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A STUDY OF DROP-OUT STUDENTS WHO FAILED TO RESPOND
TO THE FOLLOW-UP STUDY OF FORMER HIGH
SCHOOL STUDENTS OF LOGAN, UTAH

by

J. T. Herrod, Jr.

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

EDUCATION

UTAH STATE UNIVERSITY
Logan, Utah

1958

378.2

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ACKNOWLEDGMENT

The writer wishes to express his appreciation to Dr. Terrance E. Hatch for his cooperative attitude and sound advice in the organization and development of this thesis; to Dr. John C. Carlisle, Dr. Eldon M. Drake, and Dr. David R. Stone for their help as members of the advisory committee.

For the assistance offered by Dr. Parry Wilson, the writer wishes to express his gratitude.

J. T. Herrod, Jr.

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INTRODUCTION

Dresher (1) reported that today there is an increased and growing interest among the lay population as well as among educators in the appreciation of the drop-out problem of the public schools of the United States. Some educators believe that one of the most important issues facing education today is the problem of determining ways by which the high school pupil might be encouraged to finish his secondary training.

In 1953, the Department of Public Instruction of the State of Utah conducted an evaluation of its schools. The ultimate purpose of the study was to improve the educational program of the state. Part of the evaluation consisted of a follow-up study of the students of the ninth grade classes of most Utah schools for the years 1936, 1946, and 1948. These same classes were also the graduating classes of 1940, 1950, and 1952, respectively. The instrument used for collecting the data was a questionnaire. The evaluation was completed in 1954.

The secondary schools of Logan participated in the study. A total of 657 Logan students were involved. Of this number, 501 were graduates, and 156 were non-graduates. Questionnaires were returned by 79 percent of the graduates and 29 percent of the non-graduates.

Educators would like to believe that the schools are of sound value to the students. If this is true, it may be assumed that those who failed to graduate profited from the educational experiences of the schools to a lesser degree than did the graduates. However, since the returns from the non-graduates were not as complete as those from the graduates, there was not as much information available upon which conclusions could be

drawn about the non-graduates who became drop-outs. Educators were interested in knowing whether or not the information about, and the attitudes of, the small sampling of drop-outs who did respond to the original questionnaire were representative of the drop-out student who failed to respond.

The purposes of the present study therefore were: (1) to collect data that could be used in comparing the responses of the drop-outs who failed to answer the questionnaires with those drop-out students who responded to the questionnaires, (2) to collect data that could be useful to schools in planning more effective curricula, and (3) to provide data that could be used as a basis for comparison in the future.

Delimitations of the study

This study was concerned with the drop-out students of the 111 students who withdrew from Logan High School before graduating and who failed to answer the first questionnaire sent by the Logan secondary schools, and the 45 drop-out students who did answer the questionnaire. Only those students in the ninth grades of the years 1936, 1946, and 1948 were selected.

Definitions

Drop-outs or drop-out students in this study are defined as those students who were in the ninth grade of Logan High School in the years 1936, 1946, and 1948, who did not graduate from high school.

Group I, as used in this study, pertains to those drop-out students who responded to the questionnaire sent out by Logan High School in 1953.

Group II pertains to those drop-out students who responded to the questionnaire sent out by the writer.

Methods of Procedures

In obtaining the necessary information for this study the following methods were employed.

1. The administrators of Logan City Schools were contacted for permission to use the school system's files to (A) obtain the names of those individuals who withdrew from high school before graduation and who had failed to answer the previous questionnaire, and (B) to obtain data compiled by the school system from the returned questionnaire.

2. A list was compiled of the names of students who matriculated at Logan High School and failed to graduate and who did not respond to the original questionnaire. All necessary data compiled from the first questionnaires were obtained.

3. The questionnaire was ordered and reprinted in exactly the same form as the Department of Public Instruction had first devised it.

4. The questionnaires were sent out by mail.

5. All individuals whose questionnaires were returned because of incorrect addresses were traced through their parents. The parents' last known addresses were obtained from Logan High School, the Logan Telephone Directory, the Logan City Directory, and the Logan U. S. Post Office.

6. The subjects who failed to respond and who lived in Cache Valley, Box Elder County, and the Ogden area were contacted and the questionnaires were completed with a personal interview.

7. A follow-up letter with another questionnaire was mailed 20 days after the first letter to individuals who failed to answer the first letter and who lived in areas not mentioned above.

8. The data were gathered from the questionnaires and organized into tables of percentages.

REVIEW OF LITERATURE

The Cyclopaedia of Education (1) stated:

Education began in Massachusetts under most favorable auspices. The colonists who settled in Massachusetts Bay and Plymouth Colonies were men of broad and liberal education, who had come to the new world for conscience sake. The population of our country has never been so highly educated since as it was during the first fifty years of Massachusetts history. Many had been in the endowed grammar schools of England, and one man in every 250 was a graduate of an English university. Almost all had been conspicuous in church and state in the mother country before coming to the new world. Their religion called for a knowledge of God's word, and this in turn called for education. They early set up schools, patterned closely after those they had known at home. Fear that education and religion might die, they provided at once for institutions to perpetuate both.

Could the early colonists witness today the fruits of their labors, they would recognize the growth of American high schools as a phenomenon of contemporary life (16). Between 1890 and 1940 the high school population doubled each decade (16). No place else in the world has there been such an increase of youth in school.

Not only have the secondary schools increased in numbers, but they, along with the elementary schools, have made significant contributions to the society of this nation. Commager (9) points out some of the outstanding contributions of American education as:

1. The education of the people in order that self-government might work.
2. The encouragement of national unity.
3. The social cohesion brought about in a heterogenous population.
4. The Americanization of millions of foreign born people in this country.

Commager (9) further states:

No other people ever demanded so much of education as have the American. None other was ever served so well by its school.

and educators.

However, Tompkins and Gaumnitz (25) made the observation:

From whatever angle the problem of American education is studied, the high schools fall short of their goals of serving youth. Well over half of all youth do not enter high school or drop out before they qualify for graduation.

The United States Census of Population (4) made the observation that functional illiteracy is present in the United States in discouragingly high proportions. Data in Table I show the illiteracy averages for each decade since 1870.

TABLE I

Illiteracy in the United States of People 14 years of Age and Older (5).

Year	Percent	Year	Percent	Year	Percent
1870	20.0	1900	10.7	1930	4.3
1880	17.0	1910	7.7	1940	4.2
1890	13.3	1920	6.0	1950	4.2

In 1950, the six states with the lowest illiteracy average were, in proper order of low to high, Iowa, Utah, Oregon, Idaho, Nebraska, and Vermont (4). In 1952, the illiteracy average for the nation was 2.5 per cent (6).

The United States Census of Population further stated that almost 10 million adults 25 years of age and older had, in 1950, completed only 5 years of formal schooling. Encouragingly, however, this represents a decline of 4.7 percent from 1940. And more encouragingly, it must be remembered that in this same period the number of adults increased 17.1 percent (4).

Table II indicates the average educational attainment of adults in the United States.

TABLE 2

Variation or Median Number of School Years Completed by Adults
25 years of Age and Over by Census Divisions, 1950 and 1940 (6).

Division	States	1950		1940	
		High	Low	High	Low
New England	6	10.9	9.3	9.6	8.3
Middle Atlantic	3	9.6	9.3	8.4	8.2
E. N. Central	5	9.9	8.9	8.6	8.3
W. N. Central	7	10.2	8.7	8.8	8.3
South Atlantic	8	9.8	7.6	8.5	6.7
E. S. Central	4	8.4	7.9	7.7	7.1
W. S. Central	4	9.3	7.6	8.5	6.6
Northern	8	12.0	9.3	10.2	7.9
Pacific	3	11.6	10.9	9.9	9.1

These data would seem to indicate that this country, dedicated to education for all children through the secondary level, has not managed to educate its people as well as desired. To further exemplify this thought, Table 3 presents the educational attainment of people in the United States 14 years of age and older according to age and level of schooling.

Brunner (6) observed that the over-all probabilities are for a slowly advancing educational status among Americans.

According to Drescher (11), most of the studies of the drop-out

TABLE 3

Level of School Completed by Persons 14 years Old and Older
for the United States, 1950. (4).

Age	Completed Less Than 5 Years	Completed 8 or more	Completed 4 of High School	Completed 4 of College and up
14-17	4.9%	70.6%	2.4%%
18-24	3.9	85.3	50.3	3.3
25-34	4.9	82.9	49.1	7.4
35-44	7.0	76.0	37.2	7.1
45-54	11.2	67.7	27.7	5.9
55-up	19.4	56.3	19.2	4.0
Total	9.4%	72.6%	33.4%	5.2%

problem have moved forward on the basic assumption that all children ought

to finish high school. In the same reference Dresher also stated that there was actually little evidence with which this assumption could be rejected or supported. However, the viewpoint of retaining each pupil capable of performing satisfactorily in high school until he has graduated has generally been accepted.

Prior to the 1930's the problem of child labor seems to have been the chief factor of interest in out-of-school youth according to Chambers (8).

Butts (7) stated:

From the time of the depression the youth who were not in school became one of the most acute problems in America.

The depression with its widespread unemployment and population unrest found thousands of school age youth out of school and out of work. Table 4 presents data concerning the percentages of children by age who were in school from 1910 to 1950.

TABLE 4

Percentage of Children of Each Age Group Attending School From 1910 to 1950 (17).

Age Group	1910	1920	1930	1940	1950
5-6	34.6%	41.0%	43.2%	43.0%	55.7%
7-13	86.1	90.6	95.3	95.0	95.7
14-15	75.0	79.6	88.8	90.0	92.9
16-17	43.1	42.9	57.2	68.7	74.4
18-19	18.6	17.8	25.4	28.9	32.2
20-24	—	—	7.4	6.6	12.9

It is of interest to note that the largest percentage of children dropped out of school in the 16 and 17 year age bracket in every year shown on the table. This may be attributed, in part, to the fact that at this age the children were legally free to choose or reject school.

Chambers (8) found that during the depression 40 percent of the youth 16 to 25 years of age who were out of school were also out

of work. The highest percentage of unemployment was among those youth who were out of school and were still in their teens. This fact points out the "gap" between high school and the job. This "gap" widened alarmingly during the depression.

Butts (7) found the percentage of employed youth who felt that they were in "dead end" jobs was the highest of any time in history during the depression.

The distribution of school age youth is an important factor to recognize at this point. Chambers (8) found that:

The unevenness of the distribution of youth out of school is even greater than that of the youth population.

In the same reference, Chambers pointed out that in 1930 Utah had only 5 percent of its 14 to 17 year old youth out of school while 95 percent of the negroes in Mississippi of the same age group were out of school.

Immediately after the depression came the wartime boom. Instead of people being unable to find employment, thousands of employment opportunities arose. In addition, the armed forces tended to drain off much available man power and as a result thousands of school age youth went to work in the war-time economy (8).

After the war, employment continued high. However, Chambers (8) found acute shortages of housing and rising costs of living due to inflation caused problems similar to the depression, especially and more particularly among the lower and middle economic groups. Nevertheless, school enrollments went up over those of the wartime years. This fact can be noted in Table 4.

Hand (15) pointed out that 72 percent of all youth who drop out of school come from families low on the income scale.

The Information Please Almanac (3) reports that 32 percent of all American families find it impossible to meet their living costs out of current income.

Edwards and Richy (13) state:

In communities in which the birth rate is low, the educational load light, the plane of living high, and the economic structure strongest, education is supported most liberally and home and community resources are the richest. In communities where fertility is high, the education load heavy, the plane of living low, and economic resources the most restricted, education received comparatively meager support, and home and community have the least to contribute to cultural and intellectual growth.

According to Sando (23), the two major reasons for drop-outs are (1) retention in school and (2) a generally low economic status.

However, Douglas (10) reported:

Studies of the drop-outs indicate that the major reason is not because they have to go to work, but that they are dissatisfied with the program of the school, have lost confidence in its usefulness, and are not happy in their relationships in the school, for one or more of the following reasons:

1. They cannot do the work of the school.
2. They are antagonized by the teachers.
3. They do not have sufficient funds to dress as other youngsters do and to finance participation in activities requiring funds.
4. The parents have scolded and antagonized them by reason of the low grades on their report cards.
5. They feel that they are not accepted by the other youngsters of the school, this reason being given more largely by youngsters of the minority ethnic groups and the lowest economic status.

According to Dresher (11):

Dropping out of school is a very complex problem. There are many factors that contribute to the cause of drop-out and several factors may operate together to contribute to the cause.....the same factors may influence different pupils in different ways and with the possibility that a factor may affect the same pupil in different ways.....

In a study of 225 schools in Massachusetts, Mack (19) discovered many different reasons for dropping out of school as reported by the drop-

outs themselves. Table 5 is a compilation of his data.

Snepp (24) approached the problem from a different point of view and studied the drop-outs objectively by reviewing the cumulative records of an

TABLE 5

A Study of Drop-Out Students in Massachusetts' High Schools (19).

Reasons for Leaving	Boys	Girls	Total
Preferred work to school	1,511	930	2,441
Was not interested in school	731	520	1,251
Needed money at home	245	376	621
Wanted spending money	65	66	131
Was failing in school work	179	134	313
Could not learn in school	165	135	300
Disliked a certain teacher	8	3	11
Disliked a certain subject	9	11	20
Friends had left school	17	28	45
Could learn more out of school	53	20	73
Ill health	83	191	274
Parents wanted youth to leave	157	189	346
Transferred to other schools	197	178	375
Entered in military service	332	1	333
Married	9	205	214
Moved	129	108	237
Reasons not known	18	15	33
Withdrawn because of discharge	26	2	28
Ran away from home	1	1	2
Died	-	8	8
Court sentences	2	2	4
Private schools	12	10	22
Other reasons	18	32	50

group of high school students. He discovered that the following trends seem to be apparent.

Those students who drop out are:

1. Slightly below average in scholastic aptitude.
2. Decidedly below average in reading ability.
3. From homes where parents attitudes and stability are poor.
4. More apt to be attendance problems.
5. Not active in co-curricular activities.

In the same report Snepp's findings confirmed again the fact that the critical age at which most students leave school is 16, at which time they are legally free to do so.

Snepp's findings could be used as predictive measures in forecasting drop-out, and Nancarrow (20) specifically stated that (1) poor attendance, (2) scholarship difficulties, (3) no real interest in school, (4) feelings of not belonging, and (5) disciplinary problems are symptoms of predicting school departure by the students.

Sando (23) believed that there were students in school who were staying in school who had the same characteristics as those who dropped out. He investigated 100 children who had dropped out of school plus 100 carefully mated children who stayed in school. He found that the drop-outs:

1. expressed greater dissatisfactions with school.
2. and all sophomores were more dissatisfied about school but not as critical as the drop-outs.
3. had parents who were uninformed about social relationships which their children faced.
4. reported that they were getting less from school.
5. with high I. Q.'s were more critical of school than low I. Q. drop-outs.
6. of low economic status reported that they received less aid from teachers than others.
7. did not participate in extra-curricular activities to the extent that they would like to.

Another approach to the drop-out problem was made in Pennsylvania by Pond (21). He attempted to determine what the drop-out thought about the school curriculum and what had helped the student the most. Pond found that the drop-outs felt that (1) industrial, (2) vocational, and (3) math courses were the most helpful. It was found that the most interesting subjects for drop-outs and non drop-outs were (1) math, (2) social studies, and (3) vocational courses. The drop-outs reported that the least helpful courses were (1) foreign languages, (2) social studies,

and (3) geography.

Pond (21) also found that the students gave the following reasons for leaving schools:

1. Urged to quit by parents.
2. Help needed at home.
3. More interested in outside work. -
4. Needed to earn more money. -
5. Friends had left school. -
6. Had trouble reading books. -
7. Had trouble with teacher. -
8. Could not get subjects wanted. -
9. Too many poor grades. -
10. Better training on the job.

Thompkins and Gaumnitz (25) presented a plan for surveying the holding power or weaknesses of a school. The recommendations called attention to the areas of (1) school attendance laws concerning the given locality, (2) philosophy and objectives of the school that are practiced, (3) curriculum, (4) teaching and administrative methods and procedures, (5) school atmosphere, (6) extra-curricular activities, (7) community attitudes, and (8) economic factors (mine). After these areas have been thoroughly surveyed, the data should be used to develop a plan to improve the school program and hold the youth in school. The school must solicit the aid of all concerned with the problem--teachers, pupils, and citizens--while developing and following through with the plan.

Another approach to retaining school leavers was made by Wherry and Williams (26) when they presented the following plans:

1. Establish systematic methods of home visits with emphasis on preventing drop-outs.

2. Enrich the curriculum.
3. Include all students in co-curricular activities.
4. Capitalize on abilities of each student so as to get him peer recognition.
5. Provide good guidance.

Erickson (14) stated that follow-up of those students out of school should be made in the first, third, and fifth years after the pupil leaves school.

After listing correspondence, personal interviews, telephone interviews, through other persons, and through public agencies as means of contacting former students, the Handbook of Guidance Service (2) stated the most desirable way to gather follow-up data is a personal interview.

Johnson and Faunce (18) reported:

A follow-up study based on the interview technique is more likely to obtain valid data than a mailed questionnaire, but it is also much more costly.

At the conclusion of a study involving four schools in different localities, Rothney and Mooren (22) found:

1. Graduates of high schools in industrial communities tend to respond faster to follow-up requests than graduates in agricultural areas.
2. Subjects who have received intensive individual attention respond faster than those who have not.
3. Subjects who have been interviewed frequently in a counseling program and those who have sought out further counseling respond more quickly than those who have not.
4. Girls respond faster than boys.
5. Subjects who rank highest in their graduating classes tend to respond faster than the lower-scoring students.
6. Subjects who score higher on intelligence tests respond faster than the lower-scoring students.
7. Those students who are continuing education beyond high school respond faster than those who enter employment.

8. Those who are in higher level jobs respond faster than subjects who are unemployed or employed at unskilled jobs.
9. Those subjects who report satisfaction with their present activity respond more quickly than those who are dissatisfied.
10. Youth from broken homes tend to be slower in response than others.

The findings of many studies were expertly summarized by Drescher (11) when he stated:

While many studies have found the major areas in which the problem of the drop-out probably arises, as well as made recommendations that are valid in the solution to the problem, they have produced little of value in developing any specific way to predict drop-out. If they are to solve the problem, they must be able to identify the pupil before he drops out and know with reasonable assurance that their solution will solve his problem.

Mack (19) also found no single source of data sufficiently reliable to be used exclusively in determining the factors that influence school drop-out.

PRESENTATION AND ANALYSIS OF DATA

Of the 111 questionnaires mailed to the students who withdrew before graduation and failed to respond to the original questionnaire, a total of 52 (46.9 percent) were returned. Information concerning the means by which the responses of these students were received is presented in Table 6. It may be noted that the majority of the responses were received in an interview situation, and the follow-up letter was the least successful of the instruments used to encourage responses.

Many of the students who were interviewed volunteered the information that they had received the questionnaires, and apologetically offered excuses for not completing the form. The writer noted that many of the respondents stated or implied they didn't think the questionnaire was very important. However, practically every individual contacted seemed most happy to complete the questionnaire in the presence of the writer.

Only one of the 111 subjects directly declined to complete the questionnaire. Appendix C is a copy of the letter from the girl who did not desire or feel qualified to complete the form. One father also refused to give the writer the present address of his son because he felt his son "would be bothered by that thing because he is having money problems right now".

The writer was surprised to find that 20 (36 percent) of the 52 students who responded to the questionnaire had graduated from high school. Some had moved from Logan and had graduated from other high schools. A small number had dropped out of Logan High School and had entered other high schools in Cache valley to complete their secondary education.

TABLE 6
Percentage of subjects in Group II that responded to the questionnaire by various means as shown by sex and year.

Means of response	Sex	Year enrolled in 9th grade			Average by sex %	Combined average %
		1936 %	1946 %	1948 %		
Answered the first letter	M	10.0	75.0	7.7	18.5	25.2
	F	33.3	37.5	25.0	32.0	
Answered the second letter	M	10.0	25.0	15.4	14.8	11.4
	F	22.2	0	0	8.0	
Completed questionnaire in presence of writer in interview situation	M	80.0	0	76.9	66.7	63.4
	F	44.5	62.5	75.0	60.0	
Total	M	100	100	100	100	100
	F	100	100	100	100	

Thirty-two students who responded to the questionnaire were drop-out students. These 32 drop-outs have been referred to as Group II in this study. The 45 drop-outs who answered the original questionnaire have been referred to as Group I throughout the thesis.

Present location

Tables 7 and 8 contain addresses given by drop-outs. Of the drop-outs who answered the original questionnaire (those in Group I), 30.5 percent were still living in the same town as the high school which they last attended. In Group II, 52.3 percent were still living in the same community in which they last attended high school.

The drop-outs in Group I who still live in Utah but not in the same town as their last high school amounted to 30.0 percent of the group. In Group II, 35.8 percent reported they lived in another community of the state. A total of 92.8 percent of the boys and 83.4 percent of the girls of Group II still live in Utah. In Group I, 46.8 percent of the boys and 83.2 percent of the girls indicated they still live in the state.

The largest number of individuals of both groups living outside the state were those living in the mountain states of Wyoming, Idaho, Montana, Colorado, Arizona, and Nevada. Identical percentages (9.1 percent) of the subjects in each group were living in these states.

None of those in Group II indicated they were living outside the

TABLE 7
Percentage of students in Group II that changed residence as shown by sex and year. (Question 9)

Present location	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
Same town as last high school	M	42.8	0	55.5	49.1	52.3
	F	33.3	83.4	50.0	55.6	
Not in same town as last high school, but still in Utah	M	42.8	0	44.5	43.7	35.8
	F	33.3	0	50.0	27.8	
In mountain states, Colo., Wyoming, Idaho, Mont., Arizona and Nevada	M	14.4	0	0	7.2	9.1
	F	33.4	0	0	11.1	
In California	M	0	0	0	0	2.8
	F	0	16.6	0	5.5	
In coast states other than California	M	0	0	0	0	0
	F	0	0	0	0	
In middle United States	M	0	0	0	0	0
	F	0	0	0	0	
In eastern United States	M	0	0	0	0	0
	F	0	0	0	0	
In one of the territories of the United States	M	0	0	0	0	0
	F	0	0	0	0	
Outside of U. S. domain	M	0	0	0	0	0
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 8
 Percentage of students in Group I that changed residence as shown by sex and year according to data gathered in 1954 by Logan High School. (Question 9)

Present location	Sex	Year enrolled in 9th grade			Average	Combined Average %
		1936	1946	1948	by	
		%	%	%	sex	
Same town as last high school	M	36.3	14.3	35.7	31.2	35.0
	F	0	60.0	33.3	38.8	
Not in same town as last high school, but still in Utah	M	27.3	14.3	14.3	15.6	30.0
	F	100.0	0	33.3	44.4	
In mountain states Wyoming, Idaho, Mont., Colorado, Arizona and Nevada	M	9.1	14.3	14.3	12.5	9.1
	F	0	0	0	5.6	
In California	M	0	14.3	14.3	9.6	4.8
	F	0	0	0	0	
Coast states other than California	M	9.1	0	0	3.1	4.3
	F	0	0	0	5.6	
In middle United States	M	18.2	0	7.1	12.4	9.0
	F	0	0	33.4	5.6	
In eastern United States	M	0	0	7.1	3.1	1.5
	F	0	0	0	0	
In one of the territories of the United States	M	0	0	0	0	0
	F	0	0	0	0	
Outside of U. S. domain	M	0	42.8	7.1	12.5	6.3
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

United States while 6.3 percent of those in Group I reported their residence outside the country. None of those in Group II reported their residence in the middle or eastern part of the United States. A small percentage (2.3 percent) reported residence in California. Those subjects in Group I were distributed in all areas of the United States with 4.8 percent in California, 4.3 percent in the coast states, 9.0 percent in the

middle United States, and 1.5 percent in the eastern United States.

In neither of the two groups did any drop-out report his residence in one of the territories of the United States.

Marital Status

It may be noted in Tables 9 and 10 that the majority of the students in both groups were married. Twenty-one drop-outs (68.6 percent) of Group I and 38 drop-outs (85.3 percent) of Group II reported that they had been married.

In Group I and II most of the subjects had been married only once. Fifty percent of Group I and 85.3 percent of Group II were in this category. Group II had approximately two more years to increase this average than those in Group I. However, Table 11 indicates that Group II had more drop-outs married by the end of the eighteenth year than Group I.

Almost twice as many subjects in Group II indicated divorce and remarriage as did those in Group I. Of those in Group I, 8.7 percent reported divorce and remarriage, while 15.2 percent of those in Group II reported the same information. None of the subjects in either group reported themselves as having been married two or more times and as being divorced or separated at the time the questionnaire was completed.

In Group II all of the drop-outs who had divorced were remarried. At the same time, 1.5 percent of the subjects in Group I who had divorced had not remarried. In Group I, 2.8 percent of the subjects had separated and were not divorced.

TABLE 9

Marriage status of Group II as shown by sex and year (Question 10)

Present marital status	Sex	Year enrolled in 9th grade			Average by sex	Combined Average
		1936 %	1946 %	1948 %	%	%
Single (never been married)	M	14.3	0	33.3	23.8	
	F	0	16.7	0	5.6	14.7
Married (only once)	M	85.7	0	44.4	65.1	
	F	83.4	66.6	75.0	75.0	70.1
Separated and not divorced	M	0	0	0	0	
	F	0	0	0	0	0
Divorced and not remarried	M	0	0	0	0	
	F	0	0	0	0	0
Divorced and remarried	M	0	0	22.3	11.1	
	F	16.6	16.7	25.0	19.4	15.2
Widowed and remarried	M	0	0	0	0	
	F	0	0	0	0	0
Widowed and not remarried	M	0	0	0	0	
	F	0	0	0	0	0
Married two or more times and now unmarried	M	0	0	0	0	
	F	0	0	0	0	0
Married three or more times and now remarried	M	0	0	0	0	
	F	0	0	0	0	0
Total percentage	M	100	100	100	100	
	F	100	100	100	100	100

TABLE 10

Marriage status of Group I as shown by sex and year according to data gathered in 1954 by Logan High School (Question 10)

Present marital status	Sex	Year enrolled in 9th year			Average by Sex	Combined Status
		1936 %	1946 %	1948 %	%	%
Single (never been married)	M	0	14.3	85.7	40.6	31.4
	F	0	20.0	66.7	22.2	
Married (only once)	M	81.8	71.4	14.3	50.0	50.0
	F	40.0	60.0	33.3	50.0	
Separated and not divorced	M	0	0	0	0	2.8
	F	0	10.0	0	5.5	
Divorced and not remarried	M	0	14.3	0	3.1	1.5
	F	0	0	0	0	
Divorced and remarried	M	18.2	0	0	6.3	8.7
	F	20.0	10.0	0	11.1	
Widowed and remarried	M	0	0	0	0	2.8
	F	20.0	0	0	5.6	
Married two or more times and now un-married	M	0	0	0	0	0
	F	0	0	0	0	
Married three or more times and now remarried	M	0	0	0	0	0
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

Age at first marriage

The largest percentages of the drop-outs in both groups were married in the 17 to 18 year age bracket. About a third of Group I were in this category while slightly more than half of Group II indicated the same status. Tables 11 and 12 contain this and closely-related information.

In Group II, 72.7 percent reported they were married by the end of the twentieth year. Forty-three percent of Group I had married by the same age.

More boys than girls were unmarried in each group. In Group I, 40.6 percent of the boys and 22.1 percent of the girls were unmarried. In Group II, the unmarried boys amounted to 23.8 percent of the total number of boys while only 5.6 percent of the girls were unmarried.

The boys in both groups tended to marry slightly later in life than the girls. Not until the age of 19 to 20 does the percentage of boys in both groups reporting first marriage exceed the reports of first marriage by the girls.

While 8.3 percent of the drop-outs in Group II were married at 16 years of age or younger, 2.8 percent in Group I were in the same category.

The oldest age at which any of the drop-outs were first married was 29. This was reported by 2 male students in Group I who were in the ninth grade in 1936. A total of 3.1 percent of the combined students of Groups I and II were married between 27 and 28 years of age. In both groups, all girls who had married were married before they had reached their 25th birthday. Like Group I, those in Group II who were married at the older age levels were all males who were in the 9th grade in 1936. The depression could have been one possible reason why these males delayed marriage.

TABLE 11

Percentage of students in Group II married at different age levels as shown by sex and year (Question 11)

Age of first marriage	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
Not married	M	14.3	0	33.3	23.8	14.7
	F	0	16.7	0	5.6	
16 years or under	M	0	0	0	0	8.3
	F	0	0	50.0	16.6	
17-18 years	M	28.5	0	44.5	36.5	51.6
	F	66.6	83.3	50.0	66.6	
19-20 years	M	0	0	11.1	5.6	2.8
	F	0	0	0	0	
21-22 years	M	28.5	0	11.1	19.8	12.6
	F	16.7	0	0	5.5	
23-24 years	M	14.3	0	0	7.2	6.4
	F	16.7	0	0	5.6	
25-26 years	M	0	0	0	0	0
	F	0	0	0	0	
27-28 years	M	14.4	0	0	7.2	3.6
	F	0	0	0	0	
29 or older	M	0	0	0	0	0
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 12

Percentage of students in Group I married at different age levels as shown by sex and year according to data gathered in 1954 by Logan High School (Question 11)

Age at first marriage	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
Not married	M	0	14.3	85.7	40.6	31.3
	F	0	20.0	66.7	22.1	
16 years or under	M	0	0	0	0	2.8
	F	0	0	33.3	5.6	
17-18 years	M	9.1	28.6	0	9.6	32.6
	F	60.0	70.0	0	55.5	
19-20 years	M	9.1	14.3	7.1	9.6	7.6
	F	20.0	0	0	5.6	
21-22 years	M	9.1	42.8	7.2	15.6	10.6
	F	0	10.0	0	5.6	
23-24 years	M	18.1	0	0	6.2	5.9
	F	20.0	0	0	5.6	
25-26 years	M	9.1	0	0	3.0	1.5
	F	0	0	0	0	
27-28 years	M	18.2	0	0	6.2	3.1
	F	0	0	0	0	
29 or older	M	18.2	0	0	6.2	3.1
	F	0	0	0	0	
No response	M	9.1	0	0	3.0	1.5
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

Number of children

The number of children per family as reported by the drop-outs in Group I ranged from none to six. The range in Group II was from none to eight children per family. Tables 13 and 14 present these data and other closely-related facts.

Those who had children in Group II reported an average of 3.1 children per drop-out. Compared to this percentage, those in Group I reported an average of 2.3 children per drop-out. The girls in Group I had an average of 2.4 children, and the boys had an average of 2.2 children. The boys in Group I had an average of 2.1 children while the girls had an average of 2.9 children.

The percentage of drop-outs who did not have children in Group I was 44.7 percent of the total number. Those who did not report children in Group II amounted to 21.6 percent of the total. Table 11 points out that 44.7 percent of Group II were unmarried, and in Table 12 it can be seen that 31.3 percent of Group I were unmarried. It is noted that approximately 13.4 percent of those who were married in Group I did not have children, and 6.3 percent of those married subjects in Group II had no children.

The largest single group of subjects having children in Group I was that group reporting two children. This group consisted of 22.6 percent of the subjects in Group I. In Group II, 30.9 percent of the subjects had three children to make up the largest single group in a corresponding category.

In Group II those drop-outs having children who were in the ninth grade in 1936 and 1946 had an average of 3.5 and 3.4 respectively. This seems to indicate that the family size of the married older group leveled off, and the married younger group tended to catch up with the older group.

The subjects in Group I who were in the ninth grade in 1946 had an average of 1.6 children per drop-out compared to the subjects who were in the ninth grade in 1936 who had an average of 2.8 children per drop-out. In this case the younger group did not seem to catch up with the older group.

TABLE 13

Percentage of students in Group II that have various numbers of children as shown by sex and year (Question 12)

Number of children	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
No children	M	14.3	0	44.5	29.3	21.6
	F	0	16.7	25.0	13.9	
One child	M	0	0	11.1	5.5	2.7
	F	0	0	0	0	
Two children	M	28.5	0	33.3	30.9	25.2
	F	33.3	0	25.0	19.4	
Three children	M	14.3	0	11.1	12.7	27.2
	F	50.0	50.0	25.0	41.7	
Four children	M	0	0	0	0	12.5
	F	16.7	33.3	25.0	25.0	
Five Children	M	14.3	0	0	7.2	3.6
	F	0	0	0	0	
Six children	M	14.3	0	0	7.2	3.6
	F	0	0	0	0	
Seven children	M	14.3	0	0	7.2	3.6
	F	0	0	0	0	
Eight children or more	M	0	0	0	0	0
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 14

Percentage of students in Group I that have various numbers of children as shown by sex and year according to data gathered in 1954 by Logan High School. (Question 12)

Number of children	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
No children	M	9.1	57.1	92.8	56.1	44.7
	F	0	40.0	66.7	33.3	
One child	M	27.3	28.6	7.2	18.7	12.2
	F	0	0	33.3	5.6	
Two children	M	9.1	14.3	0	6.2	22.6
	F	20.0	60.0	0	38.9	
Three children	M	27.2	0	0	9.7	10.4
	F	40.0	0	0	11.1	
Four children	M	9.1	0	0	3.1	7.1
	F	40.0	0	0	11.1	
Five children	M	0	0	0	0	0
	F	0	0	0	0	
Six children	M	9.1	0	0	3.1	1.5
	F	0	0	0	0	
Seven children	M	0	0	0	0	0
	F	0	0	0	0	
Eight children or more	M	0	0	0	0	0
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

Highest grade completed

It may be noted in Table 15 that 2.8 percent of the drop-outs in Group II reported they had graduated from high school. Data in Table 16 indicate that 1.5 percent of the drop-outs in Group I graduated from high school. In every case the graduates were boys, and in every case the boys indicated they had not graduated from high school but had received their

diplomas through Armed Forces.

TABLE 15

Percentage of students in Group II that completed various grades in high school as shown by sex and year (Question 13)

Highest grade completed	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
Eighth grade	M	14.3	0	11.1	12.7	10.5
	F	0	0	25.0	8.3	
Ninth grade	M	28.6	0	0	14.4	12.7
	F	33.3	0	0	11.1	
Tenth grade	M	0	0	33.3	16.6	25.0
	F	33.4	16.7	50.0	33.4	
Eleventh grade	M	14.3	0	33.4	23.8	32.8
	F	33.3	66.6	25.0	41.7	
Twelfth grade but not graduated	M	42.8	0	11.1	26.9	16.2
	F	0	16.7	0	5.5	
Graduated from high school	M	0	0	11.1	5.6	2.8
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 16

Percentage of students in Group I that completed various grades in high school as shown by sex and year according to data gathered in 1954 by Logan High School (Question 13)

Highest grade completed	Sex	Year completed in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
Eighth grade	M	9.1	0	0	3.1	1.6
	F	0	0	0	0	
Ninth grade	M	9.1	28.6	0	9.6	4.8
	F	0	0	0	0	
Tenth grade	M	18.2	0	14.3	12.4	34.0
	F	60.0	50.0	66.7	55.6	
Eleventh grade	M	36.3	28.6	28.6	31.2	37.8
	F	40.0	50.0	33.3	44.4	
Twelfth grade but not graduated	M	27.3	28.6	50.0	37.5	18.8
	F	0	0	0	0	
Graduated from high school	M	0	14.2	0	3.1	1.5
	F	0	0	0	0	
No response	M	0	0	7.1	3.1	1.5
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

Those subjects in Group II seemed to drop out of school a little earlier than those in Group I. In Group II, 10.5 percent continued only through the eighth grade while in Group I, 1.6 percent failed to go further in school. The ninth grade was the last full year of schooling completed by 12.7 percent of Group II and 4.8 percent of Group I.

In Group I, 71.8 percent of the students left school after the tenth and eleventh grades. Compared to this, 57.8 percent of Group II left high school after the same grades. The greatest percentage of the drop-outs in both groups left school in the eleventh grade.

Although large numbers of students in Group II seemed to leave school a little earlier than those in Group I, it may also be noted in Tables 15 and 16 that 16.2 percent of Group II completed the twelfth grade but did not graduate. At the same time, only 1.5 percent of Group I fell into the same category.

Number of years

As shown in Tables 17 and 18, the majority of the drop-outs in both groups did not attend college. This would be expected. However, in Group II, 4 (12.0 percent) of the drop-outs entered college for additional schooling. Ten (22.5 percent) of the drop-outs of Group I enrolled for additional education at the college level. Approximately five percent of the drop-outs of Group II indicated they had graduated from college. Less than 3 percent of the drop-outs of Group I graduated from college. It is interesting to note that all of the college graduates in both groups were girls. Neither group had any students who had continued and completed further work past the sixteenth year.

TABLE 17

Percentage of students in Group II that completed additional work in college as shown by sex and year (Question 14)

Number of years	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
None	M	85.7	0	88.8	87.2	88.0
	F	83.4	83.4	100.0	88.9	
One year or less completed	M	0	0	11.2	5.6	2.8
	F	0	0	0	0	
Two years completed	M	0	0	0	0	0
	F	0	0	0	0	
Three years completed	M	14.3	0	0	7.2	3.6
	F	0	0	0	0	
Four years completed but no degree	M	0	0	0	0	0
	F	0	0	0	0	
B. S. or B. A. Degree	M	0	0	0	0	5.6
	F	16.6	16.6	0	11.1	
Five years but no Master's Degree	M	0	0	0	0	0
	F	0	0	0	0	
Master's Degree	M	0	0	0	0	0
	F	0	0	0	0	
Doctor's Degree	M	0	0	0	0	0
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 18

Percentage of students in Group I that completed additional work in college as shown by sex and year according to data gathered in 1954 by Logan High School (Question 14)

Number of years	Sex	Year enrolled in 9th grade			Average by sex	Combined Average %
		1936 %	1946 %	1948 %	%	
None	M	63.3	71.4	71.5	68.7	73.2
	F	100.0	80.0	33.4	77.7	
One year or less completed	M	9.1	14.3	14.3	12.4	9.0
	F	0	0	33.3	5.6	
Two years completed	M	9.1	14.3	7.1	9.6	4.8
	F	0	0	0	0	
Three years completed	M	9.1	0	7.1	6.2	5.9
	F	0	10.0	0	5.6	
Four years completed but no degree	M	0	0	0	0	0
	F	0	0	0	0	
B. S. or B. A. Degree	M	0	0	0	0	2.8
	F	0	10.0	0	5.6	
Five years but no Master's Degree	M	0	0	0	0	0
	F	0	0	0	0	
Master's Degree	M	0	0	0	0	0
	F	0	0	0	0	
Doctor's Degree	M	0	0	0	0	0
	F	0	0	0	0	
No response	M	9.1	0	0	3.1	4.3
	F	0	0	33.3	5.5	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

Most valuable additional schooling

The data in Tables 19 and 20 further substantiate the data in Tables 17 and 18 in pointing out that the largest group of the drop-outs had no additional schooling after leaving high school. Of those in Group II, 19 (59.6 percent) reported no additional schooling while 22 (49.7 percent)

of those in Group I were in a similar category. In both groups it may be noted that approximately 45 percent more boys than girls had additional schooling.

As indicated in Tables 19 and 20, those who had college training made up the second largest single percentage of both groups. College training was reported as the most valuable additional schooling by 12.0 percent of Group II and by 16.2 percent of Group I. It may be remembered that 12.0 percent of Group II attended college and 22.5 percent of Group I attended higher institutions. All of those drop-outs of Group II who attended college reported it as the most valuable additional schooling. Approximately three out of four of the drop-outs in Group I reported college as the most valuable schooling since leaving high school.

Almost the same percentage of drop-outs in both groups reported that training received in the Armed Forces was the most valuable additional schooling they had received. Table 33 indicates that 37.7 percent of Group II had served in the Armed Forces while in Group I, 34.3 percent, or a similar number had military service. Both groups seemed to be equally satisfied with their military training.

Trade school and apprenticeship training was considered by 6.4 percent of those in both group as the most valuable schooling since leaving high school. Only boys in both groups participated in this type of training.

Less than 2 percent of Group I had listed correspondence course work as the most valuable type of additional schooling. There were none in Group II who voiced this same opinion.

"Other" types of schooling were listed by 6.2 percent of Group I and 3.6 percent of Group II.

TABLE 19

Percentage of students in Group II that expressed the one most valuable kind of additional schooling since leaving high school as shown by sex and year (Question 15)

Most valuable additional schooling	Sex	Year enrolled in 9th grade			Average by Sex	Combined Average
		1936 %	1946 %	1948 %	%	
No additional schooling	M	28.5	0	33.4	30.9	59.9
	F	83.4	83.4	100.0	88.9	
Correspondence course	M	0	0	0	0	0
	F	0	0	0	0	
Trade school	M	28.5	0	0	14.2	7.1
	F	0	0	0	0	
Business school	M	0	0	0	0	0
	F	0	0	0	0	
Apprenticeship training	M	14.3	0	11.1	12.7	6.4
	F	0	0	0	0	
Basic military training	M	0	0	11.1	5.5	2.8
	F	0	0	0	0	
Armed Forces Institute Training	M	0	0	33.3	16.6	8.3
	F	0	0	0	0	
College training	M	14.3	0	11.1	12.7	11.9
	F	16.6	16.6	0	11.1	
Other	M	14.4	0	0	7.2	3.6
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 20

Percentage of students in Group I that expressed the one most valuable kind of additional schooling since leaving high school as shown by sex and year according to data gathered in 1954 by Logan High School (Question 15)

Most valuable additional schooling	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
No additional schooling	M	27.3	0	28.6	21.8	49.7
	F	100.0	80.0	33.4	77.7	
Correspondence course	M	9.1	0	0	3.1	1.6
	F	0	0	0	0	
Trade school	M	9.1	14.3	0	6.3	3.2
	F	0	0	0	0	
Business school	M	0	0	0	0	2.8
	F	0	0	33.3	5.6	
Apprenticeship training	M	9.1	0	7.1	6.3	3.2
	F	0	0	0	0	
Basic military training	M	18.1	14.3	21.4	18.7	9.3
	F	0	0	0	0	
Armed Forces Institute Training	M	9.1	28.6	14.4	15.7	7.8
	F	0	0	0	0	
College training	M	9.1	14.3	21.4	15.7	16.2
	F	0	20.0	33.3	15.7	
Other	M	9.1	28.5	7.1	12.4	6.2
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

Present employment status

The data on the present employment status of the drop-out students are recorded in Table 21 and Table 22.

It may be noted that 15.0 percent of Group I were self-employed. Seven and one-tenths percent in Group II reported themselves as self-employed individuals. A similar difference is noted when studying those

drop-outs who were working full-time for others. In Group II, 12 drop-outs (37.3 percent) reported they were working for others while 8 (18.4 percent) in Group I made the same report. Approximately equal percentages in both groups (5.6 percent in Group II and 4.3 percent in Group I) were working for pay part time.

The largest single percentage of subjects in both groups were those who reported they were housewives not otherwise employed. One-fourth of the subjects in Group I were in this category. It may be noted that 36.0 percent of Group I were female. It was reported by 41.6 percent of those in Group II as having no other occupation other than housewife. Fifty percent of Group II were female. Thus, approximately 11 percent of those who were employed in Group I were women, and approximately 8 percent of the employed in Group II were women.

In Group I, 13.8 percent of the subjects were in the Armed Forces and 5.6 percent of Group II were in the same category.

Of the drop-outs in Group I, 9.1 percent and 5.6 percent indicated they were attending school full-time and part-time respectively. None of the subjects in Group II were attending school part time and 2.8 percent were attending full time.

None of the drop-outs of Group II were unemployed while in Group I 3.2 percent reported they were out of work and looking for employment. Another 2.8 percent in Group I were unemployed because of disability.

TABLE 21

Percentage of students in Group II that are in various employment situations as shown by sex and year (Question 16)

Present employment status	Sex	Year enrolled in 9th grade			Average	Combined Average %
		1936	1946	1948	by Sex	
		%	%	%	%	
Full-time business for self	M	28.5	0	0	14.3	7.1
	F	0	0	0	0	
Working for pay full-time but not in business for self	M	71.5	0	55.5	63.5	37.3
	F	16.7	16.7	0	11.1	
Working for pay part-time	M	0	0	11.1	5.5	5.6
	F	16.7	0	0	5.6	
In school full-time	M	0	0	11.1	5.5	2.8
	F	0	0	0	0	
In school part-time	M	0	0	0	0	0
	F	0	0	0	0	
Housewife not otherwise employed	M	0	0	0	0	41.6
	F	66.6	83.3	100.0	83.3	
In Armed Forces	M	0	0	22.3	11.2	5.6
	F	0	0	0	0	
Unemployed but looking for work	M	0	0	0	0	0
	F	0	0	0	0	
Unemployed because of dis- ability or illness	M	0	0	0	0	0
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 22

Percentage of students in Group I that are in various employment situations as shown by sex and year according to data gathered in 1954 by Logan High School (Question 16)

Present employment status	Sex	Year enrolled in 9th grade			Average by Sex	Combined Average %
		1936 %	1946 %	1948 %	%	
Full-time business for self	M	27.3	28.6	7.1	18.9	15.0
	F	0	20.0	0	11.1	
Working for pay full-time but not in business for self	M	72.7	0	14.4	31.4	18.4
	F	20.0	0	0	5.5	
Working for pay part-time	M	0	0	7.1	3.1	4.3
	F	0	0	33.3	5.5	
In school full-time	M	0	28.6	14.3	12.6	9.1
	F	0	0	33.4	5.6	
In school part-time	M	0	0	0	0	5.6
	F	0	10.0	33.3	11.1	
Housewife not otherwise employed	M	0	0	0	0	25.0
	F	40.0	70.0	0	50.0	
In Armed Forces	M	0	28.6	50.0	27.6	13.8
	F	0	0	0	0	
Unemployed but looking for work	M	0	14.2	7.1	6.4	3.2
	F	0	0	0	0	
Unemployed because of dis- ability or illness	M	0	0	0	0	2.8
	F	20.0	0	0	5.6	
No response	M	0	0	0	0	2.8
	F	20.0	0	0	5.6	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

Present job title

Tables 23 and 24 show the employment status of the subjects. It is interesting to note that 30.7 percent of those subjects in Group I failed to give their present job title. None of the subjects in Group II failed

to report the type of work they were doing.

In Group I, 13 (29.3 percent) of the subjects were unemployed while 17 (52.8 percent) of Group II were not working. This should not be construed to mean that all the individuals were out of work. Many of those who failed to respond or who listed themselves as unemployed were housewives or students.

Approximately 3 percent of Group II indicated they were working in managerial, professional, and technical positions while almost three times as many (9.0 percent) in Group I were working in similar positions. It may be noted that there were no men in Group II who were in professional, managerial, or technical pursuits.

Almost identical numbers in both groups (10.7 percent in Group II and 10.9 percent in Group I) reported themselves as craftsmen or foremen.

Both Group I and Group II were similar with 10.9 percent and 11.9 percent of each group, respectively, being employed as operative and kindred workers. Both groups were also somewhat similar when comparing numbers of each group who were employed as service and household workers.

None of the drop-outs in Group I reported themselves as being employed as laborers, but 5.6 percent of Group II indicated they were laborers. It may be noted in Table 31 that 3.6 percent of the drop-outs in Group II reported themselves as not too well satisfied with their present employment. A survey of the questionnaires indicated that those individuals who were employed as laborers were also those who were dissatisfied with their employment. Even though none of the subjects in Group I were employed as laborers, 13.7 percent indicated they were not too well satisfied or were dissatisfied with their employment.

TABLE 23

Percentage of students in Group II that are variously employed as shown by sex and year (Question 17)

Type of employment	Sex	Year enrolled in 9th grade			Average	Combined Average %
		1936 %	1946 %	1948 %	by Sex %	
Professional, technical, & kindred workers	M	0	0	0	0	2.8
	F	0	16.7	0	5.6	
Farmers & farm mgrs., farm laborers & farm foremen	M	28.6	0	11.1	19.9	9.9
	F	0	0	0	0	
Managers, officials & proprietors except farm	M	0	0	0	0	0
	F	0	0	0	0	
Clerical and kindred workers	M	0	0	0	0	0
	F	0	0	0	0	
Sales workers	M	0	0	11.1	5.6	2.8
	F	0	0	0	0	
Craftsmen, foremen, and kindred workers	M	42.8	0	0	21.4	10.7
	F	0	0	0	0	
Operative and kindred workers	M	14.3	0	22.2	18.2	11.9
	F	16.6	0	0	5.5	
Service workers and private household workers	M	14.3	0	0	7.1	0
	F	0	0	0	0	
Laborers, except farm and mine	M	0	0	22.2	11.1	0
	F	0	0	0	0	
None	M	0	0	33.4	16.7	52.8
	F	83.4	83.3	100	88.9	
No response	M	0	0	0	0	0
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 24

Percentage of students in Group I that are variously employed as shown by sex and year according to data gathered in 1954 by Logan High School (Question 17)

Type of employment	Sex	Year enrolled in 9th grade			Average	
		1936 %	1946 %	1948 %	by Sex %	Combined Average %
Professional, technical, and kindred workers	M	0	14.3	7.1	6.2	
	F	0	10.0	0	5.6	5.9
Farmers & farm mgrs., farm laborers & farm foremen	M	9.1	0	0	3.1	
	F	0	0	0	0	1.6
Managers, officials, and proprietors except farm	M	9.1	14.3	0	6.2	
	F	0	0	0	0	3.1
Clerical and Kindred workers	M	9.1	14.3	7.1	9.7	
	F	0	0	0	0	4.8
Sales workers	M	0	0	0	0	
	F	0	0	0	0	0
Craftsmen, foremen, and kindred workers	M	27.2	0	28.6	21.8	
	F	0	0	0	0	10.9
Operative and kindred workers	M	36.4	0	21.5	21.8	
	F	0	0	0	0	10.9
Service workers and private household workers	M	0	0	0	0	
	F	20.0	0	0	5.6	2.8
Laborers, except farm and mine	M	0	0	0	0	
	F	0	0	0	0	0
None	M	0	0	7.1	3.1	
	F	60.0	70.0	0	55.5	29.3
No response	M	9.1	57.1	28.6	28.1	
	F	20.0	20.0	100	33.3	30.7
Total	M	100	100	100	100	
	F	100	100	100	100	100

Who helped most in getting first full-time job

The majority of the drop-outs of both Group I and Group II reported that they received no help in getting their first full-time job after

TABLE 25

Percentage of students in Group II that received help in obtaining the first full-time job after leaving high school as shown by sex and year (Question 18)

Who helped most in getting job	Sex	Year enrolled in 9th grade			Average by Sex	Combined Average
		1936 %	1946 %	1948 %	%	%
Parents	M	42.8	0	22.2	32.5	21.8
	F	0	33.3	0	11.1	
Other relatives or friends	M	42.8	0	0	21.4	14.9
	F	0	0	25.0	8.3	
High School counselor	M	0	0	0	0	0
	F	0	0	0	0	
High School placement officer	M	0	0	0	0	0
	F	0	0	0	0	
Principal or teacher	M	0	0	0	0	0
	F	0	0	0	0	
State Employment office	M	0	0	0	0	0
	F	0	0	0	0	
Private employment office	M	0	0	0	0	0
	F	0	0	0	0	
No help received	M	14.4	0	77.8	46.1	50.7
	F	83.3	33.3	50.0	55.4	
Other	M	0	0	0	0	2.7
	F	16.7	0	0	5.5	
No response	M	0	0	0	0	9.9
	F	0	33.4	25.0	19.7	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 26

Percentage of students in Group I that received help in obtaining the first full-time job after leaving high school as shown by sex and year according to data gathered in 1954 by Logan High School (Question 18)

Who helped most in getting job	Sex	Year enrolled in 9th grade			Average	Combined Average %
		1936	1946	1948	by Sex	
		%	%	%	%	
Parents	M	18.2	28.5	14.3	18.7	12.1
	F	0	10.0	0	5.6	
Other relatives or friends	M	0	0	7.1	3.1	4.3
	F	0	10.0	0	5.6	
High School counselor	M	0	0	0	0	0
	F	0	0	0	0	
High School placement officer	M	0	0	0	0	0
	F	0	0	0	0	
Principal or teacher	M	0	0	0	0	0
	F	0	0	0	0	
State Employment officer	M	0	14.3	0	3.1	1.5
	F	0	0	0	0	
Private employment office	M	0	0	7.1	3.1	4.3
	F	0	10.0	0	5.6	
No help received	M	72.7	42.9	57.3	59.3	57.3
	F	80.0	50.0	33.3	55.5	
Other	M	19.1	14.3	7.1	9.6	4.7
	F	0	0	0	0	
No response	M	0	0	7.1	3.1	15.8
	F	20.0	20.0	66.7	27.7	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

leaving high school. Of those in Group I, 26 drop-outs (57.3 percent) indicated they received no help in getting the first job while in Group II, 17 (50.7 percent) indicated they had received no help in obtaining their first full-time job. Tables 25 and 26 contain data concerning this topic.

When the students did receive help in obtaining employment, the parents seemed to help the most. Parents were reported to have been of help by 12.1 percent of the drop-outs in Group I and 21.8 percent of those in Group II.

Fourteen and nine-tenths percent of Group II indicated they had received help from other relatives and friends in obtaining their first job while other relatives and friends helped 4.3 percent of the drop-outs in Group I to obtain employment.

In obtaining the first full-time job after leaving school, 4.7 percent of the subjects in Group I indicated they had received help from "other" sources. In Group II, 2.7 percent of the subjects gave the same response.

State and private employment agencies were of aid to 5.8 percent of the drop-outs in Group I and none in Group II.

Twelve percent of Group II and 15.8 percent of Group I made no response to the subject area.

Number of full-time jobs

The data in Tables 27 and 28 indicate the number of full-time jobs the drop-out students have held since leaving high school. It may be noted from these tables that most of the drop-outs in both groups have held from one to three jobs. In Group I, 58.7 percent indicated this information. In Group II, nearly one-half of the students had held one to three full-time jobs.

Four to seven jobs were held by 19.3 percent of those in Group I. Thirty-four and nine-tenths percent of those in Group II indicated that they had held four to seven full-time jobs. It seems that those in Group I have been more satisfied with their employment since they have been in the labor pool with an apparent lower turn-over rate longer than those in

Group II.

TABLE 27

Percentage of students in Group II that have held various full-time jobs since leaving high school as shown by sex and year (Question 19)

Full-time jobs	Sex	Year enrolled in 9th grade			Average by Sex %	Combined Average %
		1936 %	1946 %	1948 %		
0 jobs	M	14.3	0	0	7.1	9.1
	F	0	33.3	0	11.1	
1 - 3 jobs	M	28.5	0	44.4	36.4	48.8
	F	66.7	66.7	50.0	61.2	
4 - 7 jobs	M	28.5	0	55.5	42.2	34.9
	F	33.3	0	50.0	27.7	
8 - 11 jobs	M	14.3	0	0	7.1	3.6
	F	0	0	0	0	
12 - 14 jobs	M	0	0	0	0	0
	F	0	0	0	0	
15 - 17 jobs	M	14.4	0	0	7.2	3.6
	F	0	0	0	0	
18 - 20 jobs	M	0	0	0	0	0
	F	0	0	0	0	
21 - 23 jobs	M	0	0	0	0	0
	F	0	0	0	0	
24 jobs or over	M	0	0	0	0	0
	F	0	0	0	0	
No response	M	0	0	0	0	0
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 28

Percentage of students in Group I that have held various full-time jobs since leaving high school as shown by sex and year according to data gathered in 1954 by Logan High School (Question 19)

Full-time jobs	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
0 jobs	M	9.1	0	14.3	9.8	7.7
	F	0	10.0	0	5.6	
1 - 3 jobs	M	27.3	57.1	78.6	56.3	58.7
	F	60.0	70.0	33.3	61.1	
4 - 7 jobs	M	45.4	42.9	7.1	27.5	19.3
	F	20.0	10.0	0	11.1	
8 - 11 jobs	M	9.1	0	0	3.2	1.6
	F	0	0	0	0	
12 - 14 jobs	M	9.1	0	0	3.2	1.6
	F	0	0	0	0	
15 - 17 jobs	M	0	0	0	0	0
	F	0	0	0	0	
18 - 20 jobs	M	0	0	0	0	0
	F	0	0	0	0	
21 - 23 jobs	M	0	0	0	0	0
	F	0	0	0	0	
24 jobs or over	M	0	0	0	0	0
	F	0	0	0	0	
No response	M	0	0	0	0	11.1
	F	20.0	10.0	66.7	22.2	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

Never having had any full-time employment was reported by 7.7 percent of Group I and 9.1 percent of Group II. These drop-outs are possibly, but not necessarily, those who are still in school full-time. See Tables 21 and 22.

The drop-outs holding eight or more jobs amounted to approximately 3 percent of each group.

It is interesting to note that 11.1 percent of Group I failed to comment on their employment record.

Approximate yearly earnings

The range of incomes of the drop-outs may be noted in Tables 29 and 30. Subjects in Group I reported incomes from no dollars per year to between \$5,000 and \$5,999 per year, and those in Group II reported the same range of income.

Males and females not employed full-time in Group I amounted to 24.5 percent of the total group. As noted in Table 22, 25.0 percent of the total male and female group indicated they were housewives not otherwise employed. The differences here may be accounted for by noting in the subject table that 38.9 percent of the women failed to respond to the subject area. The remaining approximate 20 percent of the individuals may be found in school full-time, in school part-time, and unemployed. Forty-seven and two-tenths percent of Group II indicated they were unemployed. Forty percent of the total group reported itself in the housewife category. The approximate 9 percent who reported themselves not employed full-time might be found in school full-time and part-time.

An annual income for full-time employment of less than \$2,000 per year was reported by approximately 20 percent of the students in Group I. In Group II, all of the drop-outs who were employed full-time earned more than \$2,000 per year. It may be noted in Tables 22 that 13.8 percent of the drop-outs reported they were in the Armed Forces. This was possibly one reason for an average salary below \$2,000 per year. Only 5.6 percent of the subjects in Group II were in the Armed Forces. This possibly might

TABLE 29

Percentage of students in Group II that have various incomes as shown by sex and year (Question 20)

Yearly earnings	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
Not employed full-time	M	0	0	11.1	5.5	47.2
	F	83.3	83.3	100	88.9	
Less than \$2,000	M	0	0	0	0	0
	F	0	0	0	0	
\$2,000 to \$2,999	M	14.3	0	33.3	23.8	14.7
	F	16.7	0	0	5.6	
\$3,000 to \$3,999	M	14.3	0	55.6	34.9	20.2
	F	0	16.7	0	5.5	
\$4,000 to \$4,999	M	57.1	0	0	28.6	14.3
	F	0	0	0	0	
\$5,000 to \$5,999	M	14.3	0	0	7.2	3.6
	F	0	0	0	0	
\$6,000 to \$6,999	M	0	0	0	0	0
	F	0	0	0	0	
\$7,000 to \$7,999	M	0	0	0	0	0
	F	0	0	0	0	
No response	M	0	0	0	0	0
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 30

Percentage of students in Group I that have various incomes as shown by sex and year according to data gathered in 1954 by Logan High School (Question 20)

Yearly earnings	Sex	Year enrolled in 9th grade			Average	Combined Average %
		1936 %	1946 %	1948 %	by sex %	
Not employed full-time	M	0	42.9	14.3	15.7	24.5
	F	40.0	20.0	66.7	33.3	
Less than \$2,000	M	0	14.3	71.4	34.3	28.1
	F	40.0	20.0	0	22.2	
\$2,000 to \$2,999	M	18.2	28.5	14.3	18.7	9.3
	F	0	0	0	0	
\$3,000 to \$3,999	M	9.1	14.3	0	6.3	5.8
	F	0	10.0	0	5.6	
\$4,000 to \$4,999	M	54.5	0	0	18.7	9.8
	F	0	0	0	0	
\$5,000 to \$5,999	M	18.2	0	0	6.3	3.1
	F	0	0	0	0	
\$6,000 to \$6,999	M	0	0	0	0	0
	F	0	0	0	0	
\$7,000 to \$7,999	M	0	0	0	0	0
	F	0	0	0	0	
No response	M	0	0	0	0	19.4
	F	20.0	50.0	33.3	38.9	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

tend to raise the average yearly salary of Group II over Group I, and it must be remembered, inflation has caused increases in salaries in the last two years. More exact data would be required to make a strict and more accurate comparison.

Twenty and two-tenths percent of Group II indicated a yearly income of between \$3,000 and \$3,999, and in Group I, 18.7 percent reported having

incomes in the same range. In 1954 the State of Utah found that 24.3 percent of its former students earned from \$3,000 to \$3,999 per year. The drop-out students in both groups in this study seem to be slightly below the average for the state.

Job satisfaction

Data concerning satisfaction of the student toward his job is recorded in Tables 31 and 32.

Fifty-one and three-tenths percent of the drop-outs in Group I failed to comment on the satisfaction they felt or did not feel toward their job, and in Group II, 1.4 percent failed to comment. This large percentage of the drop-outs are housewives or are not otherwise employed full-time.

Similar percentages of drop-outs in both groups indicated they were very well satisfied with their employment. In Group I, six drop-outs (13.7 percent) and in Group II, seven (21.8 percent) were in this category.

The percentage of drop-outs who expressed they were well satisfied with their present job was 9.1 percent of Group I and a similar percentage (9.9 percent) of Group II.

A higher percentage of drop-outs in Group II expressed "satisfaction" with present employment than those drop-outs in Group I. Approximately 23 percent expressed satisfaction in Group II compared to 12 percent in Group I.

Those drop-outs who stated they were not too well satisfied or were dissatisfied with present employment were greater in Group I than in Group II. In Group II, 3.6 percent expressed they were not too well satisfied, and none reported that they were dissatisfied, and 12.1 percent indicated they were not too well satisfied.

TABLE 31

Percentage of students in Group II that show satisfaction toward present employment as shown by sex and year (Question 21)

How well satisfied	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
Very well satisfied	M	42.8	0	11.1	26.9	21.8
	F	33.3	16.7	0	16.7	
Well satisfied	M	28.6	0	11.1	19.9	9.9
	F	0	0	0	0	
Satisfied	M	14.3	0	77.8	46.1	23.1
	F	0	0	0	0	
Not too well satisfied	M	14.3	0	0	7.1	3.6
	F	0	0	0	0	
Dissatisfied	M	0	0	0	0	0
	F	0	0	0	0	
No response	M	0	0	0	0	41.6
	F	66.7	83.3	100	83.3	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 32

Percentage of students in Group I that show satisfaction toward present employment as shown by sex and year according to data gathered in 1954 by Logan High School (Question 21)

How well satisfied	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
Very well satisfied	M	27.3	14.3	21.4	21.9	13.7
	F	0	10.0	0	5.6	
Well satisfied	M	27.2	0	7.2	12.5	9.1
	F	0	10.0	0	5.6	
Satisfied	M	27.3	0	21.4	18.8	12.2
	F	0	0	33.3	5.6	
Not too well satisfied	M	9.1	14.3	28.6	18.7	12.1
	F	20.0	0	0	5.6	
Dissatisfied	M	0	0	7.1	3.1	1.6
	F	0	0	0	0	
No response	M	9.1	71.4	14.3	25.0	51.3
	F	80.0	80.0	66.7	77.6	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

Served in Armed Forces

None of the females in either of the two groups had served in the Armed Forces. Tables 33 and 34 point out this fact.

The largest single group in either Group I or Group II that had been in the Armed Forces were those males who spent 43 or more months in military service. In Group I, 5 (18.7 percent) and in Group II, 7 (49.2 percent) of the male drop-outs indicated they had served at least 43 months.

In Group I, 34.3 percent of the males had not served in active military duty while 25.3 percent of the males of Group I had no military experience.

In both groups the majority of those males who did serve in the Armed Forces spent more than 19 months in service. Only 7.1 percent of Group II and 3.1 percent of Group I spent less time than this.

TABLE 33

Percentage of students in Group II that have served in the Armed Forces as shown by sex and year (Question 22)

Time spent in Armed Forces	Sex	Year enrolled in 9th grade			Average by Sex	Combined Average %
		1936 %	1946 %	1948 %	%	
Have not served in Armed Forces	M	28.5	0	22.2	25.3	62.7
	F	100	100	100	100	
1 - 6 months	M	0	0	11.1	5.6	2.8
	F	0	0	0	0	
7 - 12 months	M	0	0	0	0	0
	F	0	0	0	0	
13 - 18 months	M	14.3	0	0	7.1	3.5
	F	0	0	0	0	
19 - 24 months	M	0	0	11.1	5.6	2.8
	F	0	0	0	0	
25 - 30 months	M	0	0	0	0	0
	F	0	0	0	0	
31 - 36 months	M	14.3	0	0	7.2	3.6
	F	0	0	0	0	
37 - 43 months	M	0	0	0	0	0
	F	0	0	0	0	
More than 43 months	M	42.9	0	55.6	49.2	24.6
	F	0	0	0	0	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 34

Percentage of students in Group I that have served in the Armed Forces as shown by sex and year according to data gathered in 1954 by Logan High School (Question 22)

Time spent in Armed Forces	Sex	Year enrolled in 9th grade			Average by Sex	Combined Average
		1936 %	1946 %	1948 %	%	%
Have not served in Armed Forces	M	36.4	14.3	42.9	34.3	39.4
	F	80.0	30.0	33.3	44.4	
1 - 6 months	M	0	0	7.1	3.1	1.6
	F	0	0	0	0	
7 - 12 months	M	0	0	0	0	0
	F	0	0	0	0	
13 - 18 months	M	0	0	0	0	0
	F	0	0	0	0	
19 - 24 months	M	0	28.5	7.2	9.6	4.8
	F	0	0	0	0	
25 - 30 months	M	0	14.3	28.6	15.6	7.8
	F	0	0	0	0	
31 - 36 months	M	18.2	14.3	7.1	12.5	6.2
	F	0	0	0	0	
37 - 43 months	M	9.1	14.3	0	6.2	3.1
	F	0	0	0	0	
More than 43 months	M	36.3	14.3	7.1	18.7	9.3
	F	0	0	0	0	
No response	M	0	0	0	0	27.8
	F	20.0	70.0	66.7	55.6	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

In both groups the majority of those males who did serve in the Armed Forces spent more than 19 months in service. Only 7.1 percent of Group II and 3.1 percent of Group I spent less time than this.

Highest rank obtained in Armed Forces

The apparent success of those who served in the Armed Forces is

recorded in Tables 35 and 36.

Approximately 68 percent of the drop-outs of Group I and 60 percent of Group II did not indicate that they had obtained any rank in the military service. This was a natural thing to expect since most of the drop-outs had not served in the Armed Forces.

None of the drop-outs in either group were commissioned officers.

Both Group I and Group II had similar percentages of drop-outs who were less than non-commissioned officers. In Group I, 14.1 percent of the subjects indicated they were less than non-commissioned officers while 11.1 percent of Group II made the same report.

Those male subjects of the 1936 and 1946 ninth grade classes in both Groups I and II obtained more rank than those male subjects who were in

TABLE 35

Percentage of students in Group II that obtained various command functions in the Armed Forces as shown by sex and year (Question 23)

Highest rank in Armed Forces	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
Less than Non-Commissioned Officer	M	0	0	44.4	22.2	11.1
	F	0	0	0	0	
Non-Commissioned officer	M	71.5	0	33.3	52.4	26.2
	F	0	0	0	0	
Warrant Officer	M	0	0	0	0	0
	F	0	0	0	0	
Commissioned Officer	M	0	0	0	0	0
	F	0	0	0	0	
No response	M	28.5	0	22.2	25.4	62.7
	F	100	100	100	100	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 36

Percentage of students in Group I that obtained various command functions in the Armed Forces as shown by sex and year according to data gathered in 1954 by Logan High School (Question 23)

Highest rank in Armed Forces	Sex	Year enrolled in 9th grade			Average by Sex	Combined Average
		1936 %	1946 %	1948 %	%	%
Less than Non-Commissioned Officer	M	9.1	14.3	50.0	28.1	14.1
	F	0	0	0	0	
Non-Commissioned officer	M	45.5	71.4	7.1	34.4	17.2
	F	0	0	0	0	
Warrant officer	M	0	0	0	0	0
	F	0	0	0	0	
Commissioned officer	M	0	0	0	0	0
	F	0	0	0	0	
No response	M	45.4	14.3	42.9	37.5	68.7
	F	100	100	100	100	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

the ninth grade in 1948. One of the possible explanations for this would be the fact that many of those who were in the ninth grade in 1936 served in World War II when rank was easily obtained. Those who were in the ninth grade in 1946 could have taken advantage of the expansion of rank that was experienced during the Korean conflict. Those in the ninth grade in 1948 were younger than their predecessors and competition for rank could have been a little more difficult.

School activities

Tables 37 and 38 present data concerning the participation of the drop-outs in various school activities.

In both Group I and Group II the majority of the drop-outs participated in no school activities. However, those subjects in Group I appeared

TABLE 37

Percentage of students in Group II who participated in school organizations as shown by sex (Questions 24 to 28, inc.)

No.	Sex	Student Body or Class Officers	Service Groups	Professional or Academic Clubs	Athletic Activity or group	Social Group
		%	%	%	%	%
0	M	43.8	46.9	34.4	15.6	43.8
	F	40.0	37.5	43.8	3.3	40.7
1	M	6.2	3.1	9.3	21.9	3.1
	F	6.2	6.2	3.1	6.2	3.1
2	M	0	0	6.3	6.3	3.1
	F	0	6.3	0	3.1	0
3	M	0	0	0	3.1	0
	F	0	0	0	3.1	0
4	M	0	0	0	3.1	0
	F	0	0	0	0	0
5	M	0	0	0	0	0
	F	0	0	0	0	0
6	M	0	0	0	0	0
	F	0	0	0	0	0
7	M	0	0	0	0	0
	F	0	0	0	0	0
8	M	0	0	0	0	0
	F	0	0	0	0	0
No re- sponse	M	0	0	0	0	0
	F	3.1	0	3.1	6.3	6.2
Total		100	100	100	100	100

TABLE 38

Percentage of students in Group I who participated in school organizations as shown by sex according to data gathered in 1954 by Logan High School (Questions 24 to 28, Inc.)

No.	Sex	Student Body or Class officers	Service Groups	Professional or Academic Clubs	Athletic Activity or group	Social Group
		%	%	%	%	%
0	M	26.0	24.0	22.0	16.0	28.0
	F	40.0	4.0	4.0	4.0	4.0
1	M	6.0	6.0	8.0	6.0	6.0
	F	6.0	2.0	4.0	6.0	4.0
2	M	0	6.0	10.0	6.0	4.0
	F	4.0	4.0	2.0	2.0	0
3	M	8.0	0	2.0	6.0	4.0
	F	2.0	2.0	0	0	0
4	M	4.0	0	0	8.0	2.0
	F	0	2.0	0	0	2.0
5	M	0	2.0	4.0	4.0	0
	F	0	2.0	0	0	0
6	M	0	0	0	0	0
	F	0	0	0	0	0
7	M	0	0	0	2.0	0
	F	0	0	0	0	0
8	M	0	2.0	2.0	4.0	0
	F	0	0	0	0	0
No re- sponse	M	20.0	24.0	16.0	12.0	20.0
	F	20.0	20.0	26.0	24.0	26.0
Total		100	100	100	100	100

to have participated in school activities to a greater extent than did those in Group II. It is interesting to note that even if it were assumed the large percentage of drop-outs in Group I, who failed to comment on their participation in school activities did not participate in any of the various areas listed in the tables, the drop-outs in Group I appear to

have entered into more school activities than did those in Group I.

It appears that the boys in both groups participated more in athletic activities than any other of the listed activities. The girls did not seem to have any particular activity that seemed to attract them as athletics did the boys. This fact seemed to be the case in both groups.

The majority of the drop-outs in Group II who participated in activities did not have affiliations with more than two groups. None of the subjects participated in more than four activities.

In Group I the majority of the drop-outs did not have affiliations with more than three groups. However, a few of the drop-outs in Group I were members of as many as eight or more groups.

Current Community Activities

Data concerning the drop-outs' activities in the community at the time of the questionnaires may be found in Tables 39 and 40.

The drop-out students in both groups reported that they participated in church activities more than any other type community activity.

Many of Group I avoided commenting on their community activities. More than 45.0 percent of the group failed to complete the questionnaires except for the area concerning church activities, and 30.0 percent failed to complete this area. The somewhat smaller percentages of drop-outs in Group II who failed to respond to the questions were those who mailed their questionnaires to the writer.

With the exception of church activities, more than 75.0 percent of those in Group II reported they had no activity of any type in their local communities. Approximately 50.0 percent of the group stated they had no church activities.

Both Group I and Group II seemed to be similar when comparing those

who actually indicated they participated in community activities. Approximately 2.0 percent of each group were involved in some political activity, approximately 4.0 percent were involved with service clubs, and about 9.0 percent participated in fraternal organizations. In group II, 15.0 percent

TABLE 39

Percentage of students in Group II who now participate in community activities as shown by sex (Questions 29 to 34, inc.)

No.	Sex	Political, Service	Profess-	Recrea-	Fraternal	Church	
		Community Clubs	ional or Trade Groups	tional or Social Groups	Organiza-tions		
		%	%	%	%	%	
0	M	50.0	50.0	40.6	40.7	46.9	25.0
	F	43.7	40.6	40.7	31.3	37.5	25.0
1	M	0	0	6.3	6.2	3.1	3.1
	F	0	3.1	3.1	12.5	6.2	6.3
2	M	0	0	3.1	0	0	12.6
	F	0	0	3.1	3.1	0	9.4
3	M	0	0	0	0	0	6.2
	F	0	0	0	0	0	6.2
4	M	0	0	0	0	0	0
	F	0	0	0	0	0	3.1
5	M	0	0	0	0	0	0
	F	0	0	0	0	0	0
6	M	0	0	0	0	0	0
	F	0	0	0	0	0	0
7	M	0	0	0	0	0	0
	F	0	0	0	0	0	0
8	M	0	0	0	3.1	0	3.1
	F	0	0	0	0	0	0
No res- ponse	M	0	0	0	0	0	0
	F	6.3	6.3	3.1	3.1	6.3	0
Total		100	100	100	100	100	100

TABLE 40

Percentage of students in Group I who now participate in community activities as shown by sex according to data gathered in 1954 by Logan High Schools (Questions 29 to 34, inc.)

No.	Sex	Political, Community Activity	Service Clubs	Profess- ional or Trade Groups	Recrea- tional or Social Groups	Fraternal Organiza- tions	Church Groups
		%	%	%	%	%	%
0	M	38.0	36.0	30.0	26.0	30.0	16.0
	F	10.0	10.0	10.0	4.0	10.0	4.0
1	M	2.0	2.0	10.0	6.0	4.0	8.0
	F	0	2.0	2.0	8.0	2.0	10.0
2	M	0	2.0	2.0	4.0	0	10.0
	F	0	0	0	0	0	6.0
3	M	0	0	0	0	4.0	10.0
	F	0	0	0	0	0	0
4	M	0	0	0	0	0	0
	F	0	0	0	0	0	2.0
5	M	0	0	0	0	0	2.0
	F	0	0	0	0	0	0
6	M	0	0	0	0	0	0
	F	0	0	0	0	0	0
7	M	0	0	0	0	0	0
	F	0	0	0	0	0	0
8	M	0	0	0	0	0	2.0
	F	0	0	0	0	0	0
No re- sponse	M	24.0	24.0	22.0	28.0	26.0	16.0
	F	26.0	24.0	24.0	24.0	24.0	14.0
Total		100	100	100	100	100	100

reported they belonged to professional or trade groups while 16.0 percent of Group I made the same report. Also, 18.0 percent of Group I indicated they participated in recreational or social groups. In Group II, 11.8 percent of the drop-outs made the same report.

Fifty percent of Group I reported they participated in from one to

eight or more church activities. In Group II, 63.3 percent indicated participation in as many church activities.

Attitudes toward administration and teachers

Tables 41 and 42 present data concerning the opinions of the drop-outs concerning the administration and faculty of their last high school.

In Group I, 4.0 percent rated the administration of the school as poor or very poor, and in Group II, no one gave the administration the same rating. While approximately 37.5 percent of Group II gave the administration the rating of fair, 22.0 percent of Group I rated the administration as fair. Eighteen drop-outs (48 percent) of Group I and 19 (59.4 percent) of Group II rated the administration as good. Only 3.1 percent of Group II thought the administration was excellent as compared with 14.0 percent in Group I.

In rating the faculty as friendly and understanding, less than 10 percent of the subjects in Group II indicated they thought the faculty was excellent, and 22.0 percent of Group I gave the same response. However, in Group II, 43.8 percent rated the faculty as good compared to 34.0 percent in Group I. The two groups were very close when the percentages were totaled. In Group I, 6.0 percent rated the faculty as poor or very poor while almost three times as many (18.8 percent) in Group II rated the faculty in the same manner.

The quality of instruction was rated as excellent by approximately 1.0 percent of Group II. In Group I, 26.0 percent of the drop-outs indicated the excellent response. Twenty-six percent of Group I stated they thought the quality of instruction was good while 56.3 percent of Group II thought the quality of instruction was good. Ten percent of Group I reported the instruction was poor or very poor, and in Group II, 1.9

TABLE 41

Percentage of students' reactions in Group II concerning administration and quality of instruction (Questions 35 to 41, inc.)

	Sex	Excel- lent %	Good %	Fair %	Poor %	Very poor %	No opinion %	No res- ponse %
Smooth and orderly administration	M	0	21.9	28.1	0	0	0	0
	F	3.1	37.5	9.4	0	0	0	0
Students recognized by faculty & admin- istration in planning or school activities	M	0	12.5	28.1	9.4	0	0	0
	F	6.3	21.8	12.5	9.4	0	0	0
Friendly and under- standing faculty	M	0	21.9	18.7	6.3	3.1	0	0
	F	9.3	21.9	9.4	9.4	0	0	0
Students recognized by teachers in planning classroom work	M	0	3.1	28.1	12.5	6.3	0	0
	F	3.1	21.9	6.3	18.7	0	0	0
Quality of instruc- tion of teachers	M	0	31.3	18.7	0	0	0	0
	F	9.4	25.0	15.6	0	0	0	0
Discipline in the school	M	6.3	25.0	18.7	0	0	0	0
	F	6.3	25.0	18.7	0	0	0	0
Buildings and facilities	M	0	9.3	25.0	15.7	0	0	0
	F	0	31.3	38.7	0	0	0	0

TABLE 42

Percentage of students in Group I concerning administration and quality of instruction according to data gathered in 1954 by Logan High School (Questions 35 to 41, inc.)

	Sex	Excel- lent %	Good %	Fair %	Poor %	Very poor %	No opinion %	No res- ponse %
Smooth and orderly administration	M	10.0	26.0	18.0	2.0	0	8.0	0
	F	4.0	22.0	4.0	0	2.0	4.0	0
Students recognized by faculty and admin- istration in planning or school activities	M	12.0	20.0	12.0	4.0	4.0	12.0	0
	F	8.0	14.0	10.0	0	0	4.0	0
Friendly and under- standing faculty	M	16.0	22.0	10.0	6.0	2.0	4.0	4.0
	F	8.0	12.0	8.0	4.0	2.0	2.0	0
Students recognized by teachers in planning classroom work	M	12.0	18.0	22.0	2.0	0	4.0	6.0
	F	8.0	8.0	12.0	2.0	2.0	2.0	2.0
Quality of instruc- tion of teachers	M	16.0	12.0	20.0	8.0	2.0	2.0	4.0
	F	10.0	14.0	8.0	0	0	4.0	0
Discipline in the school	M	8.0	24.0	22.0	6.0	0	2.0	2.0
	F	4.0	22.0	8.0	0	0	2.0	0
Buildings and facilities	M	10.0	38.0	8.0	2.0	0	2.0	4.0
	F	14.0	14.0	4.0	0	0	4.0	0

percent rated the instruction the same.

Approximately 12.0 percent of both groups rated the discipline as excellent. None in Group II thought it to be poor. However, 6.0 percent of Group I rated the discipline as poor. None thought the buildings and facilities were excellent, but 15.8 percent rated them as poor. At the same time, 24.0 percent of Group I rated the buildings and facilities as excellent and only 2.0 percent rated them as poor.

The drop-outs in Group II seemed to be more critical of the teachers' recognition of the students in planning classroom work than did the subjects

of Group I. Thirty-seven and five-tenths percent of Group II rated this area of student-teacher relationship in their last high school as poor or very poor. Only 3.1 percent rated the area as excellent. Twenty percent of the subjects in Group I rated the subject area as excellent and 6.0 percent rated it as poor or very poor.

Again in rating the recognition of the student by the faculty and administration in planning school activities, the subjects in Group II seemed to be more critical than those in Group I. Only 6.3 percent of Group II rated this student-faculty-administration area as excellent while 18.8 percent rated it as poor. Twenty percent of the subjects in Group I indicated the subject area as excellent and 8.0 percent indicated a poor or very poor rating.

The boys of Group II seemed to be more critical of each subject area of the tables than did the girls of Group II. The girls in Group I seemed to be slightly more critical than the boys of Group I.

Life adjustment problems

Tables 43 and 44 contain data concerning the attitudes of the drop-outs toward the aid the high school offered in solving various life adjustment problems.

Subjects in Group II seemed to be more critical of the school than those in Group I when rating the amount of help received from the high school in the problem areas listed in the tables. In no area did the drop-outs of Group II indicate a higher percentage of its number rating the aid as "a great deal" of help as compared to Group I.

None of the drop-outs in Group II thought they received a great deal of help from the high school in choosing a vocation or securing a job. In Group I, however, 24 (54 percent) indicated they had received a great

deal of help in securing a job and five (12 percent) thought the school had helped them a great deal in choosing a vocation. Tables 25 and 26 do not indicate this same thought. These two tables seem to point out the fact that no one or the parents were the most influential in helping the drop-out secure his first job. One possible explanation for this difference may be that the subjects approached these areas from different points of view. Group II also seemed more critical of the high school than Group I since a larger percentage of its number rated the help received from the school as "none" in eight of the ten areas.

None of the drop-outs in either group indicated that they thought the school offered them no help whatever in the area of understanding their responsibility of citizenship.

Tables 45 and 46 contain data concerning the aid the high school offered in solving additional life adjustment problems.

Group II again seemed more critical than Group I toward the aid it received from the high school in solving the listed adjustment problems. The subjects in Group I reported larger percentages in each case expressing the attitude that high school was a great deal of help.

Subjects in both groups seemed to be consistent in rating the aid of the school in vocational areas. Retaining a consistent pattern, in Table 38, Group II rated aid in choosing a vocation and securing a job lower than did Group I.

None in Group II thought the school was a great deal of help in developing saleable vocational skills. Twelve percent of Group I thought school had been a great deal of help in this area.

In Table 39 it may be noted that drop-outs who participated in community activities seemed to participate in greater numbers in church

TABLE 43

Percentage of students in Group II that received help in pertinent life adjustment problems while attending high school as shown by sex (Questions 42 to 51, part 1)

	Sex	A great deal %	Con- sid- era- ble %	Some %	Little %	None %	No opinion %	No res- ponse %
Using your spare time	M	0	12.5	9.4	18.7	3.2	6.2	0
	F	0	12.5	9.4	15.6	6.2	6.3	0
Taking care of your health	M	0	3.1	37.5	6.3	0	3.1	0
	F	3.1	18.8	12.5	12.5	3.1	0	0
Understanding the re- sponsibility of cit- izenship	M	0	6.2	21.9	18.8	0	3.1	0
	F	3.1	6.2	34.4	6.3	0	0	0
Taking part in com- munity and civic affairs	M	0	6.2	9.5	21.9	9.3	3.1	0
	F	3.1	6.3	18.8	6.2	12.5	3.1	0
Preparing for marriage and family life	M	0	0	9.4	34.4	3.1	3.1	0
	F	3.1	6.2	15.6	18.8	6.3	0	0
Choosing a vocation	M	0	3.1	12.5	25.0	6.3	3.1	0
	F	0	9.4	12.5	15.6	3.1	9.4	0
Securing a job	M	0	6.2	6.2	18.8	15.7	3.1	0
	F	0	6.2	12.5	6.3	25.0	0	0
Getting along with people	M	6.3	21.9	18.7	0	0	3.1	0
	F	9.4	9.4	18.7	0	12.5	0	0
Preparing for further education	M	0	3.1	12.5	12.5	18.8	3.1	0
	F	0	9.4	15.6	9.4	12.5	3.1	0
Understanding your abilities and interests	M	0	0	31.3	9.4	6.2	3.1	0
	F	0	12.5	28.1	3.2	3.1	3.1	0

TABLE 44

Percentage of students in Group I that received help in pertinent life adjustment problems while attending high school as shown by sex according to data gathered in 1954 by Logan High School (Questions 42 to 51, inc, part 1)

	Sex	A Con-					No opinion	No res- ponse
		great deal	sid- era- ble	Some	Little	None		
		%	%	%	%	%	%	%
Using your spare time	M	6.0	16.0	20.0	16.0	4.0	0	2.0
	F	4.0	4.0	12.0	2.0	6.0	6.0	2.0
Taking care of your health	M	18.0	14.0	20.0	4.0	0	2.0	2.0
	F	8.0	8.0	10.0	4.0	2.0	2.0	2.0
Understanding the responsibility of citizenship	M	22.0	18.0	16.0	6.0	0	0	2.0
	F	6.0	12.0	10.0	4.0	0	0	4.0
Taking part in community and civic affairs	M	6.0	10.0	22.0	14.0	6.0	4.0	2.0
	F	4.0	4.0	12.0	0	4.0	4.0	4.0
Preparing for marriage and family life	M	10.0	16.0	10.0	12.0	12.0	2.0	2.0
	F	8.0	10.0	2.0	2.0	8.0	4.0	2.0
Choosing a vocation	M	10.0	10.0	16.0	4.0	16.0	6.0	2.0
	F	2.0	4.0	12.0	4.0	6.0	4.0	4.0
Securing a job	M	50.0	6.0	18.0	10.0	12.0	6.0	2.0
	F	4.0	6.0	10.0	2.0	8.0	2.0	4.0
Getting along with other people	M	18.0	16.0	20.0	0	6.0	2.0	2.0
	F	10.0	12.0	6.0	0	4.0	0	2.0
Preparing for further education	M	16.0	12.0	20.0	6.0	2.0	6.0	2.0
	F	4.0	8.0	14.0	4.0	2.0	0	4.0
Understanding your abilities and interests	M	16.0	18.0	14.0	12.0	2.0	0	2.0
	F	8.0	10.0	8.0	2.0	4.0	0	4.0

TABLE 45

Percentage of students in Group II that received help in pertinent life adjustment problems while attending high school as shown by sex (Questions 52 to 61, inc., part II)

	Sex	A	Con-	Some	Little	None	No	No res-
		great	sid-				opinion	
		deal	era-					
		%	ble	%	%	%	%	%
Ability to use good English in speaking and writing	M	0	19.8	25.0	3.1	0	3.1	0
	F	12.5	15.6	15.6	3.1	3.1	0	0
Using basic mathematical skills	M	3.1	18.8	25.0	0	0	3.1	0
	F	6.2	9.4	28.2	3.1	3.1	0	0
Ability to read better and understand the printed page	M	3.1	28.1	15.7	0	0	3.1	0
	F	12.5	18.8	18.7	0	0	0	0
Develop saleable vocational skills	M	0	0	18.8	21.9	6.2	3.1	0
	F	0	12.5	12.5	18.8	3.1	3.1	0
Using your money wisely	M	0	0	28.1	19.4	9.4	3.1	0
	F	0	12.5	15.6	12.5	6.3	0	0
Conducting your own business affairs	M	3.1	3.1	21.9	9.4	9.4	3.1	0
	F	0	12.5	15.7	12.5	9.3	0	0
Thinking through and adjusting to personal problems	M	0	0	18.8	21.9	6.2	3.1	0
	F	0	3.1	28.1	12.5	6.3	0	0
Understanding science as it applies to every day living	M	0	9.4	34.4	3.1	0	3.1	0
	F	3.1	12.5	15.7	6.2	6.2	6.3	0
Appreciation of beauty in music, literature, art, etc.	M	0	6.3	15.7	18.7	6.2	3.1	0
	F	3.1	21.9	12.5	3.1	9.4	0	0
Appreciation of moral and spiritual values in life	M	0	6.2	15.7	21.8	3.2	3.1	0
	F	6.3	9.4	25.0	9.3	0	0	0

TABLE 46

Percentage of students in Group I that received help in pertinent life adjustment problems while attending high school as shown by sex according to data gathered in 1954 by Logan High School (Questions 52 to 61, part II)

	Sex	A great deal		Con-	Some	Little	None	No opinion	No response
		%	%	sid- er- able					
Ability to use good English in speaking and writing	M	16.0	14.0	28.0	2.0	0	2.0	2.0	
	F	16.0	8.0	8.0	2.0	0	0	2.0	
Using basic mathematical skills	M	16.0	26.0	8.0	10.0	0	2.0	2.0	
	F	6.0	6.0	10.0	4.0	4.0	2.0	4.0	
Ability to read better and understand the printed page	M	26.0	18.0	16.0	0	2.0	0	2.0	
	F	18.0	10.0	6.0	0	0	0	2.0	
Develop saleable vocational skills	M	6.0	14.0	18.0	8.0	6.0	10.0	4.0	
	F	6.0	6.0	8.0	2.0	8.0	2.0	2.0	
Using your money wisely	M	10.0	10.0	12.0	12.0	12.0	6.0	2.0	
	F	2.0	4.0	12.0	4.0	8.0	2.0	2.0	
Conducting your own business affairs	M	8.0	12.0	22.0	10.0	4.0	6.0	2.0	
	F	0	12.0	6.0	6.0	4.0	4.0	4.0	
Thinking through and adjusting to personal problems	M	12.0	12.0	20.0	8.0	4.0	6.0	2.0	
	F	4.0	12.0	6.0	4.0	6.0	0	4.0	
Understanding science as it applies to every day living	M	16.0	22.0	14.0	4.0	0	6.0	2.0	
	F	6.0	4.0	12.0	4.0	6.0	2.0	2.0	
Appreciation of beauty in music, literature, art, etc.	M	16.0	14.0	20.0	6.0	2.0	4.0	2.0	
	F	6.0	8.0	10.0	4.0	4.0	2.0	2.0	
Appreciation of moral and spiritual values in life	M	28.0	14.0	12.0	2.0	2.0	4.0	2.0	
	F	8.0	8.0	8.0	6.0	4.0	0	2.0	

activities. In Group II, approximately 10 percent of the drop-outs felt school had been a great deal of help in appreciating moral and spiritual

values, and in Group I, 36.0 percent reported they had received a great deal of help in this area.

After her responses, one girl added a note which seemed to demonstrate much insight in rating the various subject questions. She said, "I find it very difficult to say just how much it (high school) has helped--its influences are probably greater than I remember."

Courses the drop-outs would add or expand

Tables 47 and 48 contain data concerning subjects the drop-outs would add or expand to the present school curriculum.

Approximately 35 percent of Group I failed to respond to this question. In Group II, 7.7 percent did not respond. Twelve drop-outs (36.6 percent) in Group II indicated that no courses would be added or expanded while only one (2.8 percent) in Group I stated they would add or expand nothing.

The percentages of responses of both groups were spread rather thinly over the entire range of major possible responses.

There were no subjects in Group I in favor of adding or expanding fine arts while none in Group II voiced opinions for expanding foreign languages. The two largest percentages of responses in Group I called for math and science and personal and family problems to be expanded. The opinion voiced most strongly in Group II was for language arts and personal and family problems to be expanded or added to the curriculum.

TABLE 47

Percentage of students in Group II that indicated various subjects or courses that should be added or given in larger amounts as shown by sex and year (Question 62-63)

Subjects	Sex	Year enrolled in 9th grade			Average by Sex	Combined Average %
		1936 %	1946 %	1948 %	%	
Fine arts	M	0	0	11.1	5.6	5.6
	F	16.7	0	0	5.6	
Foreign language	M	0	0	0	0	0
	F	0	0	0	0	0
Language arts	M	0	0	0	0	5.6
	F	16.7	16.7	0	11.1	
Mathematics and Science	M	28.5	0	11.1	19.8	9.9
	F	0	0	0	0	
Personal and family problems	M	0	0	0	0	5.6
	F	16.6	16.6	0	11.1	
Social studies	M	14.3	0	11.1	7.1	3.5
	F	0	0	0	0	
Vocational training	M	14.3	0	11.1	12.7	10.5
	F	0	0	25.0	8.4	
Physical education, health and related studies	M	0	0	0	0	5.6
	F	16.7	16.7	0	11.1	
Other	M	0	0	0	0	0
	F	0	0	0	0	
None	M	42.9	0	66.7	54.8	46.8
	F	33.3	33.3	50.0	38.8	
No response	M	0	0	0	0	6.9
	F	0	16.7	25.0	13.9	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 48

Percentage of students in Group I that indicated various subjects or courses that should be added or given in larger amounts as shown by sex and year according to data gathered in 1954 by Logan High School (Questions 62-63)

Subjects	Sex	Year enrolled in 9th grade			Average by Sex	Combined Average %
		1936 %	1946 %	1948 %	%	
Fine arts	M	0	0	0	0	0
	F	0	0	0	0	
Foreign language	M	0	14.3	0	3.1	1.5
	F	0	0	0	0	
Language arts	M	0	0	14.3	6.2	8.1
	F	20.0	0	33.3	11.1	
Mathematics and science	M	9.1	0	14.3	9.6	13.2
	F	0	30.0	0	16.7	
Personal and family problems	M	0	0	21.4	9.6	18.7
	F	40.0	20.0	33.4	27.7	
Social studies	M	9.1	0	7.1	6.2	5.9
	F	0	10.0	0	5.6	
Vocational training	M	27.3	28.6	0	15.5	7.8
	F	0	0	0	0	
Physical education, health and related studies	M	0	0	7.1	3.1	1.5
	F	0	0	0	0	
Other	M	0	0	7.1	3.1	4.3
	F	0	10.0	0	5.6	
None	M	0	0	0	0	2.8
	F	0	10.0	0	5.6	
No response	M	54.5	57.1	28.7	43.6	35.6
	F	40.0	20.0	33.3	27.7	
Total	M	100	100	100	100	100
	F	100	100	100	100	

Courses the drop-outs would eliminate or reduce

Tables 49 and 50 contain data concerning curricular areas that the drop-out students would eliminate or reduce.

No response was made by 60.6 percent of Group I and 23.3 percent of Group II.

Those who stated they would not eliminate or reduce any subjects amounted to approximately 70 percent of Group II and 20 percent of Group I.

TABLE 49

Percentage of students in Group II that indicated various subjects that should be eliminated or reduced as shown by sex and year (Questions 64-65)

Subjects	Sex	Year enrolled in 9th grade			Average by Sex	Combined Average
		1936 %	1946 %	1948 %	%	%
Fine arts	M	0	0	0	0	0
	F	0	0	0	0	
Foreign language	M	0	0	0	0	0
	F	0	0	0	0	
Language arts	M	0	0	0	0	0
	F	0	0	0	0	
Mathematics and science	M	0	0	0	0	0
	F	0	0	0	0	
Personal and family problems	M	0	0	0	0	0
	F	0	0	0	0	
Social studies	M	0	0	0	0	2.8
	F	0	16.7	0	5.6	
Vocational training	M	0	0	11.1	5.6	2.8
	F	0	0	0	0	
Physical education, health and related studies	M	0	0	0	0	0
	F	0	0	0	0	
Other	M	0	0	0	0	0
	F	0	0	0	0	
None	M	100	0	88.9	94.4	88.8
	F	83.3	66.7	100	83.3	
No response	M	0	0	0	0	5.6
	F	33.3	0	0	11.1	
Total percentage	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 50

Percentage of students in Group I that indicated various subjects that should be eliminated or reduced as shown by sex and year according to data gathered in 1954 by Logan High School (Questions 64-65)

Subjects	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
Fine arts	M	0	14.3	0	3.1	1.4
	F	0	0	0	0	
Foreign language	M	0	0	0	0	0
	F	0	0	0	0	
Language arts	M	0	0	7.1	3.1	1.4
	F	0	0	0	0	
Mathematics and science	M	0	0	0	0	8.3
	F	20.0	0	20.0	16.6	
Personal and family problems	M	0	0	7.2	3.1	4.8
	F	0	0	33.3	5.6	
Social studies	M	0	0	7.1	3.1	1.5
	F	0	0	0	0	
Vocational training	M	0	0	0	0	0
	F	0	0	0	0	
Physical education, health and related studies	M	9.1	0	0	3.1	1.5
	F	0	0	0	0	
Other	M	0	0	7.2	3.2	1.6
	F	0	0	0	0	
None	M	18.2	0	21.4	15.7	18.9
	F	40.0	20.0	0	22.2	
No response	M	72.7	85.7	50.0	65.6	60.6
	F	40.0	60.0	66.7	55.6	
Total	M	100	100	100	100	100
	F	100	100	100	100	

It seems that the sentiment of the majority of both groups was captured when a girl of Group II said, "I feel that most classes, even

those I didn't enjoy, have been of benefit."¹

Special activities the drop-outs would add or expand

When asked what special services should be expanded or added, the drop-outs gave responses that have been tabulated and recorded in Tables 51 and 52.

Again Group I had a large percentage, or approximately 41.0 percent, who failed to respond to the question. Two and eight-tenths percent of Group II failed to respond.

Thirty-two drop-outs (47.6 percent) in Group II reported that no changes should be made while only four drop-outs (8.7 percent) of Group I made the same response.

The area given the most attention by both groups was that of counseling and vocational placement. Twenty-two and one-tenth percent of Group I favored expansion or addition of counseling while 18.2 percent of Group II favored the same action.

Medical services seemed to be next in importance by both groups. In Group I, 18.8 percent of the drop-outs wanted more medical services, and in Group I, 9.9 percent advocated expanded medical services.

TABLE 51

Percentage of students in Group II that indicated various special services or activities that should be added or expanded as shown by sex and year (Questions 66-67)

Special Activity or service	Sex	Year enrolled in 9th grade			Average by Sex	Combined Average %
		1936 %	1946 %	1948 %	%	
Competitive athletics	M	0	0	11.1	5.6	2.8
	F	0	0	0	0	
Counseling and vocational placement	M	28.5	0	15.4	14.2	18.2
	F	33.3	33.3	0	22.2	
Cultural activities	M	0	0	0	0	2.8
	F	16.7	0	0	5.6	
Intramurals	M	0	0	0	0	0
	F	0	0	0	0	
Professional clubs	M	0	0	0	0	0
	F	0	0	0	0	
Social clubs	M	0	0	0	0	4.2
	F	0	0	25.0	8.4	
Recreational activities	M	0	0	11.1	5.6	2.8
	F	0	0	0	0	
School lunch	M	0	0	0	0	0
	F	0	0	0	0	
Medical services	M	14.3	0	0	7.1	18.8
	F	16.7	50.0	25.0	30.5	
None	M	57.2	0	77.8	67.5	47.6
	F	33.3	0	50.0	27.7	
No response	M	0	0	0	0	2.8
	F	0	16.7	0	5.6	
Total	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 52

Percentage of students in Group I that indicated various special services or activities that should be added or expanded as shown by sex and year according to data gathered in 1954 by Logan High School (Questions 66-67)

Special activity or service	Sex	Year enrolled in 9th grade			Average by Sex	Combined Average %
		1936 %	1946 %	1948 %	%	
Competitive athletics	M	0	0	14.3	6.3	5.9
	F	0	10.0	0	5.6	
Counseling and vocational placement	M	45.5	14.3	21.4	27.5	22.1
	F	20.0	10.0	33.3	16.6	
Cultural activities	M	0	0	0	0	0
	F	0	0	0	0	
Intramurals	M	0	0	0	0	0
	F	0	0	0	0	
Professional clubs	M	0	0	0	0	0
	F	0	0	0	0	
Social clubs	M	0	14.3	0	3.2	4.4
	F	0	10.0	0	5.6	
Recreational activities	M	0	0	21.4	9.7	7.6
	F	0	10.0	0	5.6	
School lunch	M	0	0	0	0	0
	F	0	0	0	0	
Medical services	M	0	0	7.2	3.2	9.9
	F	40.0	0	0	16.6	
None	M	9.0	0	7.1	6.3	8.7
	F	20.0	10.0	33.3	11.1	
No response	M	45.5	71.4	28.6	43.8	41.4
	F	20.0	50.0	33.4	38.9	
Total	M	100	100	100	100	100
	F	100	100	100	100	

Special activities the drop-outs would eliminate or reduce

Drop-out responses to the question asking what special activities should be eliminated or reduced are recorded in Tables 53 or 54.

TABLE 53

Percentage of students in Group II that indicated various special services or activities that should be omitted or reduced as shown by sex and year (Questions 68-69)

Special activity or service	Sex	Year enrolled in 9th grade			Average	Combined Average %
		1936 %	1946 %	1948 %	by Sex %	
Competitive athletics	M	28.5	0	0	14.3	7.1
	F	0	0	0	0	
Counseling and vocational placement	M	0	0	0	0	0
	F	0	0	0	0	
Cultural activities	M	0	0	0	0	0
	F	0	0	0	0	
Intramurals	M	0	0	0	0	0
	F	0	0	0	0	
Professional clubs	M	0	0	0	0	0
	F	0	0	0	0	
Social clubs	M	0	0	0	0	8.3
	F	33.3	16.7	0	16.6	
Recreational activities	M	0	0	0	0	0
	F	0	0	0	0	
School lunch	M	0	0	0	0	0
	F	0	0	0	0	
Medical services	M	0	0	0	0	0
	F	0	0	0	0	
None	M	71.5	0	100	85.7	69.3
	F	50.0	33.3	75.0	52.8	
No response	M	0	0	0	0	15.3
	F	16.7	50.0	25.0	30.6	
Total	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 54

Percentage of students in Group I that indicated various special services or activities that should be omitted or reduced as shown by sex and year according to data gathered by Logan High School in 1954 (Questions 68-69)

Special activity or service	Sex	Year enrolled in 9th grade			Average by Sex	Combined Average
		1936 %	1946 %	1948 %	%	
Competitive athletics	M	0	0	7.2	3.1	1.6
	F	0	0	0	0	
Counseling and vocational placement	M	0	0	0	0	0
	F	0	0	0	0	
Cultural activities	M	0	0	7.1	3.1	4.3
	F	20.0	0	0	5.6	
Intramurals	M	0	0	0	0	0
	F	0	0	0	0	
Professional clubs	M	9.1	14.3	7.1	9.6	10.4
	F	0	20.0	0	11.2	
Social clubs	M	9.1	0	7.2	6.1	5.9
	F	0	0	33.4	5.6	
Recreational activities	M	0	0	0	0	0
	F	0	0	0	0	
School lunch	M	0	0	0	0	0
	F	0	0	0	0	
Medical services	M	0	0	0	0	0
	F	0	0	0	0	
None	M	18.2	14.3	35.7	25.0	31.9
	F	40.0	40.0	33.3	38.8	
No response	M	63.6	71.4	35.7	53.1	45.9
	F	40.0	40.0	33.3	38.8	
Total	M	100	100	100	100	100
	F	100	100	100	100	

Failure to respond was noted in 45.9 percent of the subjects in Group I. In Group II, 15.5 percent failed to respond to the question.

The majority of the responding students in both groups indicated

they would make no eliminations or reductions in the school curriculum. In Group II, 22 drop-outs (69.3 percent) made this response while 14 drop-outs (31.9 percent) in Group I responded in the same manner.

It is interesting to note that only boys in both groups would eliminate or reduce competitive athletics.

The area that received the most criticism of both groups was that of the social club. An average of 5.9 percent of the drop-outs of Group I and an average of 8.3 percent of Group II stated that social clubs should be eliminated or reduced.

Approximately 10.0 percent of Group I stated that professional clubs should be reduced. It is interesting to note that none of those in Group II called for such action.

Reason for leaving Logan High School

Tables 55 and 56 indicate responses made by the drop-outs to the question searching for reasons why the drop-out left school.

Again, a large percentage (22.0 percent) of drop-outs in Group I failed to respond to the question. All of those in Group II stated reasons why they left school.

Most of the girls in both groups dropped out of school because of marriage. In Group I, 44.4 percent and in Group II, 52.8 percent of the girls left school due to marriage. Marriage seemed to attract larger percentages of the girls in both Group I and Group II and who were in the ninth grades in 1946 and 1948, than those who were in the ninth grade in 1936. Lack of finances seemed to compete with marriage in causing the girls who were in the ninth grade in 1936 to leave school.

Lack of finances seemed to be the greatest single factor causing the boys of both groups to leave school. Approximately 57.1 percent of

the boys in Group II who were in the ninth grade in 1936 reported they left school because of lack of finances. Of those boys who were in the ninth grade in 1936 and in Group II, approximately 35 percent reported they left school because of lack of finances.

Duty in the Armed Forces was given as the reason for 12.5 percent of the boys in Group I and 23.8 percent of the boys in Group II for leaving school.

"Other" reasons for leaving school were given by 16.5 percent of the total number of Group I and 11.9 percent of Group II. An interesting and somewhat typical response in this area was made by a boy in Group II. His response seems to indicate the discontent expressed in some of the other comments made by the drop-outs. He said, "I just wanted to wander."

It may be noted that none of those in Group II indicated they left school because of poor social adjustment with others. In Group I, 2.8 percent gave this reason for leaving school. It is interesting to note in Tables 53 and 54 that large percentages of the drop-outs reported that social adjustment was one of the most valuable experiences of high school.

Most important contribution

In Tables 57 and 58 the drop-outs' report of the most valuable contribution of high school has been tabulated.

Social adjustment was reported by five (30.2 percent) of the drop-outs of Group II and ten (22.0 percent) in Group I as being the most important contribution of the high school. This fact is further substantiated when observing Tables 43 and 44. It may be noted that approximately 46.0 percent of the drop-outs of Group I reported that school was at least a considerable help in helping the individual to get along with other people. In Group II, 47.0 percent of the total group gave a similar

TABLE 55

Percentage of students in Group II that indicated reasons for leaving school as shown by sex and year (Questions 70-71)

Reason	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
Social adjustment with others	M	0	0	0	0	0
	F	0	0	0	0	0
Adjustment with administration and faculty	M	14.3	0	11.1	12.7	
	F	0	0	0	0	6.4
Failure to make proper progress	M	0	0	11.1	5.6	
	F	0	0	0	0	2.8
Receiving no benefit from school	M	0	0	22.2	11.1	
	F	16.7	0	0	11.1	11.1
Home problems and health	M	0	0	0	0	
	F	16.7	0	25.0	13.9	6.9
Marriage	M	0	0	0	0	
	F	16.6	66.6	75.0	52.8	26.4
Lack of finances	M	57.1	0	11.1	34.1	
	F	33.3	0	0	11.1	22.6
Armed Forces	M	14.3	0	33.4	23.8	
	F	0	0	0	0	11.9
Other	M	14.3	0	11.1	12.7	
	F	16.7	16.7	0	11.1	11.9
No response	M	0	0	0	0	
	F	0	0	0	0	0
Total	M	100	100	100	100	
	F	100	100	100	100	100

TABLE 56

Percentage of students in Group I that indicated reasons for leaving school as shown by sex and year according to data gathered in 1954 by Logan High School (Questions 70-71)

Reason	Sex	Year enrolled in 9th grade			Average by Sex %	Combined Average %
		1936 %	1946 %	1948 %		
Social adjustment with others	M	0	0	0	0	2.8
	F	0	10.0	0	5.6	
Adjustments with adminis- tration and faculty	M	0	0	7.2	3.2	1.6
	F	0	0	0	0	
Failure to make proper progress	M	9.1	0	14.3	9.7	4.8
	F	0	0	0	0	
Receiving no benefit from school	M	0	0	0	0	2.6
	F	0	10.0	0	5.6	
Home problems and health	M	0	0	7.1	3.2	7.1
	F	20.0	0	33.3	11.1	
Marriage	M	9.1	0	0	3.2	23.7
	F	20.0	60.0	33.4	44.4	
Lack of finances	M	36.4	14.2	7.2	18.8	12.7
	F	20.0	0	0	5.6	
Armed Forces	M	0	42.9	7.1	12.5	6.2
	F	0	0	0	0	
Other	M	18.2	0	35.7	21.9	16.5
	F	0	10.0	33.3	11.1	
No response	M	27.2	42.9	21.4	27.5	22.0
	F	40.0	10.0	0	16.6	
Total	M	100	100	100	100	100
	F	100	100	100	100	

response.

The number of non-responses was again high in Group I and amounted to approximately 45 percent of the total group. In Group II, approximately 15.3 percent of the subjects failed to respond.

General education was considered the most valuable contribution of

the high school by 13.9 percent of Group II. However, in Group I, a smaller percentage (4.3 percent) reported they had the same feeling. It may be noted from the subject tables that formal education was expressed as the most valuable high school contribution by somewhat smaller percentages of the students than those expressing favor with general education.

None of the drop-outs in either Group I or Group II listed government or civic responsibility as being the most important contribution of high school. However, one must be cautious not to make the interpretation that the students received no valuable experiences in this area. Tables 43 and 44 indicate that 15.5 percent of Group II and 58.0 percent of Group I reported that school helped them at least considerable in understanding the responsibilities of citizenship.

Suggestions

Space was provided for the drop-outs to make any suggestions that might help the school to be of greater service. Twenty-two of the 52 drop-outs of Group II felt they had suggestions or comments to make, and the following statements were interesting to the writer and seemed to represent a range of attitudes, interests and abilities of the respondents of both groups.

"My children enjoy today's schools."¹¹

"I don't like mixed grades."¹²

"School nurses should visit rooms and pupils more often."¹³

"Kids should take school more seriously."¹⁴

"An understanding between teachers and all students, not just a few pets. It seems like some students can do anything in school as long as they butter up the teacher, making it hard for the others."¹⁵

"Cut out clique crowds. Give every student an equal chance

TABLE 57

Percentage of students in Group II that indicated various important contributions made to their lives by their high school as shown by sex and year (Question 72)

Contribution	Sex	Year enrolled in 9th grade			Average by sex	Combined Average %
		1936 %	1946 %	1948 %	%	
Social adjustment	M	42.9	0	22.2	32.5	30.2
	F	16.7	16.7	50.0	27.8	
Formal education	M	28.5	0	0	14.2	12.6
	F	16.7	16.7	0	11.1	
General education	M	0	0	22.2	11.1	13.9
	F	33.3	16.7	0	16.6	
Character, moral and spiritual training	M	14.3	0	0	7.2	6.3
	F	16.6	0	0	5.5	
Developing individual talents and leadership	M	0	0	22.1	11.1	5.6
	F	0	0	0	0	
Government and civic responsibility	M	0	0	0	0	0
	F	0	0	0	0	
Training for marriage and home responsibility	M	0	0	0	0	2.8
	F	16.7	0	0	5.6	
Vocational training and placement	M	14.3	0	0	7.2	3.6
	F	0	0	0	0	
Other	M	0	0	11.1	5.5	9.7
	F	0	16.7	25.0	13.9	
No response	M	0	0	22.3	11.2	15.3
	F	0	33.3	25.0	19.5	
Total	M	100	100	100	100	100
	F	100	100	100	100	

TABLE 58

Percentage of students in Group I that indicated various important contributions made to their lives by their high school as shown by sex and year according to data gathered in 1954 by Logan High School (Question 72)

Contribution	Sex	Year enrolled in 9th grade			Average by sex %	Combined Average %
		1936 %	1946 %	1948 %		
Social adjustment	M	27.2	14.3	21.4	21.8	22.0
	F	20.0	20.0	33.3	22.2	
Formal education	M	9.1	0	0	3.1	4.3
	F	0	0	33.4	5.5	
General education	M	9.1	0	0	3.1	4.3
	F	0	0	33.4	5.6	
Character, moral, and spiritual training	M	9.1	14.3	7.1	9.6	4.8
	F	0	0	0	0	
Developing individual talents and leadership	M	9.1	14.3	0	6.2	8.7
	F	0	20.0	0	11.1	
Government and civic responsibility	M	0	0	0	0	0
	F	0	0	0	0	
Training for marriage and home responsibility	M	0	0	0	0	2.8
	F	20.0	0	0	5.6	
Vocational training and placement	M	0	0	0	0	2.8
	F	0	10.0	0	5.6	
Other	M	0	0	14.3	6.2	5.9
	F	20.0	0	0	5.6	
No response	M	36.4	57.1	57.2	50.0	44.4
	F	40.0	50.0	0	38.8	
Total	M	100	100	100	100	100
	F	100	100	100	100	

regardless of family background or financial status."

"Chance to work and earn their way for those who haven't much help at home."

"Much of our time is wasted in high school. My husband has gone through college and plans for further education. He often complains about the fact that he should have learned

half of what he's had to learn while in high school. Swiss kids learn calculus before 16. We can too."

"I would do away with study halls as they are never used by the majority."

"Specific facts are forgotten and attitudes and desire for learning are not. The teachers I most remember are those who demand good work, good discipline, accomplishment."

"Teachers really earn their money."

SUMMARY

In 1953 the Department of Public Instruction of the State of Utah conducted an evaluation of its schools. Part of the evaluation consisted of a follow-up of the students of the ninth grade classes of most Utah Schools for the years 1936, 1946, and 1948. The instrument used for collecting the data was a questionnaire. The evaluation was completed in 1954.

The secondary schools of Logan participated in the study. A total of 657 students were involved. Of this number, 156 failed to graduate from Logan High School. Questionnaires were mailed by Logan schools and returned by 79 percent of the graduates and only 29 percent of those who were considered non-graduates.

This study was concerned with the drop-out students of the 111 students who withdrew from Logan High School before graduating and who failed to answer the first questionnaire sent by the Logan secondary schools, and the 45 drop-out students who did answer the questionnaire.

In obtaining the necessary information for this study, a questionnaire was used. The questionnaire was reprinted in the same form as the Department of Public Instruction had first devised it. The questionnaires were sent out by mail. Twenty days later a second questionnaire was mailed to the subjects who had not responded to the first questionnaire. Ten days after the second questionnaire was sent out, students living in northern Utah were contacted and each questionnaire was completed in the presence of the writer.

Drop-out students, as used in this study, are defined as those students who were in the ninth grade of Logan secondary schools in the

years 1936, 1946, and 1948, who did not graduate from high school.

Group I, as used in this study, pertains to those drop-out students who responded to the questionnaire sent out by Logan High School in 1953.

Group II pertains to those drop-out students who responded to the questionnaire sent out by the writer.

From the foregoing analysis of data, the following statements seem to be justified.

1. The majority of the drop-outs of both Group I and Group II still lived in Utah.
2. Both groups were similar in marital status.
3. Those drop-outs in Group II seemed to marry at a slightly earlier age than those in Group I.
4. The drop-outs in both groups seemed to have approximately the same size families.
5. The findings of this study indicated that many students who left Logan schools graduated from other high schools.
6. The majority of the drop-outs did not continue their education in college. A slightly larger percentage of the drop-outs in Group I attended college than did those in Group II.
7. After leaving high school, most of the subjects in both Groups I and II had little or no further formal education of any type.
8. The majority of the girls in both groups were housewives, and the majority of the boys were employed by others.
9. Both groups were somewhat similar in the distribution of types of present employment.
10. The majority of the students in both groups obtained their first job with little or no aid from the school.

11. Drop-outs in Group II changed jobs slightly more often than those in Group I.

12. The average salaries of the subjects in both groups seemed to be below the average salaries as reported by subjects who responded to the questionnaires sent out by the various schools in 1954. Those in Group II seemed to be earning slightly higher salaries per year than those in Group I. No specific answer can be found for this in the study. It may be that the drop-outs in Group II simply attempted to obtain better positions, and at the same time, it must be remembered that inflation had caused wages to rise during the time interval between the two studies. It is possible that the average salaries of the subjects in the two groups are approximately equal today.

13. The majority of the drop-outs in both groups indicated satisfaction with their present employment.

14. Both groups were somewhat similar in the percentage who served in the Armed Forces and in their apparent success in the military.

15. Neither of the two groups participated to a great extent in school activities.

16. The majority of both groups participated little in community activities after leaving high school. Of the drop-outs who did participate in the community, most of those in both groups took part in church activities.

17. Group II seemed to be slightly more critical of the school administration and faculty than did Group I.

18. Group II seemed to be more critical of the aid it received from the school in meeting certain life adjustment problems.

19. The majority of both groups expressed the opinion that the

curricula offered in high school were satisfactory.

20. Both groups seemed to be similar in their desires for additional counseling and vocational placement services to be added to the school's program.

21. Neither group seemed to favor elimination of any special services or activities offered by the school.

22. Most of the girls in both groups left high school to be married. Most of the boys in both groups seemed to leave school because of economic problems.

23. Both groups seemed to think the practice and use of the tools of social adjustment were the most important contributions of the high school.

24. Students in Group I did not respond to as many questions as those in Group II. This may be due to the fact that many of those in Group II completed the questionnaire in the presence of the writer.

RECOMMENDATIONS

It seems to the writer that some general recommendations may be drawn from the data presented in this study. However, it must be remembered that many reasons have been offered concerning the complex situation of why youth leave school. Although the problem has been approached by a variety of methods, it appears that no single study is sufficiently reliable to be used exclusively in determining the causes that influence drop-out or in constructing curricula to satisfy all the youth.

Since many students who are considered drop-outs transfer to other schools and graduate, it is recommended that the curricula of all the high schools in the intermountain area be evaluated and adjustments be made, if need be, to satisfy the needs of those who transfer to and from other schools as well as those who remain.

It is recommended that the most advanced and sound vocational guidance and placement practices be reviewed to attempt to find more ways of reaching and helping more students.

It is recommended that studies be conducted on the local level to find reasons why many youth seem to enjoy and hold in high regard the social life of the school.

It is recommended that means of contacting, encouraging, and making more social activities available to all the youth be reviewed and a plan initiated.

It is further recommended that an evaluation of the opportunities and resources of the Logan area be made through which students who are in need of economic assistance may earn money and continue school at the same time. If such a plan were initiated, it possibly would be necessary to

construct a special curriculum for certain students.

It is recommended that continued education, free of charge, should be offered to those who drop out of high school in special sessions at the day school or in evening school sessions until high school graduation has been attained.

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FOLLOW-UP QUESTIONNAIRE OF FORMER HIGH SCHOOL STUDENTS

A GENERAL STATEMENT

You have been selected as one of the former high school students in Utah to help us evaluate and improve our high school program. Your high school is cooperating with the State School Office in conducting a state-wide follow-up study of former high school students who were in the 9th grade classes during the fall of 1936, 1946, and 1948. *Because you were a member of one of these groups, we need your help in answering this questionnaire promptly and accurately.* The data gathered will be kept confidential and will be used to help teachers and administrators develop better schools. Feel free to speak frankly on any item. Please read each question carefully and select, as accurately as possible, the one choice that best describes your situation. Be sure to encircle *only one* choice in each question unless you are directed otherwise. In marking the question, be sure to encircle the number of the choice which is true in your case. For example:

1. What kind of books do you like best?

- 1-1 Historical
- 1-2 Scientific
- 1-3 Non-fiction
- 1-4 Biography
- 1-5 Books on world affairs

If you like scientific books best, you would mark the question by putting a circle around the choice 1-2 which, as you see, indicates "scientific" books.

<p>5-7. (Name of school sending questionnaire)</p> <hr/> <p>3. Encircle the year you were in the 9th grade:</p> <p>8-1 Fall of 1936 8-2 Fall of 1946 8-3 Fall of 1948</p> <hr/> <p>9. Indicate where you now live:</p> <p>9-1 In same town as your last high school 9-2 Not in same town as last high school, but still in Utah 9-3 In mountain states (Wyoming, Idaho, Montana, Colorado, Arizona, Nevada) 9-4 In California 9-5 In coast states other than California (Oregon, Washington) 9-6 In middle United States 9-7 In eastern United States 9-8 In one of the territories of U. S. not listed as one of the 48 states 9-9 Outside of U. S. domain (give name of country)</p> <hr/> <p>1. Marital status: (Encircle only one)</p> <p>10-1 Single (never been married) 10-2 Married (only once) 10-3 Separated and not divorced 10-4 Divorced and not remarried 10-5 Divorced and remarried 10-6 Widowed and remarried 10-7 Widowed and not remarried 10-8 Married 2 or more times and now unmarried 10-9 Married 3 or more times and now remarried</p> <hr/> <p>1. Age at first marriage:</p> <p>11-1 Not married 11-2 16 years or under 11-3 17-18 years 11-4 19-20 years 11-5 21-22 years 11-6 23-24 years 11-7 25-26 years 11-8 27-28 years 11-9 29 or older</p>	<p>12. Encircle the number of children you have had:</p> <p>12-1 No children 12-2 One child 12-3 Two children 12-4 Three children 12-5 Four children 12-6 Five children 12-7 Six children 12-8 Seven children 12-9 Eight children or more</p> <hr/> <p>13. Indicate the highest grade completed in junior or senior high school: (Encircle only one)</p> <p>13-1 Eighth grade 13-2 Ninth grade 13-3 Tenth grade 13-4 Eleventh grade 13-5 Twelfth grade, but not graduated 13-6 Graduated from high school</p> <hr/> <p>14. Indicate number of years of college work completed:</p> <p>14-1 None 14-2 One year or less completed 14-3 Two years completed 14-4 Three years completed 14-5 Four years completed, but no degree 14-6 B.S. or B.A. Degree 14-7 Five years, but no Master's Degree 14-8 Master's Degree 14-9 Doctor's Degree</p> <hr/> <p>15. Encircle the one most important kind of additional schooling you have had since leaving high school: (Encircle only one)</p> <p>15-1 No additional schooling 15-2 Correspondence course 15-3 Trade school 15-4 Business school 15-5 Apprenticeship training 15-6 Basic military training 15-7 Armed Forces Institute training 15-8 College training 15-9 Other (please list).....</p>	<p>16. Present employment status: (Encircle only the one you consider your most important activity)</p> <p>16-1 Full-time business for self 16-2 Working for pay full-time, but not in business for self 16-3 Working for pay part-time 16-4 In school full-time 16-5 In school part-time 16-6 Housewife not otherwise employed 16-7 In Armed Forces 16-8 Unemployed but looking for work 16-9 Unemployed because of disability or illness</p> <hr/> <p>17. ANSWER ONLY IF YOU ARE EMPLOYED FULL-TIME What is your present job title?</p> <p>.....</p> <p>Please describe the type of work you are doing:</p> <p>.....</p> <hr/> <p>18. Who helped you most in getting your first full-time job after leaving school?</p> <p>18-1 Parents 18-2 Other relatives or friends 18-3 High School Counselor 18-4 High School Placement Officer 18-5 Principal or Teacher 18-6 State Employment Office 18-7 Private Employment Office 18-8 No help received 18-9 Other</p>
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35-41. Please indicate the extent to which you think the following statements were characteristic of your school:
(Check only one for each statement)

	Excellent	Good	Fair	Poor	Very Poor	No Opinion
35. Smooth and orderly administration						
36. Students recognized by faculty and administration in planning of school activities						
37. Friendly and understanding faculty						
38. Students recognized by teachers in planning classroom work						
39. Quality of instruction of teachers						
40. Discipline in the school						
41. Buildings and facilities						

42-61. In the items listed below, will you please think through and indicate how well you think your high school has helped you in each area: (Check only one for each item)

	A Great Deal	Considerable (Less than "a great deal," but more than "some")	Some	Little (Less than "some" but more than "none")	None	No Opinion
42. Using your spare time						
43. Taking care of your health						
44. Understanding the responsibilities of citizenship						
45. Taking part in community and civic affairs						
46. Preparing for marriage and family life						
47. Choosing a vocation						
48. Securing a job						
49. Getting along with other people						
50. Preparing for further education						
51. Understanding your abilities and interests						
52. Ability to use good English in speaking and writing						
53. Using basic mathematical skills						
54. Ability to read better and understand the printed page						
55. Develop saleable vocational skills						
56. Using your money wisely						
57. Conducting your own business affairs						
58. Thinking through and adjusting to personal problems						
59. Understanding science as it applies to every-day living						
60. Appreciation of beauty in music, literature, art, etc.						
61. Appreciation of the moral and spiritual values in life						

APPENDIX B

LETTER THAT ACCOMPANIED QUESTIONNAIRE

June 7, 1956

Dear Friends:

Are you planning on voting for President next November? Here is an opportunity for you to vote for Utah schools today.

It is vitally important for this country to support the best possible school system. The times demand it.

Since you have attended our Utah schools, you are the expert we at Utah State Agricultural College need to give us more information about Utah schools. Your "vote" through the enclosed questionnaire will help to lead us toward better schools for your children just as your vote next November will help to decide our future government.

Will you take a few moments right now to write now your answers on the enclosed questionnaire?

Thank you for exercising your privilege of voting for our schools.

Sincerely yours,

J. T. Herrod, Jr.
Graduate student

APPENDIX C
FIRST FOLLOW-UP LETTER

U. S. A. C.
Logan, Utah
June 27, 1956

Dear Friend:

Have you mailed the questionnaire we sent you a few days ago? We hope it is in the mail now! If not, won't you take a few minutes to complete the form and mail it.

The questionnaire is the first step in our efforts to help Utah schools to continue to progress. Your remarks are needed! Please help us by mailing the questionnaire today!

Sincerely yours,

J. T. Herrod, Jr.

APPENDIX D

Pocatello, Idaho
July 9, 1956

Dear Sirs:

I hardly feel qualified to answer the questionnaire in regard to Utah schools, since I only attended for a short while. I went to high school in Idaho.

Sincerely,