DOCUMENT RESUME

ED 039 088 RC 004 354

AUTHOR Baker, William Pitt
TITLE 1961 Follow-Up Study of Drop-Outs and Graduates of 1957-58 and 1959-60; With Special Reference to Problems Encountered by Bilingual (Mexican-American) Leavers.
INSTITUTION San Jose East Side Union High School District, Calif.
PUB DATE Dec 62
NOTE 47p.

EDRS PRICE EDRS Price MF-$0.25 HC-$2.45
DESCRIPTORS Bilingual Students, Comparative Statistics, *Curriculum Evaluation, Disadvantaged Groups, *Dropout Research, Employment Patterns, Family Life, *Followup Studies, Graduate Surveys, Guidance, High School Graduates, Income, *Mexican Americans, Occupational Information, *Out of School Youth, Questionnaires
IDENTIFIERS *California, San Jose

ABSTRACT

The purposes of this second report in a series of 5-year follow-up studies of a school district in San Jose, California, were (1) to compare bilingual (Mexican American) and monolingual graduates and dropouts from the school years ending in 1958 and 1960 and (2) to compare the results of this 1961 study with a similar study conducted during the school years ending in 1953 and 1955. Objectives of the study included (1) determination of characteristics and activities of "school leavers," (2) evaluation of differences in problems faced by school leavers of Mexican ancestry, (3) evaluation of curricular aspects to which follow-up data apply, and (4) evaluation of the school guidance program. The report presents tabular data comparing graduates and dropouts -- often with comparable figures from the original (1956) study -- and inferences drawn from each table. A summary of findings as related to objectives of the study is given, along with recommendations for changes in the curriculum and the guidance program. A copy of the questionnaire used in obtaining data for the study is appended. Related documents are RC 004 353 and RC 004 355. (TL)

December, 1962

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

1961 FOLLOW-UP STUDY OF DROP-OUTS AND GRADUATES OF 1957-58 AND 1959-60

with special reference to problems encountered by bilingual (Mexican-American) leavers

EAST SIDE UNION HIGH SCHOOL DISTRICT
4600 Alum Rock Avenue
San Jose 27, California

EAST SIDE UNION HIGH SCHOOL DISTRICT FOLLOW-UP STUDY

(Graduates and Drop-outs of 1958 and 1960)

4600 Alum Rock Avenue
San Jose, California

INTRODUCTION:

This report is second in a series of 5-year follow-ups of the East Side Union High School District. First report (1956) is included in the dissertation A High School Program Evaluation by Means of A Cooperative Follow-Up Study, Stanford University, 1956, or from the microfilm library at Ann Arbor, Michigan. Writer of both reports is William P. Baker, Deputy Superintendent of the district. Report covers all three then-operating schools of the district, and inferences are drawn from and reported for the combined data, although in selected areas schools were considered individually.

Many additional questions will be raised in minds of readers as this study is perused - questions for which answers are not reported but are apparently available. Interested persons should refer any such questions to the office of the Deputy Superintendent. All materials pertaining to the study will be on file until January 1, 1968.

PROCEDURES:

1. Groups studied and means of sampling. Graduating classes of 1958 and 1960 (N 327 and 467), and all drop-outs of the school years 1957-58 and 1959-60 (N 131 and 200) were studied for the three schools of the district.* Graduates were studied by means of a proportional sample (60%), by listing names in each class alphabetically and selecting every odd numbered name and all numbers ending in zero for sampling. All drop-outs received questionnaires because of their smaller number and the lower percentage of returns expected. Questionnaires were mailed in June, 1961, and sampling was closed in June, 1962, with 95% of returns filed prior to September, 1961. Special analysis was made (as in 1956 study) of responses of bilingual Mexican-American youngsters because of their number (approximately 30% of school population) and unique problems. Although they are not completely accurate, the terms "bil" and "mono" are used hereafter (for convenience and to avoid undue ethnic reference) to designate Mexican-Americal (bilingual) students and other students (monolingual).

2. Preparation of questionnaire. For purposes of comparison and because 1956 study had used a cooperatively developed (faculty and student) questionnaire which was highly satisfactory, the 1956 questionnaire was used as a model. All departments in all schools met to discuss recommendations for improvement. These were incorporated in the 1961 questionnaire.

3. Returns on Questionnaires. Goals were set at 75% for the graduates and 33% for the drop-outs. Final returns were 79% and 29%, with the graduate returns later reduced to 77% to balance the strata, as explained below.

* James Lick High School was the only school in the district with a 1958 senior class. In 1960, graduates were included from Andrew Hill and Samuel Ayer High Schools as well.

4. Analysis of returns. Returns were analyzed for bias through the following techniques:

4.1 Graduates: Balancing the strata. When returns were analyzed by curricular strata, bilingualism, and sex of respondents, compared with these factors for all graduates, an over-response of university preparatory non-bilingual girls was determined. By a mathematical system, 6 such respondents were withdrawn from the sample, leaving a new sample as shown. All data to follow are based on this revised sample.

TABLE A
GRADS, PER CENT OF QUESTIONNAIRES RETURNED, BY CURRICULUM

Class	Univ. Prep.	Bus. Ed.	Voc. Ed.	Gen. Ed.	(M.R.) Spec.	Total
1958	78	66	67	72	-	72
1960	81	80	85	80	80	81
Total	80	73	77	77	80	77

4.2 Grads and Drops: by Curriculum. Table below shows relationship of numbers and percentages in various curricula for all grads and drops of the 1958 and 1960 school years, compared with returns in the sample.

TABLE B
NUMBER AND PER CENT OF GRADS AND DROPS, BY CURRICULA

GROUP	Univ Prep. N	%	Bus. Ed. N	%	Voc. Ed. N	%	Gen. Ed. N	%	Spec. Ed. N	%	Total N	%
All Grads	263	33	131	16	174	22	210	26	16	2	794	100
Sample	126	34	57	15	80	22	97	26	8	2	368	100*
All Drops	15	5	42	12	124	37	138	40	17	5	236	100
Sample	5	5	9	9	37	37	42	42	6	6	99	100

* Throughout these tables, percentages are rounded, with .5 going to next higher number. Consequently, in tables where percentages are totaled, they may add to 99 or 101 occasionally.

4.3 Grads and Drops: by bilingualism and sex. Following tables indicate correspondence between total groups and respondents by bilingualism and sex.

TABLE C COMPARISONS OF SAMPLES AND TOTAL GROUPS BY BILINGUALISM AND SEX				
	BILINGUAL		GIRLS	
	N	%	N	%
All Grads	155	20	403	51
Sample	63	17	196	52
All Drops	143	43	149	45
Sample	38	38	46	46

4.4 Summary of samples: Sample of grads is well balanced in percentages of response from students in each of the four curricula for years studied, and both grad and drop samples are exceptionally well balanced in proportion to the total groups they represent (4.2). Both samples are closely balanced by sex with their total group, with slight under-response from bils in both. Graduate sample (77% response from a 60% random sampling) is probably much more nearly representative than is the drop-out sample (29% of all drops), because responses of the 71% of the drops who were either not located or did not return the questionnaire could conceivably vary greatly from those who responded.

The reader is also cautioned to keep the size of subsamples in mind in cases where they are converted to percentages: the smaller the sample, the less reliable the results. For this reason, number of cases (N) is always shown.

* * * * * * * * * * * * * *

Presentation of Data

Results are reported in the following sections, with numbers referring to item in questionnaire.

1. ADDRESS CHANGE: Not applicable

2. INFORMATION ON MARRIAGE

Question 2

TABLE 1 MARITAL STATUS OF SCHOOL LEAVERS (by number reporting)									
	N (Total)	BIL				MONO			
		Single	Married	Div.	Total	Single	Married	Div.	Total
GRADS	368	41	17	5	63	218	82	5	305
DROPS	99	20	17	1	38	33	26	2	61
TOTAL	467	61	34	6	101	251	108	7	366

Data:

1. About one-half (46%) of the drop respondents have been married compared to about one-third (30%) of the grads. Divorce rates are 7% of all marriages for drops and 9% for grads, alarmingly high in view of the facts that such large percentages have married and that these people were only 1 to 3 years out of school at the time they were polled. Difference in divorce rate between bils and monos (grads and drops combined) is significant: 15% for bils vs. 6% for monos.

2. Referring to question 17-4 (how much school helped in area of marriage and family life), married grads and drops rated help higher than did all grads and drops (well above average). Divorced respondents, too few for a valid sampling, gave a neutral response. (Table 25 presents breakdowns by sub-groups.)

Inferences:

1. Because the drop marriage rate is so high (also in 1956 findings), a course presenting information leading to better chances for success in marriage should prove valuable.

2. To help potential drop-outs, the course should be early in the curriculum.

3. Need for such a course should be evaluated in light of what it would displace, as drops have many relatively urgent needs.

3. NUMBER OF CHILDREN

Question 3

TABLE 2
NUMBER OF CHILDREN OF MARRIED AND DIVORCED SCHOOL LEAVERS

	N	BIL				N	MONO				N	TOTAL			
	M. or Div.	No. Children 0	1	2	3	M. or Div.	No. Children 0	1	2	3	M. or Div.	No. Children 0	1	2	3
DROPS:	18	8	7	3	0	28	13	12	1	2	46	21	19	4	2
TOTAL GR. & DR.	40	20	16	4	0	115	35	49	4	2	155	55	65	8	2

Data:

1. 54 children among 368 grads, 109 of whom have been married; 33 children among 99 drops, 46 of whom have been married.

Inferences:

1. Drops have more children earlier than grads, with less time and education to prepare for added family responsibilities.

2. Lends support to consideration of instruction for marriage and family life for potential leavers.

3. Drops, in 1956 study, rated homemaking as most valuable course. Pending further information, do these data not suggest that potential girl drops be channeled into homemaking?

4. MARRIED NAME (not applicable).

5. PRESENT ACTIVITY:

Question 5

TABLE 3
PRESENT ACTIVITY OF SCHOOL LEAVERS
(by percentage of sub-group)

		N	PER CENT IN ACTIVITY: Work Full[a] 1	Work Part 2	Unemployed Want Work 3	Unemployed Not Want 4	In School Full 5	In School Part 6	In School and Work 7	Armed Svce 8	Other 9	No Ans
GRADS:	Bil	63	48	11	6	10	13	0	10	0	3	0
	Mono	305	29[b]	3	4	7	26	1	20	8	4	0
	Total	368	32	4	4	7	24	1	18	6	4	0
DROPS:	Bil	38	39	13	29	5	0	3	0	3	8	0
	Mono	61	33	13	16	7	2	2	0	10	15	3
	Total	99	35	13	21	6	1	2	0	7	12	2
ALL BIL		101	45	12	15	8	8	1	6	1	5	0
ALL MONO		366	29	5	6	7	22	1	17	8	5	1
ALL GR & DR		467	33	6	8	7	19	1	14	6	5	0

a. A check of all full-time workers was made to see if any major employer appeared. Only three companies were mentioned by as many as three respondents: PG&E, Pacific Telephone, and Bank of America, (three each).

b. 2% (7) of the respondents go to college and also work full time. For purposes of this study, they are counted as college students.

Data:

1. Labor: One-third of all grads and one-third of all drops have full-time employment (1956: 38%, 24%). Bil full-time employment rate is higher than mono, both grads and drops. (Reverse of 1956, when bil grads and drops were 29% and 17% respectively, compared with mono 40%, 29%). The bil grad unemployment rate (col. 3) is not greatly different from mono grads, 6% to 4% (1956: 15% to 8%). Bil drop unemployment rate is seven times higher than all grad unemployment (29% vs 4%), and nearly twice as high as mono drops (29% vs 16%).

2. Schooling: 43% of all grads are taking some form of further schooling (1956: 35%), including 23% of bil grads (1956: 22%). Of those in school, nearly 1/2 (42%) were also working part of full-time (1956: 26%). Question 14 will show that all but 3 of the 156 in school are in junior college or college. Question 15 will show that an additional 70 (19% of all grads) have dropped college, making a total of 61% of all grads who have attempted college (1956: 47%). Other pertinent points are discussed under questions 14 and 15.

3. Armed Services: Percentages of grads and drops in armed services are 6% and 7% respectively (1956: 7% and 24%). Only one bil respondent is in armed services, but in 1956, 10% of bil grads and 28% of bil drops were in service.

Inferences:

1. Job outlook is better for all groups, and especially for drops, than in 1956 (35% of drops have full-time jobs compared with 24% in 1956).

2. Bil grad has a much better employment situation, in terms of percentages employed and unemployed, than he experienced in 1956.

3. Bil drop has twice as high an employment rate as in 1956 and at the same time has reduced his representation in armed services (a substantial source of 1956 employment) from 28% down to 3%. His unemployment rate is up from 17% in 1956 to 29% in 1961. This is offset by the differences in the "unemployed, not seeking work" rate (col. 4), which was 29% in 1956 and 5% in 1961. A hypothesis is that there are more jobs available for bil drops, hence (1) fewer go to armed services for employment, and (2) fewer report that they are "not interested" in work.

4. Rates of employment and unemployment for mono drops tend to bear out the above hypothesis, since fewer are in service than in 1956 (10% compared with 21%), they report higher full-time employment (33% to 29%), and, like bils, their unemployment rate is about half again as high as in 1956 but offset by a substantially lower percentage reporting that they are "not interested" in work.

5. Proportion of all grads attempting college (and j.c.) is substantially greater than in 1956 (61% vs. 47%).

6. Drop rate from college remains nearly same as in 1956 (31% now, 29% 1956), so a higher proportion of grads are not only entering, but also completing college.

7. Inasmuch as percentage of bils in graduating classes has substantially increased (from 12.5% in 1956 to 19.5% in 1961) while percentage of bil graduates attending college has remained steady (22% in 1956; 23% in 1961), proportion of bil students achieving college status has made a solid gain.

8. The draft does not seem to cause early volunteering for service.

6. SOURCE OF LIFE PLANS HELP WHILE IN HIGH SCHOOL

Question 6

TABLE 4
SOURCE OF LIFE-PLAN HELP WHILE IN H.S.
(by per cent of group)

GROUP		N	Adults 1	Peers 2	Tchrs 3	Cnslrs 4	No Help 5	Other* 6	No Answer
GRADS:	Bil	63	45	5	16	14	10	6	5
	Mono	305	40	7	15	11	10	12	4
	Total	368	41	7	16	12	10	11	4
DROPS:	Bil	38	63	8	3	5	8	8	5
	Mono	61	39	8	11	15	8	13	5
	Total	99	48	8	8	11	8	11	5
GR & DR:	Bil	101	52	6	11	11	9	7	5
	Mono	366	40	7	15	12	9	13	4
	Total	467	43	7	14	12	9	11	4

* "Other" were predominantly adult friends, peer-group friends, or a combination of school staff. They did not significantly alter the results.

Data:

1. "Parents, relatives, or other adult friends" was the response consistently rated highest by all groups (as in 1956).

2. No significant differences exist between bil and mono grads, but both grad and drop bils report higher percentages of adult assistance than do grad and drop monos (especially so with bil drops).

3. The two most striking differences in sub-groups were observed (a) between bil and mono drops re assistance from teachers and counselors: combination effect is rated three times as high by monos as by bils (approximate reversal of 1956 ratings), and (b) in the reversal of rankings of teachers and counselors between grads and drops; i. e., grads ranked teachers about 4 to 3 over counselors, while drops ranked counselors about 4 to 3 over teachers.

4. Data were inspected to see if differences existed in reports from "college" and "work" sub-groups; none observed. Also inspected to see if counselors were rated differently among respondents from the three schools; no difference.

Inferences:

1. To be more useful, this question should have been worded to assume that parents and other adults provided most help, and to ask for next best source of help.

2. Drops apparently considered counselors as being of more assistance in this area than teachers.

3. There are apparently no striking differences in effect of counseling approaches in the three schools.

4. Although counselors are out-numbered 6 to 1 by teachers in daily life of the student, they maintain a fairly even balance in their remembered effect. What can counselors do to increase this effect? More group guidance? Changed counselor image? Different emphasis?

7. REASONS GIVEN AS OF FIRST AND SECOND IMPORTANCE IN DROPPING SCHOOL

Question 7

TABLE 5
FIRST AND SECOND PRINCIPAL REASONS FOR DROPPING SCHOOL
(by number reporting)

No. of times given as:	BIL DROPS N38 1st	2d	Bil Tot	MONO DROPS* N61 1st	2d	Mono Tot	Degree of School Control
1. Preferred work to school	2	1	3	3	3	6	
2. Not interested in school	6	4	10	10	7	17	
3. School too hard	1	0	1	3	2	5	
4. Doing failing work	4	4	8	12	7	19	Some
5. Disliked a tchr or tchrs	2	0	2	4	4	8	(1 - 7)
6. Disliked a subj or subj's	1	1	2	2	2	4	
7. Cld lrn more outside school	1	2	3	0	1	1	
Sub Total of reasons 1 - 7	17	12	29	34	26	60	
8. Needed $ to help at home	13	2	15	0	3	3	
9. Needed or wanted spending $	1	5	6	0	2	2	
10. Ill health	0	0	0	5	0	5	Little or none
11. Friends had left school	0	1	1	0	1	1	
12. Parents wanted to leave school	0	1	1	0	0	0	(8 - 13)
13. Marriage	5	3	8	15	1	16	
Sub Total of reasons 8 - 13	19	12	31	20	7	27	
14. Other reasons	2	2	4	6	8	14	
Total, reasons 1 - 14	38	26	64	60	41	101	
No answer	0	12	12	1	20	21	

*Summary of "Other" reasons

(Bil 1st Other)	(Bil 2d Other)	(Mono 1st Other)	(Mono 2d Other)
Didn't like school	Pregnant	Too many debts	Pregnant
Asked to leave	Was not given subjects desired	Didn't like school	Join service (3)
		Join service (3)	Family problems
		Illness at home	Suspended
			Didn't have time
			Behind in grades

Data:

1. Reasons were grouped in this order because first seven are areas over which school has some degree of control, while second 6 are not. Analysis of "other reasons" shows 3 to 1 in favor of reasons with some school control for bils, and 8 to 6 for monos (dividing "service" equally). Changing sub-totals to include "other reasons" results in the following: (Parenthetical figures correspond for 1956.)

	Number			Per Cent			
	Bils	Monos	All	Bils	Monos	All
Reasons 1 – 7 (School control)	32 (31)	66 (56)	92 (87)	50 (41)	66 (52)	59 (47)
Reasons 8 – 13 (No school control)	32 (45)	35 (52)	73 (97)	50 (59)	35 (48)	41 (53)

Inferences:

1. Bils divide evenly between problems over which school might be expected to have some control and those beyond school control. Bils also indicate progress in reduction of home problems (principally financial in 1956); while this makes school problems appear to be a larger factor, they are not so in terms of per cent dropping – fewer students are failing to graduate than in 1956.

2. Monos show a similar trend from 1956. An inference is that "times are better," also borne out by data reported in question 5.

8. HOW MANY JOBS HELD SINCE LEAVING SCHOOL

Note: Tables Six, Seven and Eight do not include part-time workers as being in the labor market. The arbitrary assumption was made that both part-time workers and all workers attending college would not be considered as in the labor market at this time. The reader may make his own judgments as to whether to include them, and will find numbers involved by referring to columns 2 and 7 of Table Three.

Question 8

TABLE 6
NUMBER OF JOBS HELD SINCE LEAVING SCHOOL BY THOSE WORKING FULL TIME OR SEEKING WORK

		Bil							Mono						
			No. of Jobs					No		No. of Jobs					No
		N	0	1	2	3	4	Ans.	N	0	1	2	3	4	Ans.
GRADS:	F[a]	30	0	10	9	9	2	0	87	0	38	31	14	4	0
	S[b]	4	2	1	0	1	0	0	12	3	5	3	1	0	0
Total		34	2	11	9	10	2	0	99	3	43	34	15	4	0
DROPS:	F	15	0	4	5	5	1	0	20	0	5	11	4	0	0
	S	11	4	1	1	0	4	1	10	2	2	1	2	0	3
Total		26	4	5	6	5	5	1	30	3	7	12	6	0	3
TOTAL		60	6	16	15	15	7	1	129	5	50	46	21	4	3

[a] F – Those working full-time.
[b] S – Those seeking work

Question 8

TABLE 7
PERCENTAGE OF THOSE IN LABOR MARKET WHO HAVE NOT HELD ONE JOB SINCE LEAVING SCHOOL

	1961		1956	
	Bil	Mono	Bil	Mono
Grads	6	3	17	1
Drops	15	7	38	14
Total	10	4	27	4

Question 8

TABLE 8

AVERAGE NUMBER OF JOBS HELD BY THOSE WORKING FULL TIME

	1961		1956	
	Bil	Mono	Bil	Mono
Grads	2.1	1.8	2.1	1.9
Drops	2.5	2.0	2.7	2.1
Total	2.2	1.8*	2.3	1.9*

*correct to nearest .1

Question 8

TABLE 9
PERCENT EMPLOYED FULL TIME OF THOSE IN LABOR MARKET

		1961	1956
Grads	bil	88	67
	mono	87	93
	all	88	88
Drops	bil	58	50
	mono	67	82
	all	63	68
Total	bil	75	59
	mono	83	91
	all	80	83

Inferences:

1. Bil grad or drop opportunity for employment is much better than in 1956 (Table 7); percentage of bils unable to find one job reduced by more than one-half.

2. Numbers of jobs held by bils compared with grads is virtually unchanged from 1956 (Table 8); inferences remain that bils change jobs more often because (a) they find it harder to gain satisfactory entry jobs, and thus change at first opportunity, or (b) they tend to be discharged first.

3. Bil employment rate is consistently higher than 1956 (Table Nine), and difference between bils and monos is substantially reduced. (This tends to invalidate hypothesis (b) above.)

9. JOB CATEGORIES FOR THOSE WORKING FULL-TIME

TABLE 10 — Question 9

JOB CATEGORIES (U.S.E.S.) FOR THOSE WORKING FULL TIME
(reported as percentage of N in left column)

GROUP	N	0 Professional	1 Clerical-Sales	2* Service	3 Farm., Forestry	4 Mfg. Skilled	5 Non-Mfg. Skilled	6 Mfg. Semi-Skilled	7 Non-Mfg. Semi-Skilled	8 Mfg. Un-Skilled	9 Non-Mfg. Un-Skilled	No. Ans.
Grads: Bil	30	3	37	10	3	3	13	10	3	7	10	0
Mono	87	5	53	8	0	5	5	3	9	5	7	1
Total	117	4	49	9	1	11		13		13		1
Drops: Bil	15	0	7	13	20	20	7	13	20	0	0	0
Mono	20	5	10	15	0	5	15	5	25	5	15	0
Total	35	3	9	14	9	23		31		11		0
ALL BIL	45	2	27	11	9	20		20		11		0
ALL MONO	107	5	45	9	0	11		16		13		1
TOTAL	152	4	40	10	3	14		17		13		1
1956 TOTAL	116	3	38	8	7	10		26		8		0

* "Service" refers to domestic and personal services such as cooks and custodians.

Inferences:

1. Approximately half of the graduates are employed in clerical, sales, and kindred, while less than one-tenth of the drops are in these occupations. These proportions are comparable to 1956.

2. About one-third of the grads and two-thirds of the drops find employment in production jobs (columns 4-9).

3. As in 1956, bils are over-represented in agriculture, and under-represented in professional and sales.

4. Improved from 1956: bils have entered the professional field, are no longer over-represented in service jobs, and are changing in production jobs from semi-skilled and unskilled to skilled and semi-skilled (20%) in skilled; 1956: none).

5. Drops are over-represented (as in 1956) in service and agriculture, and under-represented in the combination of professional and clerical (white-collar).

6. It should be remembered that the types of jobs using U. S. Employment Service classifications above are more readily ranked prestige-wise than by pay; e.g., a job in column 2 would be "white-collar" and connote higher prestige, but pay much less per week than a laboring job in column 9. Thus, preceding inferences do not necessarily mean that the bil and the drop are not making a satisfactory living.

10. AVERAGE WEEKLY SALARY, FULL-TIME EMPLOYED

Question 10

TABLE 11
AVERAGE WEEKLY SALARY FOR THOSE EMPLOYED FULL TIME
(Before Deductions)
(By number reporting)

GROUP		N	10 - 14 1	15 - 24 2	25 - 29 3	30 - 39 4	40 - 49 5	50 - 59 6	60 - 69 7	70 - 79 8	80 - 100 9	Other 10*	Avg. Wkly Sal.	1956 Avg
Grads:	Bil	30	0	0	0	0	0	1	8	6	8	7	83.28	61.36
	Mono	87	0	1	0	1	2	5	23	14	27	14	78.63	66.93
	Total	117	0	1	0	1	2	6	31	20	35	21	79.82	66.20
Drops:	Bil	15	0	0	0	0	1	0	3	1	8	2	86.50	61.75
	Mono	20	0	0	0	2	1	2	3	3	5	4	68.09	72.26
	Total	35	0	0	0	2	2	2	6	4	13	6	77.00	68.92
TOTAL BIL		45	0	0	0	0	1	1	11	7	16	9	84.40	61.52
TOTAL MONO		107	0	1	0	3	3	7	26	17	32	18	76.91	67.98
TOTAL GRADS AND DROPS		152	0	1	0	3	4	8	37	24	48	27	79.20	66.86

*10, "other":

	BIL	MONO
GRADS	1 - $102 Carpenter 1 - 112 Casing and loading trucks 1 - 120 Refrig. and air conditioning 1 - 125 Saw feeder 1 - 135-140 Skin diving 2 - no amount given	1 - $100-105 Electron. tech. 1 - 100-115 Laborer 1 - 123 work with kilns 1 - 135-175 sell & deliver tires 1 - 140 carpenter 1 - 145.80 water truck driver 2 - 150 glass company foreman Langendorf baker 1 - 152 repairing cars 5 - no amount given
DROPS	1 - $120 Grocery Clerk 1 - 145 Heavy equipment operator	4 - no amount given

Inferences:

1. Bils report higher salaries than monos, both in graduates and drops, a reversal of 1956 findings. Information reported in Table 10 shows that these higher earnings occur in lower prestige jobs, with generally less chance of working up.

2. Gains in average salaries since 1956 also reflect the improved job opportunities for bils which have been noted earlier. While all salaries increased an average of 18% since 1956, bil increases were 37% and mono 13%. This has caused both bil grad and drop salaries to be considerably higher than corresponding figures for monos, a sharp reversal of 1956 findings.

3. Slightly lower average earnings are reported by all drops than by all graduates - also a reversal of 1956 findings.

4. Although questions may be raised concerning the validity of both the drop and bil responses with regard to reported salaries, these hypotheses are offered for consideration: (a) sampling deficiencies (e.g., slight under-representation among bil grads, and considerable self-selectivity possible among drop respondents) were also present in 1956. Thus the changes in relative positions may be more valid than invalid; (b) this is both a time of higher employment opportunity and of higher college attendance, thus the graduates with highest earning potential are not yet in the labor market; (c) an inspection of questionnaires revealed no discrepancies between type of work and salary reported; (d) it should also be remembered that although a higher percentage of bils are working than monos, they have a higher rate of unemployment because of larger proportion of bils in the labor market. These statements are also true of drops (see Table 3).

In light of the above, the researcher accepts the figures as indicative of trends since 1956.

11. RELATIONSHIP OF PRESENT ACTIVITY TO PLANS WHILE IN HIGH SCHOOL

Question 11

TABLE 12
DEGREE OF RELATIONSHIP OF PRESENT ACTIVITY
TO PLANS WHILE IN HIGH SCHOOL
(by number reporting)

		Total N	BIL N	BIL Nothing in mind While in H.S..	BIL Little Relationship	BIL Some Relationship	BIL Close Relationship	BIL No Answer	MONO N	MONO Nothing in mind While in H.S.	MONO Little Relationship	MONO Some Relationship	MONO Close Relationship	MONO No Answer
GRADS:	College	156	14	4	1	7	1	1	142	13	23	61	40	5
	Work	117	30	8	10	9	2	1	87	19	28	33	6	1
	Others	95	19	4	6	4	1	4	76	22	14	24	11	5
	Total	368	63	16	17	20	4	6	305	54	65	118	57	11
DROPS:	Work	35	15	2	7	6	0	0	20	7	7	6	0	0
	Service	6	1	0	0	1	0	0	5	1	3	1	0	0
	Others	58	22	4	13	5	0	0	36	18	4	10	0	4
	Total	99	38	6	20	12	0	0	61	26	14	17	0	4
TOTAL GRADS AND DROPS		467	101	22	37	32	4	6	366	80	79	135	57	15

Data:

1. Mono grads in college report the highest degree of close relationship between plans in high school and present activity (28%).

2. Second highest degree of relationship is found among bil grads in college, in the combination of "close" and "some" relationship (i.e., 57% of the 14 bil grads in college report this combination (1956: 56%]), and among mono grads as a group, who also report over a majority (57%) having some or a close degree of relationship between plans and activity. No other sub-groups come close to a majority in this respect.

3. Over one-third of bil grads who are working report some or close relationship between plans and activity.

4. Drops, both bil and mono, report no close relationships between plans and activity; additionally, about one-third of all drops reported having "nothing very definite in mind while in high school," this condition being proportionately higher among monos than bils.

Inferences:

1. Graduates in college have the greatest degree of relationship between high school plans and activity followed after graduation, especially mono grads.

2. Bil grads, and to a much greater degree, both bil and mono drops, apparently need more help in making practical plans while in high school. As a school function, this would be a guidance department responsibility.

3. Low degree of relationships between plans and activities for drops contrasts with their typical expressed intentions at time of leaving to "get a job," "join the Air Force," and so on. This point might be useful to counselors.

12. DEGREE OF JOB SATISFACTION, FULL-TIME WORKERS

Question 12

TABLE 13
ANSWERS TO QUESTIONS CONCERNING SATISFACTION WITH PRESENT JOB, FROM FULL-TIME WORKERS
(by number reporting)

GROUP	SATISFIED WITH: Type of Work			Salary			Chances for Promotion			% of total replies Answering	
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No
GRADS: Bil	25	5	0	21	9	0	17	11	2	72	28
Mono	58	28	1	58	27	2	62	18	7	71	29
Total	83	33	1	79	36	2	79	29	9	71	29
DROPS: Bil	11	3	1	11	3	1	9	2	4	79	21
Mono	13	6	1	10	9	1	13	7	0	62	38
Total	24	9	2	21	12	2	22	9	4	69	31
ALL BIL	36	8	1	32	12	1	26	13	6	74	26
ALL MONO	71	34	2	68	36	3	75	25	7	69	31
ALL GRADS AND DROPS	107	42	3	100	48	4	101	38	13	71	29

Data:

1. Bil and mono grads appear equally satisfied with present full-time work (1956: bils 63% yes, monos 79%), but within total satisfaction bil grads are more satisfied with type of work, and less satisfied with chances for promotion than are monos.

2. Bil drops express considerably more satisfaction with full-time jobs than do monos, 79% to 62% (1956: 88% to 71%).

3. All bils express slightly higher satisfaction with jobs than do all monos, 74% to 69% (1956: reverse - 73% to 78%).

4. Where differences occur between total percentages of positive and negative responses, much of the weight of difference occurs in satisfaction with salary.

Inferences:

1. Job satisfaction reports bear out earlier inferences that job opportunities are greater and more equitable for bils than in 1956. This is especially noticeable in bil grads.

13. POST-HIGH SCHOOL TRAINING OTHER THAN COLLEGE

Question 13

TABLE 14
POST-HIGH SCHOOL TRAINING OF FORMER STUDENTS OTHER THAN JC OR COLLEGE
(by number reported)

	Total N	Total Resp.	Beauty College 1	Barber College 2	Business College 3	Apprentice Training 4	Mil. Tech. Training 5	Other * Special Training 6
GRADS: Bil	63	18	1	1	6	6	1	3
Mono	305	90	8	1	11	23	21	26
Total	368	108	9	2	17	29	22	29
DROPS: Bil	38	11	0	2	0	3	0	6
Mono	61	22	3	0	1	5	9	4
Total	99	33	3	2	1	8	9	10
TOTAL BIL	101	29	1	3	6	9	1	9
TOTAL MONO	366	112	11	1	12	28	30	30
TOTAL GRADS AND DROPS	467	141	12	4	18	37	31	39

* Other. These included such items as dance training, correspondence study, and miscellaneous technical schools. The majority would be equivalent to columns 1-3 in this table, but appeared to represent choices which were not carried out realistically.

Questions 13 and 14

TABLE 15
PERCENTAGES REPORTING COMBINATIONS OF POST-HIGH SCHOOL TRAINING, INCLUDING COLLEGE

	1 & 3 a	2 b	4 c	5 d	1 - 6* incl. e	Attempt ** College [a] .f	Total Column e-f g
GRADS: Bil	11	2	9	2	29	35	63
Mono	6	1	8	7	30	66	95
Total	7	1	8	6	29	61	90
DROPS: Bil	0	5	8	0	29		29
Mono	7	0	8	15	36		36
Total	4	2	8	9	33		33
TOTAL BIL	7	3	9	1	29		29
TOTAL MONO	6	3	8	8	31		31
TOTAL GRADS AND DROPS	6	1	8	7	30		30

*Column (e) is total percentage attempting post high school training other than jc or college.

**Column (f) is total percentage attempting (but not necessarily now in) college. Consequently, column (g) is total percentage of former students attempting any form of post-high school training.

Data:

1. Major source for boys of extra training other than college is apprentice training (8% of all students, or approximately 16% of all boys), followed for grads by military technical training. For drops, apprentice and military are about equal.

2. For girls, beauty and business college are principal sources of extra training other than college, with 6% of all leavers (about 12% of all girls) taking such training.

Inferences:

1. Schools should study educational requirements for apprentice training (e.g., algebra for electricians) and (a) review course offerings for appropriateness, and (b) counsel potential apprentice trainees accordingly.

2. Does such extra training pay? To answer this, salaries for those working full time who reported any type of training other than j.c. or college were averaged and compared with all full-time workers. Results appear in Table 16.

Question 13

TABLE 16
COMPARISONS BETWEEN FULL-TIME WORKING GRADS AND DROPS REPORTING POST-HIGH SCHOOL TRAINING OTHER THAN J.C. OR COLLEGE, AND ALL FULL-TIME WORKING GRADS AND DROPS

	All Grads	Trained Grads	All Drops	Trained Drops
Average weekly salary:	79.82	89.40	77.00	78.88
1956 Comparisons:	66.20	72.10	68.90	86.79*

*This salary average was based on only 7 cases, of which 2 were dry-wall tapers making $150 per week.

It appears from Table 16, with additional evidence from the 1956 study, that (a) additional post-high school training other than college results in better pay, or (b) the type of student taking additional training is capable of earning more than the average student.

14. POST HIGH SCHOOL EDUCATION, J.C. OR COLLEGE

Question 14

TABLE 17
COLLEGE ENTRANCE AND DROP FIGURES
(By number)

	N Total S*	D	A	1 SJCC S	D	A	2 SJC S	D	A	3 U C S	D	A	4 STANF. S	D	A	5 OTHER** S	D	A
BIL: Started	22			16			4			0			0			2		
Dropped		9			6			1			0			0			2	
Attending			13			10			3			0			0			0
Mono: Started	201			87			76			8			3			27		
Dropped		61			35			16			1			1			8	
Attending			140			52			60			7			2			19
TOTAL: Started	223			103			80			8			3			29		
Dropped		70			41			17			1			1			10	
Attending			153			62			63			7			2			19

* SDA = Started, Dropped, Now Attending
** Miscellaneous colleges throughout U. S. Those with more than one in attendance: Univ of Santa Clara, 4; Cal Poly, 2; Univ of Oregon, 2; Mt. View J.C., 2; Foothill College, 2.

Question 14

TABLE 18
PERCENTAGE DISTRIBUTION OF GRADS IN VARIOUS CURRICULA

	University Prep	Business Education	Vocational	General	Special Education
1961	33	17	22	26	2
1956	39	22	24	15	-

Question 14

TABLE 19
PERCENTAGE DISTRIBUTION OF ALL COLLEGE ENTRANTS
BY CURRICULUM FOLLOWED IN HIGH SCHOOL

	University Prep	Business Education	Vocational	General	Special Education
1961	50	9	19	21	0.4
1956	70	10	13	8	-

Question 14

TABLE 20
PERCENTAGE OF GRADS IN VARIOUS CURRICULA ENTERING COLLEGE

	University Prep	Business Education	Vocational	General	Special Education	Total
1961	89	35	54	48	13*	61
1956	84	21	16	40	-	47

* 1 youngster of 8 special ed grads briefly entered SJCC.

Question 14

TABLE 21
PERCENTAGE OF COLLEGE ENTRANTS FROM
EACH CURRICULUM DROPPING COLLEGE

	University Prep	Business Education	Vocational	General	Special Education	Total
1961	16	30	42	57	100	31
1956	22	36	67	36	-	29

Data:

1. 61% of all grads enter college, including 34% bil grads and 66% of mono grads. (1956: 47%, 34%, 50%).

2. Drop rate after 1 to 3 years: all 31%; bils 41%; monos 30% (1956: 29%, 36%, 28%).

3. SJCC has highest number of entrants, enrolling nearly one-half of those attempting college, and also has highest drop rate, 40% (1956: 61%).

4. SJS enrolled next highest number, over one-third (1956: one-half, highest) and has 21% drop rate (1956: 14%).

5. U. C. entrants show lowest drop rate, 12.5% (1956: 12.5%).

6. University prep grads have highest college entrance rate, 89%, and lowest drop rate, 16% (1956: 84% in, 22% out).

7. One-half of all those entering college now come in without the academic course pattern (1956: 30%).

8. Increased percentages of college attendance combined with decreased failure rates are found in university prep., business education and vocational grads.

Inferences:

1. The greatly increased rate of college entrance over 1956 (61% to 47%) is only partially offset by a slightly increased drop rate (31% to 29%). Many more students are both attempting and succeeding in college.

2. Although the same percentage of bil grads is entering college as in 1956, and although bils experience a slightly higher drop rate than in 1956, both their number and proportion of successful college entrants have increased. It may be recalled that with no change in proportion of total high school registration, bils have increased their proportion in the graduating class by over one-half. Thus, by maintaining their percentage of grads entering college, they show not only a numerical increase in college success, but also an over-all percentage increase in terms of all graduates.

3. The combination finding of a decrease in university prep proportion in the graduating classes (33% compared to 39% in 1956) and the increase in percentage of university prep grads entering and succeeding in college, substantiates the inference that counseling of students into the university prep curriculum is increasingly successful in terms of actual college entrance and subsequent staying power.

4. Of special counseling interest is the fact that nearly one-half of the general education students attempt college and over one-half drop out. This is coupled with a large increase in their proportion among all college entrants (21% compared to 8% in 1956). It appears that counseling problems with regard to college failure lie largely within this group.

5. Many SJCC students enter junior college because they do not have the grades for SJS. Chances are not great for improvement if a student does not do well in high school.

6. Because SJS is the recipient of the largest number of successful college entrants, and because entrance standards are being raised, district schools should consider some form of "State College Preparatory" curriculum. Such a course of study could be equivalent to "b" ability grouping with attention to special college prep problems.

15. REASONS FOR DROPPING COLLEGE

Question 15

TABLE 22
REASONS FOR DROPPING JUNIOR COLLEGE OR COLLEGE
(by number)

	N	Poor Study Habits 1	Low Grades 2	No Definite Goal 3	Marriage 4	Took Job 5	Financial 6	Health 7	Needed at Home 8	Other 9*	No Ans
Bil	9	1	0	1	2	1	3	1	0	0	0
Mono	61	6	4	8	9	4	9	1	1	16*	3
Total	70	7	4	9	11	5	12	2	1	16	3

* Other: 7 military; 2 not interested; moved; didn't pertain to job; go to beauty college; change schools; disgusted; didn't like; restless.

Data:

1. Reasons 1-3 are areas over which high school might have had some degree of control, and thus responsibility; 4-8 are beyond responsibility of high school. Of the "Other" reasons, the first (military) might be construed as beyond school control, also the third, fourth, fifth and sixth. The other five could be conjectured as somewhat a school responsibility. Totaling 1 - 3 and these five, and 4 - 8 and the other eleven, gives the following.

2.

	School Responsibility	Not School Responsibility
Bil	2	7
Mono	23	35
Total	25	42

3. Examination of records of the 25 tentatively identified as "school responsibility" shows the following:

   (a) 13 were junior college drops, average IQ, 92.

(b) IQ ranges: 8 below 90; 8 between 90–109; 6 between 110–121; 1 – 136 ("disgusted with SJSC"); 1 – 140 ("no definite goal"); 1 – no record.

Inferences:

Within the assumptions described above regarding assignment of responsibility to high school for dropping college, the following inferences are drawn.

1. The average junior college drop was not a high-school responsibility other than possibly having been encouraged to enter schooling beyond his capacity.

2. Of the 8 students falling in the 90–109 range, some may have succeeded if counseled into the proper junior college course.

3. Of the top 8 students (IQ of 110+), there is a strong possibility that better counseling and development of better personal and study habits could have resulted in academic salvage.

4. The top 2 of the 8 described above were genuine losses. Each was well known to the faculty and guidance department, and each suffered from personality maladjustments which contributed to failure in college.

5. All schools have since 1960 instituted a changed counselee assignment program, with youngsters classified as academically talented being assigned to the same academic counselor throughout high school. This should reduce college drop rates of the type described in (3) and (4) above.

6. The counselee assignment program described above should also reduce improper placement and inefficient planning on the part of average and slow youngsters inasmuch as these students are placed with the same specialist counselors in grades 9–11, and go to an occupational specialist in their senior year. Success of the program will also be influenced by the efficiency with which assignments are made and the skill and ability of counselors assigned.

7. Summarizing the analyses of school responsibility for college drops, it appears that of the 70 drops, less than 16 could have been much changed by greater effect of the high school. It also appears that the improved counseling system may be a substantial practical step in this direction. An unfulfilled need has been inferred, and is discussed below.

8. To increase the effectiveness of counseling for the college or junior college-capable student who fails in college (often identified in high school as the "capable underachiever"), a system should be devised to: (a) identify these students as early as possible in high school, and (b) assign them to a specialist 4-year counselor. Such a step should eliminate many college failures, and would complement the existing counselor assignment program.

16. RATINGS ON VALUE OF HIGH SCHOOL ACTIVITIES

Question 16

TABLE 23
RATING BY FORMER STUDENTS ON VALUE OF VARIOUS HIGH SCHOOL ACTIVITIES
(by avg. rating: 1.00 - little or no help, to 3.00 - helped very much)

Group:	N	1 % Reporting	1 Clubs	2 % Reporting	2 Athletics	3 % Reporting	3 Library	4 % Reporting	4 Counseling	5 % Reporting	5 Student Govt.	6 % Reporting	6 Other
All Grads	368	68	1.93	66	2.20	59	2.11	85	1.98	48	2.06	20	2.46
All Drops	99	25	1.68	45	2.02	37	2.00	69	2.01	27	1.48	13	1.77
All Bil	101	45	2.00	55	1.91	45	2.07	71	2.01	33	2.09	16	2.06
All Mono	366	63	1.89	63	2.18	57	2.09	85	1.98	46	1.96	19	2.42
Total Gr & Dr	467	59	1.91	62	2.17	54	2.09	82	1.99	43	1.98	18	2.35
All 1956	345	67	2.04	64	2.17	57	2.11	77	2.19	45	2.15	14	2.49

*The responses in "other" were various classes (especially band, yearbook, and other activities), Jr. Achievement projects, and a miscellaneous assortment of re-wordings of topics 1-5. Because of their spread, it is believed that they need not be re-assigned or otherwise specially treated.

Data:

1. With exception of counseling, each item elicited a lower percentage of response than in 1956; at the same time, the close correspondence between 1956-1961 percentage of response on each item is striking.

2. Average ratings are generally lower than in 1956.

3. Bils and monos show no consistent relationship in rankings, bils ranking clubs and student government higher, athletics lower, and library and counseling about the same as monos.

4. Drops generally rate these activities, with exception of counseling, substantially lower than do graduates.

5. Drops and bils responded in lower percentages than did grads and monos.

6. Clubs: about two-thirds of grads and monos responded (with slightly below average rating), while less than one-half of the bils and one-quarter of the drops responded.

7. Athletics: received highest ratings by grads and monos, average and below average ratings by drops and bils. Maintained same overall rating as in 1956 (2.17).

8. Library: received the only consistently average or above average rating of any of the services, about same as in 1956 (2.09 to 2.11).

9. Counseling: highest percentage of response as a service (82%, compared with 77% in 1956), but rated average in perceived value (1.99) a drop from highest in 1956 (2.19). Recognized almost equally among the four sub-groups, with range from 1.98 to 2.01. A further search of data concerning counseling by grads in college revealed this:

	% Represented	Average Rating
Bil Coll	100	2.09
Mono Coll	91	1.97
All Coll	91	1.98
All Grads	85	1.98

10. Student Government: all grads and all bils gave student government a relatively high rating, while all monos rated it "average" and all drops rated it low. Further examination of these data to separate bil grads and drops revealed that 24% of the bil drops gave it an average rating of 1.67 ("below average") while 38% of the bil grads responded with an average rating of 2.25, or the highest rating given any of these questions by any group.

Inferences:

1. The numbers not answering question 16 or saying "did not have," are significant to proper interpretation of responses. The average response should always be considered in terms of the percentage of former students who produced it.

2. In terms of percentages answering, the types of services in number 16 are apparently perceived as having less effect on their later careers by drops than by graduates, and by bils than by monos. At the same time there are significant high responses made by minorities of sub-groups which should not be overlooked, e.g., the 38% of bil grads who rated student government 2.25.

3. Clubs: decreased emphasis on clubs since 1956 shows in both a reduced proportion of response and a reduced rating. Few drops reported any relationship with clubs.

4. Athletics: are perceived as being of considerable value by about two-thirds of all former students. A question remains as to why bils rate athletics relatively low while teams traditionally have a full cross-section of students. Are they responding from a spectator point of view?

6. Counseling: while receiving a lower overall rating (1.99 compared with 2.19 in 1956), was recognized by 82% of all students, by 91% of all college, and 100% of all college bils, as an activity affecting them. This difference becomes more apparent when considered that from between nearly half again as many to nearly twice as many responded on counseling as on any of the other four.

The guidance departments should feel special concern about this neutral rating. However, considerable change has occurred in the guidance program since this time, particularly with reference to counselor specialization and reduced load, discussed earlier. Results of the change should be apparent in the next (1966) follow-up study.

The responses to question 17 (Table 24) also indicate a much different perception of the success of the guidance department in attaining specific objectives (items 5, 6, 7, 8, 14, ranked 9, 1, 3, 5, and 6 respectively in a listing of 14), leading to the inference that "counseling" is not recognized as the sum of its parts, but is perceived by the individual student more as an infrequent interview with a counselor. This leads to the question of whether the guidance department should make a deliberate effort to relate its program to students and staff in such a way as to demonstrate its comprehensiveness.

7. Student Government: student government is appreciated and valued by one-third of all bil students and by 38% of the bil grads. A continuing program of encouragement and development of bilingual student leaders may have powerful outcomes in improved community relations and understanding of other cultures.

17. RESPONSES ON SCHOOL HELP IN AREAS OF LIVING

Question 17

TABLE 24
RATINGS AND PERCENTAGES OF RESPONSE BY ALL GRADUATES ON WAYS IN WHICH HIGH SCHOOL HELPED

RANK 1951*	RANK 1956	RANK This Study	Average Rating	Per Cent of Grads Who Felt School Helped ** Little or None	Some	Much	In this Area
12	12	11	1.89	31	41	21	1. Using your spare time.
8	9	8	2.07	24	38	31	2. Taking care of your health.
11	10	14	1.79	38	34	19	3. Taking part in community and civic affairs.
13	13	12	1.88	30	30	21	4. Marriage and family life.
10	8	9	2.01	31	30	32	5. Getting a job.
1	1	1	2.63	3	30	63	6. Getting along with people.
5	2	3	2.39	13	31	49	7. Preparing for further education. ***
6	3	6	2.35	12	39	45	8. Understanding your abilities.
2	5	2	2.49	6	38	52	9. Using good English.
4	7	7	2.31	11	42	41	10. Ability to read well.
3	6	4	2.38+	10	39	46	11. Using everyday math skills.
14	11	10	1.92	32	34	26	12. Understanding principles in borrowing money.
9	14	13	1.85	37	29	23	13. Conducting your own business
7	4	5	2.38-	13	36	49	14. Thinking through your problems.

* From NOW HEAR YOUTH, (1950-51 Calif. Coop. Study of School Drop-outs and Graduates) Calif. State Dept. of Education, October, 1953.

** To make figures comparable to 1956 and 1951, these are per cent of total respondents, rather than of only those who answered each section. The percentages may be added to determine total per cent of respondents answering each section; e.g., 93% of all grad respondents answered part 1.

*** Grads in college rated #7: bil (N22) 2.45; mono (N200) 2.55; all (N222) 2.46.

Question 17

TABLE 25
AVERAGE RATINGS ON Q. 17-4, "HOW SCHOOL HELPED IN AREA OF MARRIAGE AND FAMILY LIFE," BY ALL MARRIED AND DIVORCED

	GRADS						DROPS						GRAD & DROP					
	(N)*	Bil	(N)	Mono	(N)	Total	(N)	Bil	(N)	Mono	(N)	Total	(N)	Bil	(N)	Mono	(N)	Total
Married	17	2.35	74	2.09	91	2.14	11	2.18	23	2.04	34	2.09	28	2.29	97	2.08	125	2.13
Divorced	5	2.00	3	2.00	8	2.00	1	3.00	1	1.00	2	2.00	6	2.17	4	1.50	10	2.00
All Marr., Div.	55	2.18	247	1.82	297	1.92	17	2.18	41	1.83	58	1.93	72	2.13	288	1.82	360	1.89

*N=Number responding to this item; see Table 1 for total N married.

Question 17

TABLE 26
DROP AND GRAD AVERAGE RATINGS ON WAYS IN WHICH SCHOOL HELPED

AVERAGE RATING		RANK		ITEM NO. AND QUESTION
DROP	GRAD	DROP	GRAD	
1.92	1.89	10	11	1. Using your spare time.
2.41	2.07	3	8	2. Taking care of your health.
1.51	1.79	14	14	3. Taking part in community and civic affairs.
1.93	1.88	9	12	4. Marriage and family life.
1.91	2.01	11	9	5. Getting a job.
2.57	2.63	1	1	6. Getting along with people.
1.85	2.39	12	3	7. Preparing for further education.
2.32	2.35	6	6	8. Understanding your abilities.
2.43	2.49	2	2	9. Using good English.
2.38	2.31	4	7	10. Ability to read well.
2.31	2.38	7	4	11. Using everyday math skills.
2.02	1.92	8	10	12. Understanding principles in borrowing money.
1.63	1.85	13	13	13. Conducting your own business.
2.32	2.38	5	5	14. Thinking through your problems.

Data:

1. Table 24 is for graduates only, to allow comparisons with 1951 California figures. These are included mainly as a point of interest to show relationships existing after 10 years during which emphases in education underwent considerable change.

2. Table 25 is discussed in section 2 of this report, information on marriage and family living.

3. Table 26 is a comparison of grad and drop ratings.

4. All three years in Table 24 are more notable for their similarities in ranking than for their differences. These relationships are observed:

   a. strong agreement (and exceptionally high rating) on item 6, "getting along with people," ranked first in all three studies.

   b. strong agreement in relatively high rankings of items 7–11 and 14 (guidance and 3 "R's")

   c. "average" ratings and relative ranking agreement on items 2 (health) and 5 (getting a job)

   d. "below average" ratings and relative ranking agreement on items 1 (leisure), 3 (citizenship), 4 (marriage and family life), and 12, 13 (economic efficiency).

5. Grads and drops (Table 26) show these relationships:

   a. drops generally give lower average ratings than grads (drop range: 1.51 - 2.57; grads, 1.79 - 2.63).

   b. agree on top two ratings, items 6, 9 ("getting along with people," "using good English"), and on bottom two ratings, items 13, 3 (see d below).

   c. agree on high ratings on items 8–11 and 14 (guidance and 3 "R's"), but disagree on item 7, "preparing for further education," which grads rank high and drops low.

   d. generally agree on groups of relatively low rankings, items 1, 3, 4, and 13 (leisure, citizenship, marriage and family, business). This last item is ambiguous because of a misprint, and should not be further considered.

Inferences:

1. Both grads and drops perceive school help in 3 "R's" as substantial.

2. Both grads and drops see the guidance objectives of getting along with other people and self-understanding as well accomplished.

3. Grads, and particularly grads in college, see the objective of preparation for further education (dual function of instruction and guidance) as exceptionally well accomplished.

4. Both grads and drops rate help in preparing for marriage and family life as slightly below average.

5. Drops and grads rate taking part in community and civic affairs last, with grads giving it a below-average rating and drops rating it very low.

6. The unanimous top rating given "getting along with people" (which bears more than a superficial relationship to community and civic affairs) is inconsistent with the low rating given citizenship. The researcher believes that this low rating may be charged to immaturity largely due to a lack of opportunity for community citizenship experience by which the concept could be tested.

18. CHURCH ATTENDANCE

Question 18

TABLE 27A
FREQUENCY OF CHURCH ATTENDANCE

		ATTEND CHURCH					No	
		Weekly	Monthly	Other	Never	Total	Ans.	Total
GRAD:	Bil	33	4	9	9	55	8	63
	Mono	131	35	69	57	292	13	305
	Total	164	39	78	66	347	21	368
DROP:	Bil	12	9	5	4	30	8	38
	Mono	14	8	20	13	55	6	61
	Total	26	17	25	17	85	14	99
ALL BIL		45	13	14	13	85	16	101
ALL MONO		145	43	89	70	347	19	366
TOTAL		190	56	103	83	432	35	467

Inference:

1. The fact that over one-half of each sub-group except mono drops reports church attendance weekly or monthly indicates that the schools receive assistance in the objective of fostering moral and spiritual values.

19. ADDITIONAL SKILL OR ABILITY SCHOOL MIGHT OFFER

Question 19

TABLE 27
ADDITIONAL SKILL OR ABILITY STUDENTS COULD NOW USE
(BY NUMBER REPORTING AND CATEGORY OF SKILL OR ABILITY)

	Total Group		Type of Skill or Ability by Per Cent of Response					
	N	Per Cent Reporting	Shop	Business	Study Habits	Reading	Home Making	Misc
GRADS: Bil	63	30	33	25	25	17	0	0
Mono	305	39	23	9	46	11	2	11
DROP: Bil	38	34	64	9	18	0	0	9
Mono	61	43	60	0	5	5	15	15

* To interpret: 30% of the 63 grad bils answered "Yes"; of this 30%, 33% (or about 10% of the total N, or 6 respondents) specified a shop ability, 25% a business course or skill, and so on.

Data:

1. More shop work (auto mechanics and electronics principally) are now seen as useful skills by about 10% of all graduates and by nearly one-fourth of all drops.

2. The only other outstanding needs in terms of numbers are in study habits and reading skills, as reported by about one of every five graduates. A typical response: "better study habits."

Inferences:

1. Expansion of district shop program now underway is additionally justified by these reports.

2. Continuing stress in critical reading skills and development of "college study habits" is warranted by these reports, both by counselors and teachers. At the same time, development of study skills is clearly influenced by home environment, and school effect is limited by this factor.

20. ADDITIONAL SUBJECTS NOT OFFERED BY SCHOOL

Data:

1. About 100 graduates and 20 drop-outs responded to question 20, "Could the school have offered some subject it did not have that would help you now?" Of these, 66 grad and 10 drop responses were for courses not offered.

2. Of the 10 drops, 7 were one-of-a-kind (generally a shop), and 3 suggested a course on marriage and family life.

3. Of the 66 grads: 16 were for various advanced shops, metal shop, or agriculture; 9 were for advanced English; 4 for advanced reading; 7 for study skills; 7 for advanced math, history or science; 6 for psychology; 3 each for philosophy and economics; 6 for marriage, family life, and hygiene; and 5 miscellaneous.

Inferences:

1. From the facts that less than 1 out of 6 respondents stated a desire for a course not presently in the curriculum, and that no specific course request exceeded 9 (advanced English, which is now a part of the curriculum, and marriage and family life), it appears that there is no critical deficiency. On the other hand, had a check list of possible courses been offered, response would probably have been higher.

2. Counselors and teaching staff may profit from a review of these self-reported needs, especially in areas of advanced English, improved study skills, reading, advanced shop, and marriage and family life.

3. The requests for courses on marriage and family life support some of the early inferences of need. They do not mandate instruction, but indicate the importance of a review in this area. Such a review must necessarily include environmental conditions and the feelings of parents regarding degree of leadership they wish the school to assume.

21. HOW SPARE TIME IS SPENT

This question was answered by free response. Analysis was made by 3 categories: active pursuits, non-active, and cultural. Within this rough framework, responses were as follows:

TABLE 28
LEISURE TIME PURSUITS
(by percentage reported)

Question 21

	Active	Non-Active	Cultural	Sub Total	No Answer
All Grads	48	30	9	87	13
All Drops	41	29	0	70	30
Total	46	30	7	83	17

Inferences:

1. About one-half of grads and drops at this age report active leisure pursuits.

2. While about a tenth of the grads report cultural leisure activities, not a single drop reported such.

22. TEACHING METHOD PREFERRED

A checklist of teaching methods (discussion. lecture, phonograph, tapes. movies or slides) preferred found scattered responses on all but discussion method, which was preferred by 53% of the grads and 53% of the drops. Second choices were lecture, by 22% of grads, and movie/slides by 17% of the drops. Third choices: movie/slides by 8% of grads, and lecture by 8% of drops.

23. JUDGMENT CONCERNING TEAM TEACHING

One school had instituted team teaching for the year of 1959-60. Graduates were asked to compare it to a regular class. Responses were as follows:

Question 23

TABLE 29
EARLY REACTION TO TEAM TEACHING
(by per cent)

	N Resp.	Liked Team Teaching		
		Better	Same	Not as much
Grads	177	29	30	41
Drops	58	28	36	36
Total	235	29	32	40

Inferences:

1. Question will have more validity as more former students are qualified to judge, but the fact that 60% feel it is equal or superior to regular teaching is encouraging.

24. COLLEGE MAJORS OF THOSE NOW IN COLLEGE

One hundred and forty-nine of the former students now in college reported majors, grouped as below:

Question 24

TABLE 30
COLLEGE MAJORS OF 149 GRADS
(by per cent of those reporting)

	Agriculture-Forestry	Commerce	Fine Arts	Med-Dent (& Nursing)	Soc Science	Teaching	(Secondary)	(Elementary)	Technol.	(Math)	(Science)	(Other)	Miscellaneous
Group	11	11	1	7	8	31			25				5
Sub-Group				5			17	13		1	3	21	

Inferences:

1. About one-third of those now in college are in teaching majors, with a small majority in secondary.

2. Technological majors are reported by a quarter of respondents, with about 5% in math or science, and 20% in engineering, electronics, and related majors.

25. COMMENTS AT END OF QUESTIONNAIRE

Comments were generally commendatory, occasionally critical, and frequently appeared to be highly perceptive. Rather than trying to analyze them here (by one interviewer), it is recommended that they be reviewed, categorized, and analyzed for significance by a committee of teachers and administrators.

SUMMARY OF FINDINGS

There were four objectives of the study. Findings are summarized for each.

OBJECTIVE 1: To determine the characteristics and activities of the school leaver. Findings include:

(1) drops for the school years of 1952-3 and 1954-5 constituted 10.3% of total enrollment; 1957-8 and 1959-60 comparable rate was 4.2% (student retention rate is higher); (2) grads were evenly divided by sex, but boys dropped school 11 to 9 in proportion to girls (1956: 60% - 40%); (3) 30% of all grads, and 46% of all drops had been married by the time they were 1 to 3 years out of school (1956: 25%, 50%); (4) 9% of all married grads, and 7% of all married drops were divorced; (5) married grads averaged .5 and .7 children respectively, per marriage; (6) no single major employer appeared in the study. Highest number (3 each) identifying employment by specific industries were: P.G.&E., P.T.&T., and Bank of America; (7) although more are in college and fewer in armed services, overall number of full-time employed is 33%, same as in 1956, with much higher drop employment (32% of all grads and 35% of all drops, compared with 38%, 24%, in 1956); (8) 4% of grads and 21% of drops were seeking work (1956: 5%, 11%), but only 7% grads and 6% drops reported being unemployed and not seeking work (1956: 9%, 26%); (9) 43% of all grads were in college at the time of the study (1956: 33%); (10) armed services not job source for drops: percentages of grads and drops in armed services were 6% and 7% (1956: 7%, 24%); (11) reasons given the greatest number of times for dropping school were "not interested," "doing failing work," and "marriage or pregnancy." A tentative grouping showed 59% giving reasons over which school might have some control (as first two above) and 41% giving reasons beyond school control (1956: 47%, 53%); (12) inasmuch as there are fewer drops in proportion to number graduating for the two years studied (4.2% compared with10.3% in 1956), an inference from (11) is that "times are better," rather than "school is harder." This is supported by other findings, including employment rates; (13) 6% of all grads and drops in the labor market (employed full-time or seeking work) have not yet held one job (1956: 9%); (14) job stability, as judged by number of jobs held (1.9 for grads, 2.2 for drops), is almost exactly as it was in 1956; (15) comparable to 1956, one-half of the full-time employed grads found employment in clerical and sales jobs, compared with less than one-tenth of the drops; (16) about one-third of the grads and two-thirds of the drops find employment in production jobs; (17) representation in agricultural jobs has decreased to 3% of all grads and drops (1956: 7%); (18) drops are overrepresented as in 1956 in service and agriculture, and underrepresented in the combination of professional and clerical (white collar); (19) average weekly salary (before deductions); $79.82 grads, $77.00 drops (1956: $66.20, $68.92); (20) grads in college report the greatest degree of relationship between high school plans and present activity; (21) drops have much lower degree of relationship between plans and present activity than do grads; (22) major source of post-high school training for boys other than college is apprentice training (approximately 16%); (23) major non-college sources of training for girls are beauty and business college (approximately 12%); (24) post-high school training other than college appears to pay, with "trained" grads and drops earning $89.40 and $78.88 per week, or about $10 and $2 more respectively, than all grads and drops; (25) 61% of all grads entered college, including 35% of bil grads and 66% of mono grads (1956: 47%, 34%, 50%); (26) college drop rate after one to three years: all 31%, bils 41%, monos 30% (1956: 29%, 36%, 28%); (27) highest number of college-bound grads (46%) enter San Jose City College, which also has highest drop rate, 40% (1956: 25%, 61%);

OBJECTIVE 1 (Continued)

(28) next highest number of college entrants (36%) go to San Jose State, with drop rate of 21% (1956: 52%, 14%); (29) university prep grads have highest college-entrance rate, 89%, and lowest drop rate, 16% (1956: 84%, 22%); (30) increased percentages of college attendance, combined with decreased drop rates, are found not only in university prep grads (89% attendance, 16% drop), but also business ed (35%, 30%), and vocational (54%, 42%); (31) both increased college entrance (48%) and drop (57%) rates are found in general ed graduates (1956: 40%, 36%); (32) one-half of those entering college came in without the university prep course pattern (1956: 30%); (33) based on a review of information on students dropping college, less than 16 of the 70 drops might have been affected by different high school practice in such a way as to succeed in college; (34) asked to rate various activities and experiences, all former students ranked them in this order as having post-school value: athletics, library, counseling, student government, and clubs; (35) drops generally rated the preceding activities as of less value than did grads, with the exception of counseling, which was rated the same; (36) rank of preceding activities in terms of percentages of former pupils rating them, was: counseling 82%, athletics 62%, clubs 59%, library 54%, and student government 43%; (37) student government, while generally lower than the other activities in over-all rankings, was top rated by both grad and drop bils; (38) in comparing graduate rankings of help received from high school in 14 areas of living with state rankings of 1951 and district results in 1956, striking similarities were noted: in only 2 of the 14 items did rank order numbers differ by as much as four places. The following statements also relate to this study: (a) in all three studies, "getting along with people" was rated first; (b) the three "R's" - "using good English," "ability to read well," and "using everday math skills," ranked in the top half in all three, and each received a higher rating than any of the five services discussed earlier; (c) three lowest rankings (below average in value rating) were: "marriage and family life," "conducting your own business," and "taking part in community and civic affairs" (last); (d) others in top seven rankings, not previously mentioned: "preparing for further education" (third), "thinking through your problems" (fifth), and "understanding your abilities" (sixth); (39) drops ranked the 14 items essentially the same as grads, with these exceptions: ranked "taking care of health" third, with high rating (grads, eighth, average rating), ranked "preparing for further education" twelfth, with below-average rating (grads, third, high rating); drops also gave generally lower average ratings to items than did grads, even where items ranked the same in relative order; (40) asked to report on skills or abilities they could now use: (a) drops reported advanced shops, help in improving study habits, and homemaking skills, in that order; (b) grads reported help in improving study habits, advanced shops, and improved reading skills; (41) asked to report on courses not offered, but now considered valuable: (a) drops requested various shops and help in marriage and family living. (Only one-fifth of the drops responded on this, and one-half of their responses were valid.) (b) grads led with advanced shops, advanced English, improved study habits, and a course in marriage and family living; (42) about half of both grads and drops reported spending leisure time in active, rather than non-active (about 30%) or cultural pursuits; (43) while a tenth of the grads reported cultural pursuits as a typical leisure activity, not a single drop reported this; (44) grads and drops alike preferred discussion as a best teaching method (53% each), followed by lecture and movies or slides; (45) team teaching, tried for one year at the time of the study, was evaluated by 61% of grads and drops as equal (30%) or superior (29%) to regular teaching; (46) college majors are divided between teaching (31%), technological (25%), and assorted groupings of relatively low proportions.

OBJECTIVE 2: Evaluate differences, if any, in problems faced by school leavers of Mexican ancestry.

(1) Percentage of bils in graduating class up from 12.5% in 1956 to 19.5% in 1961; (2) proportion of bils to all drops same as 1956; 43% (approximately same total enrollment percentage in both years); (3) marriage rates, by one to three years out of school; bils 40%, monos 31%; (4) divorce rates, married leavers: 15% bils, 6% monos; (5) bil full-time employment rate higher than mono grads (48% to 29%) and mono drops (39% to 33%); (6) all bil unemployed, seeking work, rate 15% to mono 6% (1956: 16% to 4%); (7) grad bil unemployed, seeking work, rate 6% to mono 4% (1956: 15% to 3%); (8) drop bil unemployed, seeking work, rate 29% to mono 16% (1956: 17%, 6%); (9) bil in-college rate 23%, to mono 47% (1956: 22% to 39%); (10) combination of factors in (1) and (9) means that substantially more bils are entering and succeeding in college than in 1956 (better than a 50% improvement); (11) bil armed forces rate negligible (one drop respondent) compared with 10% of bil grads and 28% of bil drops in 1956; (12) largest single reason reported for dropping school by bils (one out of three) was "needed money to help at home" (same as 1956); (13) 6% of all bil grads in labor market, and 15% of bil drops have not yet held one job, compared with 3% and 7% of monos (1956: 17%, 38%, compared with 1%, 14%); (14) bils have held more jobs than monos, an average of 2.2 compared with 1.8 (1956: 2.3 to 1.9), indicating less job stability; (15) bils have a higher employment rate than in 1956, with 88% of bil grads and 58% of bil drops in labor market employed (1956: 67%, 50%); (16) bils have slightly decreased their 1956 overrepresentation in farming jobs (10% down to 9%), and grad bils have entered the professional field, with 3% compared to 5% of mono grads (1956: 0); (17) bils are no longer overrepresented in service jobs, and are changing in production jobs from semi-skilled and unskilled to skilled and semi-skilled (20% in skilled; 1956: none); (18) improved job status resulted in higher salaries for bils, both grads and drops ($83.28, $86.50), than for monos ($78.63, $68.09); (19) improved job status of bils is also evidenced by higher gains in average salaries from 1956 (all salaries up 18%; bil up 37%, mono 13%); (20) bil grads report a higher degree of relationship between plans made while in high school and present activity than do bil or mono drops, but not as high as do mono grads; (21) full-time employed bils express slightly higher satisfaction with jobs than do monos: 74% to 69% (1956: 73%, 78%; (22) bils ranked student government first in an evaluation of school services and activities, followed by library, counseling, clubs and athletics;

OBJECTIVE 3: To evaluate those aspects of the curriculum to which the follow-up data apply.

The follow-up study was analyzed for applicability to the twelve objectives of the school district, as developed by the faculty.

It was found that five objectives lent themselves to evaluation:

(a) Getting and holding a job. Based on employment rate, reduced frequency of job changes, report on level of job satisfaction, better occupational opportunities for bilingual grads and drops, and their response to this specific question (#17-5), this objective seemed to be well met. The addition of occupational counseling specialists since 1960 should also help.

(b) Mathematical skills and competencies. Based on responses to items 11 and 12 of question 17, this objective appears to be satisfactorily met. The specific question (#17-11) would rate it as well met.

OBJECTIVE 3 (Continued)

(c) Gaining an education commensurate with abilities and interests. Based on the increased rate of college entrance, the much increased percentage of bilingual graduates, and the tenor of response to items 16 and 17 (school lacks now perceived), as well as concluding comments on questionnaires, this objective was evaluated as being very well met.

(d) Self-assessment of abilities and solution of personal problems. Both of these items were given very high ratings by both grads and drops; objective perceived as being well met.

(e) Development of reading, writing, and speaking effectiveness (communications skills.) By student self-report (question 17, items 9, 10) this objective appears to be well met.

Four objectives were perceived as being partially evaluated by the data:

(a) Moral and spiritual values, love of country, respect for authority, family, individual rights (good character and citizenship.) Miscellaneous data lead to conclusion objective may not be as well met as the preceding; although church attendance at least monthly reported by majority of respondents indicates help in this objective from source other than school, the self-reported needs in area of marriage and family life, and low ranking given help in citizenship training indicate shortages. On the other hand, such "evidence" does not lead one to believe that students lack these qualities; rather, they may not perceive them as being taught.

(b) Understanding people and better human relationships. Ambiguous response: first part ranked number one by both grads and drops; last part ranked last in series of 14 by both groups. If assume leavers have had no chance to participate in citizenship outside school, objective is partially met.

(c) Good health knowledge and habits. Partial evidence indicates objective being well met: grads and drops both rate "taking care of health" as valuable training from school; also, 46% of all respondents indicated spare time was being spent in an active manner (contrasted with passive or cultural).

(d) Good use of leisure time. From evidence of below average rating on how school helped in this area, assumption could be made that objective is not being well met, or is not clearly perceived.

Three objectives did not seem to be measurable by the study:

(a) Scientific understandings and skills to appreciate challenges facing world.

(b) Physical fitness, and habits for maintenance.

(c) Understandings and appreciation for making aesthetic judgments.

OBJECTIVE 4: To evaluate aspects of the guidance program.

(1) Graduates ranked teachers as being of somewhat more help than counselors in making life plans, while drops rated counselors as more helpful than teachers (same finding in 1956); (2) success of university prep grads in entering and remaining in college indicates better screening and counseling, as well as improved course of study in this curriculum. At the same time, one-half of this group (one-fourth of all general ed grads) fail; (4) in analyzing reasons for college drops, some of the eight in the 90-109 ability range might have succeeded if counseled into an appropriate junior college course. Also, eight students of 110+ ability dropped for reasons which may have been prevented by high school counseling. Consequently, a counseling need has apparently not been fully met; it is of course realized that many students make poor educational choices regardless of the quality of quantity of counseling. Nevertheless, recommendations include proposals to meet these needs; (5) in a listing of activities and services (clubs, athletics, counseling, library, and student government), former students ranked counseling in the middle, with a medium rating, but in a listing of 14 areas of living (Q. 17), five of which were directly related to guidance objectives, ranks were 1, 3, 5, 6, and 9, with very high ratings for the first four, and medium for the fifth. This leads to the conclusion that counseling is perceived by the student apart from the total guidance framework, while its effects are rated much higher (counseling is not seen as the sum of its parts).

RECOMMENDATIONS

The following recommendations are made to the Instructional Policies Committee for (a) their evaluation as to relative importance and (b) assignment to appropriate groups for study and report. The recommendations are made both on the basis of follow-up findings and other accrued information.

Prior to consideration by IPC, each committee member should carefully study the entire report in order to weigh the findings which led to these recommendations, and to evaluate them against his own information.

A. CURRICULUM STUDIES. Study should be made by appropriate groups of the following:

1. Help in marriage and family life, especially for potential drop-outs.

   Supporting information:

   a. high early marriage and divorce rates

   b. rating by drops in 1956 of homemaking as most valuable course (question was not asked on 1961 study)

   c. self-reported need (free response, question 20)

A. CURRICULUM STUDIES (Continued)

2. Development of better study habits;

Supporting information:

a. self-reported need (free response, questions 19, 20, and at end of questionnaire;

3. Utilization of shops to teach advanced skills.

Supporting information:

a. self-reported need (free response, questions 19, 20, and at end of questionnaire);

b. increase in percentage of former students employed in skilled and semi-skilled production as compared with semi-skilled and unskilled;

4. A college preparation curriculum pattern to better meet the college entrance background requirements of the 50% of college entrants who graduate from curricula other than university prep.

Supporting information:

a. entrance requirements at San Jose State (receiving 36% of our college-bound graduates) are going up;

b. university prep background coincides with highest degree of admission and lowest drop rate, but is simultaneously becoming more restrictive;

c. too many students enter college with a general ed background, and these experience the highest drop rate;

5. A curriculum pattern encouraging potential apprentice trainees to take essential math (including algebra), English, and shop courses (where appropriate).

Supporting information:

a. approximately 16% of all boy leavers (grad and drop) enter some form of apprentice training;

b. most Santa Clara Valley apprentice trades have waiting lists; an exception is the electricians union, where lack of qualified algebra applicants creates a shortage. In either case, better preparation means a better chance to compete;

A. CURRICULUM STUDIES (Continued)

6. Bilingual special problems should be investigated and necessary recommendations made.

Supporting information:

a. data as reported in special bilingual section of this study;

b. it is possible that the apparent progress in status of the bilingual graduate or drop may mean that the current combination of factors is effective enough without major change;

7. Comments at end of study should be reviewed, categorized, and analyzed for significance by a representative committee of faculty and administration.

Supporting information:

a. Comments are in many cases quite perceptive. As representations of feelings, they contain information of high potential value;

B. GUIDANCE PROGRAM. Study should be made by appropriate groups (including teachers) of the following:

1. Review of present organization of grade 9-12 academic, grade 9-11 general and terminal counselors, and grade 12 occupational counselor.

Supporting information:

a. four-year counselor preferable for continuity and delineation of responsibility;

b. occupational choice is a grade 9-12 continuing process;

c. present counseling system, although too new to be recognized in follow-up responses, is currently evaluated by students for WASC studies; these reflect respectable but not enthusiastic student perceptions of the programs;

2. Are new guidance needs becoming apparent?

Supporting information:

a. college prep curriculum need, above, if implemented, requires new look at counseling;

b. college drop reason study indicates needs for special "under-achiever" counselor (also supported by information received from James Lick High School staff).

B. GUIDANCE PROGRAM (Continued)

3. A thorough review of counselor role and responsibility in assisting student with occupational choice, which should include consideration of need for additional parental involvement.

Supporting information:

a. financial reasons were frequently given for dropping out of high school, as well as dropping college;

b. review of reasons for 70 college and junior college drops found about 20% who clearly would fail because of low mental ability (below 90 I.Q.);

c. possible that many students attempt college because of no better ideas of what to do;

d. Wrenn ("Counselor in a Changing World") suggests greater responsibility for counselor to have adequate background and then to use his knowledge more directively with counselees.

ADMINISTRATION OFFICES

East Side Union High School District

FRANK FISCALINI, SUPERINTENDENT

4600 ALUM ROCK AVENUE, SAN JOSE 27, CALIFORNIA

CLAYBURN 1-0570

June 1, 1961

Dear Former East Side Student:

Now that you have been gone from high school for some time, we would like your help in answering some questions for us. As you know, we are constantly trying to improve our school, and your opinions on various matters will be very helpful to us.

We are sending these letters only to a few selected former students, so it is very important that every one that goes out is returned to us. For that reason, we have tried to make the questions as easy as possible to answer, and we have enclosed a self-addressed, postage-paid envelope. All you have to do is take a few minutes of your time to give us your answers, seal them in the envelope, and mail them back to us.

When all the returns are in, we will send you a "newsletter" with some interesting facts we learn. What is more important, we will use the information we gain to make your high school an even better school for the thousands of students yet to come.

I know that I can depend on you, as one of our former students, to take a few minutes as soon as possible to answer these twenty-four questions and drop them in a mailbox. We are not looking for compliments - only the truth - so please answer them frankly and honestly to the best of your ability.

Sincerely yours,

Frank Fiscalini

Frank Fiscalini
Superintendent

FF:im
Enclosure

SURVEY OF FORMER STUDENTS

NAME _____

ADDRESS _____

CITY _____ STATE _____

PLEASE GIVE A FEW MINUTES FOR YOUR HIGH SCHOOL!

Write your new address and city here if it is not the same as given at the left. _____

DIRECTIONS: Skip any question which does not apply to you, but make a check (✓) by the number of the question skipped to show that you looked at it.

1. If your address is not the same as given above under your name, please write your new address, city and state in the blank above in the center of the page.

2. Are you (check one) _____Single _____Married _____Divorced _____Widowed

3. If married, how many children do you have? _____

4. If you are now a "Mrs." please write your married name <u>above</u> your name at the top of this sheet.

5. What are you doing now? (Check the main one)

_____1. Working full time
_____2. Working part time
_____3. Unemployed, want work
_____4. Unemployed, not seeking work
_____5. In school full time
_____6. In school part time
_____7. School and working part time
_____8. Service: Branch _____
_____9. Other: (explain) _____

6. Where did you get most help on your life plans while in high school? (Check <u>one</u>)

_____1. Parents, relatives, or other adult friends
_____2. Friends my own age
_____3. Teachers who were not my counselors
_____4. My counselors
_____5. Received no help at high school; parents, friends, teachers or anyone.
_____6. Other (explain) _____

7. If you did not finish high school, why did you quit? Write "1" in front of your <u>first</u> main reason, and "2" in front of your <u>second</u> main reason.

_____1. Preferred work to school
_____2. Not interested in school
_____3. School was too hard
_____4. Doing failing work
_____5. Disliked a teacher or teachers
_____6. Disliked a subject or subjects
_____7. Could learn more outside school
_____ 8. Needed money to help at home
_____ 9. Needed or wante spending money
_____10. Ill health
_____11. Friends had left school
_____12. Parents wanted me to leave school
_____13. Marriage
_____14. Other: (explain) _____

8. How many jobs have you held since leaving high school? __None __1 __2 __3 __4 or more

9. If you are working, JOB TITLE: (Short, but exact) _____
Please write a brief description of what you do: _____

10. What is your <u>average</u> weekly salary before taxes are taken out? (Answer confidential)

__1. $10-$14 __3. $25-$29 __5. $40-$49 __7. $60-$69 __ 9. $80-$100
__2. $15-$24 __4. $30-$39 __6. $50-$59 __8. $70-$79 __10. Other

11. Is what you are doing now what you thought you would be doing while in high school?

___1. Nothing very definite in mind while attending high school
___2. I am not doing anything like what I had in mind while in high school
___3. I am doing something like what I had in mind while in high school
___4. I am doing exactly or almost exactly what I had in mind while in school

12. Do you feel satisfied with your present job concerning:

1. Type of work? ___Yes ___No
2. Salary? ___Yes ___No
3. Chances for working up? ___Yes ___No

13. Check if you have had any of the following training:

___1. Beauty College
___2. Barber College
___3. Business College
___4. Apprentice training
___5. Military tech. training (explain) _____
___6. Other special training (explain) _____

14. If you have ever attended college, or are now attending, check proper space:

___1. San Jose Junior College
___2. San Jose State College
___3. Univ. of California
___4. Stanford
___5. Other (name) _____

15. If you have dropped out of college, please check your MAIN reason below:

___1. Poor study habits
___2. Low grades
___3. No definite goal
___4. Marriage
___5. Took a job
___6. Financial
___7. Health reasons
___8. Needed at home
___9. Other (explain)_____

16. Have these high school activities helped you in any way since leaving high school? CROSS OUT any item you did not have. Make an "X" in one of the columns for each remaining item.

Little or no help	Helped some	Helped much	
			1. Clubs
			2. Athletics
			3. Library
			4. Counseling

Little or no help	Helped some	Helped much	
			5. Student body or class activity or office
			6. Other activity (explain)

17. Thanks for your patience. Below are 14 ways in which the school may have helped you. Check the proper column for EACH ITEM to show how you were helped by high school.

Little or no help	Helped some	Helped much	
			1. Using your spare time
			2. Taking care of your health
			3. Taking part in community and civic affairs
			4. Marriage and family life
			5. Getting a job
			6. Getting along with people
			7. Preparing for further education
			8. Understanding your abilities

Little or no help	Helped some	Helped much	
			9. Using good English
			10. Ability to read well
			11. Using everyday math skills
			12. Understanding principles in borrowing money
			13. Conducting your own business
			14. Thinking through your problems

18. I attend church: ___1. Weekly ___2. Monthly ___3. Other ___4. Not at all

19. Could your school have helped you develop another skill or ability that you could use now? ___Yes ___No. If you marked "yes," name the skill or ability _____.

20. Could your school have offered some subject it did not have that would help you now? ___Yes ___No. If you marked "yes," name the subject_____

21. How do you like to spend your spare time?_____

(If you wrote more than one thing, please circle the item you like the best.)

22. What way of teaching seemed best for you? (Check one)

Movies, slides, etc. _____ Phonograph _____ Discussion_____
Tape recordings _____ Lectures_____
Other (name it) _____

23. If you had team teaching in high school, how would you compare it to a regular class? (Check one) Better_____ About the same_____ Not as good_____

24. What is your college major?_____

If it is teaching, please show level (elementary or secondary) and major_____

Thanks very much. Perhaps you may have some comments to make in your own words about the school - things you would like to see changed or added, changes in the way the school is run, suggestions for the counselors, etc. Please add any comments below and then seal and mail this back in the enclosed envelope. It doesn't need any postage. Thank you very much - you will be very helpful to your school through your work today.