. Should college credit be given for work done by postgraduates in the secondary schools?
2. Should the secondary schools offer special subjects for their postgraduates?
3. Should junior colleges be established in favorable population centers of Oregon?

4. What methods of guidance should the high schools use with the postgraduate students?
5. What methods may the high schools use to keep the interest of the postgraduates in their studies?
6. How may the high schools aid the postgraduates in their use of leisure time?

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(Copy of letter from)
DEPARTMENT OF EDUCATION

Salem

March 3, 1934

Dr. R. J. Clinton
Professor of Education
Oregon State Agricultural College
Corvallis, Oregon

My dear Dr. Clinton:

Your letter of February 27 is at hand, and I regret to inform you that I was correct in my statements concerning the data we have on postgraduate students in high schools! We do not call in data beyond the regular registration in the four years of high school. Even though I wish we had this at hand, it has never been collected by this department.

You see, the postgraduate student, as far as Oregon school laws go, is distinctly a liability. While he is allowed to attend school and partake in the classes and go through with the regular routine of school work, he has absolutely no standing at all, and because of that we have never taken any official cognizance of his existence.

I shall be listening with interest for your discussion over KOAC next Tuesday evening. Our programs this year have been going forward with unusual success, and I am much pleased with the reception being given them.

(Remainder of letter is not relevant to subject)

Very truly yours,

James M. Burgess
School Administration
Secondary Education

(Copy of letter from)
DEPARTMENT OF EDUCATION
Salem

April 11, 1934

Miss Dorothy van Groos
3300 Van Buren Street
Corvallis, Oregon

My dear Miss van Groos:

In reply to your letter of April 7, we regret to say that we do not have accurate information concerning the number of postgraduate students in Oregon high schools for this year or past years and do not have a record of subjects being taken by them. The law permits graduates of Oregon high schools to attend and take postgraduate work until they are 21 years of age.

If you plan to make a study of this matter, we would be glad to supply you with a list of high school principals to whom you might write direct, or a sampling of them, to ascertain the number of postgraduate students and the subjects in which these students are enrolled.

Sincerely yours,
C. A. HOWARD
Supt. Public Instruction

BY R. J. Maaske
Rural Education

Appendix B

A STUDY OF POSTGRADUATES IN THE OREGON HIGH SCHOOLS

Note: All of the following questions except No. 3 apply to the second semester, 1933-1934

1. Name of School _____ County _____ Enrollment _____
2. Principal or Superintendent _____
3. How many postgraduate students were registered in your school for: 1933-1934 _____
 1932-1933 _____ 1930-1931 _____
 1931-1932 _____ 1929-1930 _____
4. What is your tuition fee for postgraduate students? _____
5. Do you restrict their numbers in any of the following ways: Scholarship _____
 Age _____
 Graduates of own school _____
 Students in own district _____
 To fill a certain quota _____
6. Is your school overcrowded due to the return of post-graduate students? _____
7. When postgraduate students register for work do you
 allow freedom in choice of classes _____
 require certain classes _____
 close certain classes to them _____
8. Do you permit postgraduate students to continue if their work is unsatisfactory? _____
9. In classes with an enrollment of both graduate and undergraduate students do you differentiate the assignment? _____
10. During their free hours do the postgraduate students
 leave the building _____
 go to study hall or library _____
 have no restrictions _____
11. Is there a special adviser for your postgraduate students? _____
12. What subjects are the postgraduate students taking?

Course:	p.g. enrollment	Course:	p.g. enrollment
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
13. How many postgraduate students have taken a College Preparatory Course? _____
14. Do your postgraduate students enter into any of the following activities?
 dramatics _____ athletics _____

Appendix B

debate _____	orchestra _____
clubs _____	publications _____
band _____	assembly programs _____
glee clubs _____	misc. _____

15. Will you check the word which best describes your attitude toward the return of postgraduate students?
encourage _____ discourage _____ neutral _____

Appendix B

(Copy of letter sent to high school principals)

February 21, 1934.

Mr. John Doe
Principal of Portland High School
Portland, Oregon

Dear Mr. Doe:

This study on postgraduates in the high schools in Oregon is being made under the direction of Dr. R. J. Clinton, Professor of Education, and we cordially ask you cooperation in making it a success. There seems to be an increase in the number of postgraduates in the high schools and the facts from such a study should be of interest and value to the high school principals.

The questionnaire is in such form that a minimum of time will be required to fill it out. May we ask you to give the questionnaire prompt attention? I shall attempt to make the results of the questionnaire study available for you through the Oregon Education Journal.

A self-addressed envelope is enclosed for your convenience in returning the questionnaire.

Yours very truly,

Dorothy van Groos