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A STUDY OF THE CURRICULUM OF A
SMALL HIGH SCHOOL WITH EMPHASIS
ON THE BUSINESS DEPARTMENT

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A paper submitted
in partial fulfillment of
the requirements for the degree of
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INTRODUCTION

Curriculum is all of the experiences provided by the school for the child. Through these experiences the curriculum should attempt to: provide equal opportunities, keep the society together, bring about a change in behavior, and transmit the culture of the community.

A curriculum may be regarded as a course of study that encompasses a body of knowledge which is integrated. If the curriculum is to be effective, it must have organization and content which the student can comprehend. The curriculum must be created for specific purposes and with the aim of giving information to the student. When the student has been exposed to the curriculum, he should have, as a result, changed attitudes, and his ability should be developed to the point where he can make logical decisions. If a curriculum cannot stand a critical analysis it is defective and the aims of education will not be served by it.¹

The above commentary may be applicable to the complete program of any school or to a specific curriculum offered in a particular high school. This paper will submit a general survey of the high school educational program of Cumberland Unit District No. 77 and specifically attempt to analyze the business education curriculum offered, using the above commentary as a guide.

¹ M. L. Wardell, "Revising the Curriculum in the Light of Changing World Conditions," Addresses on Current Issues in Higher Education. Dept. of Higher Education, N.E.A. of the United States (Washington, D.C.: 1951), p. 131.

In this study, this small high school is one which has 350 students in grades Nine through Twelve and employs fifteen teachers. The business department of this small high school is that department that offers any of the business subjects and employs two full-time teachers and one part-time teacher.

The data presented in this study is, in part, based on observation as a member of the faculty. Additional information was drawn from the files of the guidance counselor, from the office of the principal, and from the students confidential personal records on file in the offices of Cumberland High School. Additional reference material was obtained from the Office of the Superintendent of Public Instruction, from literature in Eastern Illinois University Library and from a personal library.

I. A SURVEY OF THE COMMUNITY AND THE PROGRAM
OF INSTRUCTION

Survey of the Community

Cumberland High School serves an area of approximately 100 square miles in the eastern two-thirds of Cumberland County, Illinois. Predominantly rural, the area includes three villages and four unincorporated communities. The largest of the villages is Greenup with a population of 1360. The two remaining villages and their populations are: Jewet, 243; Toledo, "989 Happy Souls and 11 Soreheads." With very few exceptions, the farms in the area are small. Seventy per cent of the farms are under 220 acres and ninety per cent have less than \$20,000 sales per year.

TABLE I

CUMBERLAND COUNTY - FARMS BY SIZE

Item	Cumberland County Total
Under 10 acres. number 1959	41
10 to 49 acres. "	214
50 to 69 acres. "	75
70 to 99 acres. "	101
100 to 139 acres. "	135
140 to 179 acres. "	139
180 to 219 acres. "	133
220 to 259 acres. "	90
260 to 499 acres. "	204
500 to 999 acres. "	29
1000 to 1999 acres. "	1
	<u>1162</u>

*1959 Census of Agriculture--Preliminary

TABLE 2

CUMBERLAND COUNTY
1959
FARMS BY ECONOMIC CLASS

Item	Total
Class I (farms with sales of \$40,000 or more)	11
Class II (farms with sales of \$20,000 to \$39,999)	100
Class III (farms with sales of \$10,000 to \$19,999)	205
Class IV (farms with sales of \$5,000 to \$9,999)	245
Class V (farms with sales of \$2,500 to \$4,999)	225
Class VI (farms with sales of \$50 to \$2,499)	40
Other farms (retired farmers and part-time operators working off farm 100 days or more)	345
	<u>1171</u>

*1959 Census of Agriculture--Preliminary

Businesses are mostly single proprietorships. The population and economic structure of the community remain relatively stable. The "Technological Era" takes its toll. The immediate post-high school group, no longer being able to be absorbed, shows the greatest loss in numbers. Approximately two-thirds of the graduating seniors leave the immediate community each year. As would be expected, those that remain in the community adapt themselves to the rather unchanging social and economic structure of the area.

General Survey of the Program of Instruction

Cumberland High School had an enrollment in 1959-60 of approximately 343 students. The school day is divided into nine periods - first period 60 minutes, remaining periods 40 minutes. The class enrollment sheet in the Appendix lists the courses offered at Cumberland and gives a breakdown of the enrollment.

Idiosyncrasies of the curriculum

Previously, it was a general practice for all Ninth Grade students to enroll in Algebra. Last year a new course was added-- General Mathematics. The students are screened and only those with low capabilities are allowed to enroll in General Mathematics. A combination course of solid geometry and trigonometry is offered every other year. Physics is the alternating course. Agriculture, Home Economics, and Industrial Arts offer course III one year and course IV the next year. Athletics (not required Physical Ed.) is offered the ninth period every day.

Critique of the general program of instruction

The enrollment in Athletics is fifty-three students. Any students going out for varsity sports enroll in Athletics and practice the last period. One may draw one's own conclusions concerning such a procedure. Cumberland has been strong in athletics in previous years, and the community was very "sports-minded." Lately the program has lost some of its stature. A double-period course in Athletics was offered two years ago and last year it was reduced to one period. Eventually it will probably be dropped. This would greatly alleviate the scheduling problem.

According to the superintendent, two courses will be added to the curriculum next year. French will replace Latin in an attempt to modernize the language offering. New equipment for a language laboratory will be installed. French I will be added in 1961 with the second and third years offered in the following years. French was elected over Spanish because the language

teacher had training in French. All students except seniors may elect to take this subject, but should plan to take more than one year.

Mathematics II is an addition for boys preparing to go out into jobs from high school. This industrial trades course is expected to be in great demand as it is to be "tailor made" for many trades. Students in the same class will study mathematics applicable to carpentry, mechanics or other trades. It is personalized in that it gives the students the mathematics appropriate for the specific trades they may choose.

The technological era is exerting its influence on curriculum choices. The charts on the following pages are presented only as an indication of this point and not as conclusive evidence.

For 1960, the Seniors with high aptitude, based on Illinois Statewide High School Testing Program scores, have enrolled in Chemistry and Solid Geometry. The two high ranking girls in Home Economics are also enrolled in Chemistry and Solid Geometry. It is their intention to specialize in Home Economics (dieticians). In the light of the reversal of our society from agrarian to industrial, more of the high aptitude boys have enrolled in Chemistry and Geometry, probably with the intention of seeking higher education and training. The intentions of the low aptitude students enrolled in Agriculture and Industrial Arts may be questionable. It is also significant that Agriculture has a high "mortality rate." Approximately one-fourth of the boys who take Agriculture as freshman also take it as seniors.

TABLE III

SENIOR CLASSES 1960, 1959, 1958, 1957. PERCENTILE RANK SCORES ARE INDEX OF STUDENTS GENERAL ACADEMIC ABILITY. ANALYSIS LIMITED TO SIX CLASSES ARBITRARILY SELECTED.
1960

	Social Problems	Book-keeping	Ag.	Industrial Arts	Home Ec.	Chemistry	Solid Adv. Geom.
96-100						2	2
91-95					2	4	2
86-90						2	2
81-85						3	3
76-80	1	1				3	1
71-75						2	
66-70						2	
61-65	1	2		1		1	1
56-60	1	1		1	1	1	
51-55	1	2				1	

46-50		1			2	6	
41-45		4					
36-40	1	1				1	1
31-35	2	2	1				1
26-30		2					
21-25	3	3	2		1		
16-20	1	5		3	1		
11-15	5	5	1	3	1		
6-10	2	1	1	1			
1-5	5	6	1	2	4		

1959

96-100							
91-95							
86-90							1
81-85						1	1
76-80							
71-75							
66-70	1	1					
61-65			1				
56-60						1	1
51-55	2	2	1				2

46-50		2				1	
41-45		4		1	1	1	3
36-40	1	1				1	
31-35	3	2	1				1
26-30	2	4			2	1	
21-25	1	3				2	
16-20	3	2				1	
11-15	2	4	2	1		1	1
6-10	1		1				
1-5	4	6	1				

TABLE III CONTINUED

1958

	Social Problems	Book- keeping	Ag.	Industrial Arts	Home Ec.	Chemistry	Solid Adv.	Geom. Math
96-100						1		1
91-95	1					1		2
86-90					1			
81-85						2		1
76-80	1	1			1			
71-75								
66-70	1	1			1			1
61-65	1	1						
56-60	2	1						1
51-55								

46-50				1	1	1		1
41-45	2				1			1
36-40	1	1	1			1		
31-35		3	1	1				
26-30	1	1	1		1	1		1
21-25	2		1		1			
16-20	3		1					
11-15	2	1						
6-10	1		1	1				
1- 5	1							

1957

96-100								1
91-95	1				1			
86-90	1				1			2
81-85								1
76-80					1			
71-75						1		
66-70	1					1		
61-65	3				1	1		2
56-60	1							
51-55	3				1	1		2

46-50	1	1			1			
41-45	3					1		
36-40		1						1
31-35	1							
26-30	3			2	1			
21-25	1				2			
16-20	1			1				
11-15					1			
6-10					1			
1- 5	1	1	1					

The addition of General Mathematics to the curriculum is a recognition of individual needs and individual differences. Many of the potential non-graduates, through testing and guidance, will probably be enrolled in this course. If they are able to have a meaningful experience in General Mathematics, they will be able to contribute more to society.

Less than ten per cent of the students in grades Eight through Twelve have dropped out of the Cumberland School System in the past five years, according to a study recently completed by the guidance counselor. The average number of courses failed by the boys was 3.2. Girls who dropped out averaged failing grades in two subjects each. Approximately sixty per cent of the drop outs occurred before or during the second year of high school. (Appendix II)

In comparing the drop out statistics of Cumberland with other schools in Illinois, we may use a pilot study of 89 high schools in the state for 1959, conducted by the State Department of Public Instruction, as a guide. (Appendix III) Sixty-four per cent of the drop outs occurred before or during the second year of high school. Forty-five per cent withdrew failing as opposed to sixty-four per cent of Cumberland students failing two or more subjects. The average number of days absent per student was 17 for the pilot study group and only 11.5 days for Cumberland students. Fifty-six per cent of the pilot study group had jobs while only twelve per cent of the Cumberland drop outs were gainfully employed. Fifty-six

per cent of the non-graduates in the study group were male. At Cumberland, the males represented sixty-two per cent of the total non-graduates.

If we could project this ten per cent drop out rate to the national level, someone might well ask the following question: Is it the proper function of the schools and their subject-centered curriculums to "dump" on society this unfortunate group of people?

II. AN ANALYSIS OF BUSINESS ACTIVITY AND THE PLACEMENT OF GRADUATES

The following analysis of the business activity of the two main communities and of what the graduates do is necessary before getting into a specific discussion of the business education program because these activities, to a large extent, should determine the offerings in the program.

Every small town contains a group of people who are employed as full-time business workers. Most numerous in this group are the owners and employees of retail businesses. Also in the community are the banks with several tellers, bookkeepers, and clerks. A few people are engaged in the insurance and real estate businesses. The chief business activity of the majority of the full-time business workers is selling. In addition, the owners of retail stores, filling stations, and insurance and real estate businesses keep simple bookkeeping records; they all use the telephone, and many use typing extensively. The farmer is in part a businessman. He buys farm supplies--seed, fertilizer, feed, and farm machinery. He must sell some of his produce or he will fail financially. In buying his supplies and in selling his crops, he may type letters, use the telephone, use the services of a bank, and probably carry considerable insurance. Finally, if he is to know on which crops he makes a profit and on which he suffers a loss, he must keep simple bookkeeping records.

The carpenter, the painter, the plumber, the electrician, the garage owner; all of these people make contracts, all buy supplies, all sell their services, and some also sell materials. All have need for simple records, insurance, banking services, and all write business letters. Also in Toledo and Greenup, professional people have established practices. The doctors, the lawyers, the dentists, the politicians in the Court House, and the beauty operators have use for business skills.

The housewife uses business principles and skills daily. Most of her business activities are connected with buying household supplies. Part of her buying may be done personally, part by telephone, and part by mail. And finally, she may use the bank as an agent in paying bills.

Toledo and Greenup, like all communities, have a number of organizations -- civic, religious, fraternal, and social. These organizations require the taking down of the minutes of the meetings, the writing of letters, the recording of dues received and expenditures made, and the balancing of the bank accounts. These are not all of the business activities in the communities, but it does include the majority of them.

As stated earlier, one-third of the graduates remain in the community and engage in these business activities. The majority of the graduating seniors seek their niche elsewhere. The table on the following page indicates just where these people fit into the economic structure.

TABLE IV

PLACEMENT OF HIGH SCHOOL GRADUATES THREE MONTHS
AFTER GRADUATION. 1958 - 1960

In Immediate Community

Class of	Farming	Factory, Clerk, Garage.	Office	Home (Some Housewives)
1960	2	11	1	5
1959	7	9	1	3
1958	4	4	0	9

Outside Immediate Community

Class of	College	Bus. College, Trade School, Nurses Tr., Air. Hostess	Service	Office	Factory, General Labor	Housewife	Unknown
1960	29	3	5	4	3	2	6
1959	18	6	3	3	8	6	2
1958	18	0	3	6	5	5	5

How do Cumberland graduates compare with other graduates in what they do after graduation? In a study, including 46 high schools variously located in all parts of the state (except Chicago), of what the 1957 graduates did after graduation, Harold C. Hand arrived at the following percentages: Thirty-four per cent continued their formal education - four-year college, twenty-six per cent; two-year college, three per cent; nurses training, three per cent; other, two per cent. Thirty-three per cent entered some gainful occupation - skilled business, sixteen per cent; skilled trade, eight per cent; farming or allied occupations, two per cent; unskilled,

seven per cent. Eight per cent became full-time homemakers, eight per cent entered military service, three per cent were categorized as miscellaneous and fourteen per cent were unknown.²

²Harold C. Hand, "What Becomes of the Graduates of Illinois High Schools," Illinois Education, (November, 1960), 107.

III. THE BUSINESS CURRICULUM

Objectives

What percentage of students attending the high school enroll in a business education subject during at least one of the four years? Rare is the student who graduates from Cumberland High School without taking at least one course. For a three year period, 1957-1959, eighteen graduating seniors had not had at least one course in business education. Many students take the subjects not for vocational purposes, but because it will help them in the vocations which they plan to enter.

The four aspects of educational purpose as set forth by the Educational Policies Commission are:

1. Objectives of self realization
2. Objectives of human relationship
3. Objectives of economic efficiency
4. Objectives of civic responsibility

The broad program of business education should contribute to all these objectives and seeks more in detail to attain the following aims:

Work. The educated producer knows the satisfaction of good workmanship.

Occupational Information. The educated producer understands the requirements and the opportunities for various jobs.

Occupational Choice. The educated producer has selected his occupation.

Occupational Appreciation. The educated producer appreciates the social value of his work.

Occupational Efficiency. The educated producer succeeds in his chosen vocation.

Personal Economics. The educated consumer plans the economics of his own life.

Consumer Judgment. The educated consumer develops standards for guiding his expenditures.

Efficiency in buying. The educated consumer is an informed and skillful buyer.

Consumer Protection. The educated consumer takes appropriate measures to safeguard his interests.

Dr. Clifford B. Shipley has prepared the above mentioned objectives for the business education curriculum which includes all or most of the major aims as listed by various authorities in the field.³

Description of Courses

General Business: (Open every year as an elective with the exception of freshmen.) General Business includes business and economic information and guidance relating to personal, social and family money problems. It attempts to help students to make wiser uses and choices of the goods and services available to them. Attention is given to business facts, skills, and behaviors; but stress is placed on attitudes and understandings that will enable students to be more intelligent in making decisions that they will face as consumers, workers, and citizens. It is a foundational course not only for those who wish to work

³Clifford B. Shipley, A Handbook for Business Education in the Small High School (Cincinnati: South-Western Publishing Co., 1948), p. 8.

in business, but also for those who plan to pursue careers in other fields as well as for those who hope to be efficient homemakers and responsible community citizens.

Typewriting I: (Elective during the junior and senior year.) Emphasis is placed on the basic skills, the manipulation of the typewriter and upon typing for personal use.

Office Practice: (Elective the senior year.) This course is commonly called advanced typing at Cumberland. Students are required to have one year of typing. Advanced course in typing develops skills in filing, skill in the operation of office machines, and integrates the fundamental skills and knowledge of arithmetic, penmanship, English, punctuation and spelling.

Shorthand I: (Elective junior and senior year.) Shorthand I is considered a vocational subject. The emphasis is on learning the principles governing the construction of shorthand outlines, and developing the skill of reading and writing shorthand.

Shorthand II: (Elective subject offered the senior year.) This is an advanced course offered to improve the speed of the student. It emphasizes the transcribing of one's notes at the typewriter into acceptable form. Emphasis is placed on the type of work which students are likely to do in a secretarial position.

Bookkeeping: (One-year subject; offered as an elective to juniors and seniors.) It develops the ability required to obtain a business position of the type ordinarily available to high-school graduates.

The classes listed are taught in a three-teacher department. Typing I consists of three sections annually; Typing II consists

of one section; Shorthand I consists of two sections; Shorthand II consists of one section; General Business consists of two sections annually, and Bookkeeping two sections.

Criticism of the Business Education Curriculum

The strongest phase of the entire program is the area of typing: Learning to type and developing the skills, personal and office typing problems and the actual work experience using the proper forms. With approximately thirty-eight per cent of all business education teaching at Cumberland High School devoted to Typing I and Office Practice, it is clear that considerable emphasis is placed on this phase of the program.

In an area populated by families of limited to average incomes and small businesses, many of the students take typing for the following reasons: (1) many boys plan to leave the farms; either they will go on to college or they may go into business and will have a need for typing, (2) many students, particularly males, are beginning to see the field of business as a vocation, (3) the girls have always considered it as a vocational end, even though they might not ever be called upon to use it, (4) even though it is a small community, since Toledo is the County Seat, they are able to find work without further training.

The same amount of time is devoted to the subject of shorthand, thirty-eight per cent. However, fewer students take shorthand. The interests of the students that do take it are very strong, and in the follow-up on the students that have had the two-year course, it was found that at least seventy-five per cent of these students are using their shorthand in their jobs. A few of the girls who

are not using their shorthand admit that it was a strong factor in their getting the job, over someone else. Many employers prefer that the students have shorthand, and this has been one of the strong factors in the outcomes of the courses. Another factor which affects the course is the fact that it is something entirely different from the general courses offered.

Filing is another strong phase in the business education program but one that has certain weaknesses. All material used in this unit is made by the teacher. The filing unit isn't as detailed as it could be, but it does give the basic rules for filing and enough practice in filing that students are able to use it on the job. About four weeks is devoted to filing in the Office Practice class.

The business education department is housed in a relatively new building, built in 1951. Two rooms are devoted to the department. These rooms are ample in size but still have certain limitations. The typing room, at the present time, was designed for a Distributive Education Course--a subject not offered in the business curriculum. Since the room is not being used for the purpose for which it was designed, the following problems have resulted: (1) cabinets, ($2\frac{1}{2}$ feet wide and 30 inches high go around all four walls) and shelves take up space needed for additional typing tables; (2) room is extremely crowded. additional typewriters are needed for the practice periods; students cannot type because a typewriter isn't available. Lack of available typewriters also affects the advanced shorthand class.

Since a typing practice period is scheduled for the same period as the advanced shorthand class, one or the other will have to give up the typewriters. Transcribing of one's notes on the typewriter is the most important phase in the advanced shorthand course, but the problem of the typing students getting their work in on time exists too.

The shorthand room is ample in size and has adequate lighting and ventilation. Regular classroom desks are used in this room. The teachers' desk, used by three teachers, is not adequate. Each teacher needs a filing cabinet. One was purchased last year.

The equipment is limited. Up-to-date textbooks are used in the classes. The number of textbooks is ample except for those used in typing. In typing, a problem exists when the book is left with the typewriter. With three teachers teaching typing in this room, and typing practice periods being held in the room when there isn't a class, books "disappear". The typewriters are up-to-date, regularly maintained by skilled repairmen. Here, the problem of one brand of typewriter, using the same size type, exists. Many of the graduates have never typed on anything but a Royal. When taking a Civil Service Examination, they become "flustered and confused" because they have never typed on a Remington, or an Underwood. Pica type is used, but ninety per cent of the businesses use elite.

Office machines were extremely limited for teaching the subject, Office Practice. The only machine available last year was the fluid duplicating machine. This year, largely through

the effort and persuasion of the teacher of office machines, five new machines were purchased by the administrator--one Royal electric typewriter, one Stenorette tape recorder, two calculators and one mimeograph machine.

In larger cities, there isn't much demand for students with only one year of bookkeeping. Employers feel that more training is necessary. Students usually take bookkeeping with the idea that it is more for personal use. However, very little time is devoted to bookkeeping on a personal basis. Therefore, little interest is created. Emphasis needs to be on budgets, record keeping for a small business, and farm record keeping.

General Business includes several units; purchasing, saving, communication, transportation and others. The textbook is very general, leaving it up to the teacher to go more into detail. The biggest criticism is that there is too much material to be covered.

Since there are three teachers on the staff, a wider curriculum could be offered to meet the needs of the student in the field of economic education. To meet the main objectives of the business education curriculum, the program must be up-to-date; otherwise, the students will not be adequately prepared for the vocation which they plan to enter. Keeping the curriculum modern is the most important aspect.

The addition of Personal Typing last year, to an already strong typing curriculum is a feeble attempt at modernization. In fact, it may have a reverse affect. This repetitive addition means another two periods (class period and practice period)

added to the teaching load. This time could be used much more effectively in extending the curriculum to include desired social business courses; business arithmetic, business law, salesmanship, or preferably a course in consumer economics (an extension of General Business).

A good business education program includes subjects which insure that each boy or girl who leaves the secondary school will have a basic understanding of what his rights and duties are in this complex economic system and that every young adult will know how to conduct himself to solve intelligently the economic problems with which he will be confronted in the home, in his business, and in the community.

APPENDIX I

Class Enrollment 1959-60

	9	10	11	12	Total
	94	84	91	74	343
Eng. I	94				94
Eng. II		83	1		84
Eng. III			90	3	93
Eng. IV				29	29
Latin I	21	9	4		34
Latin II		8	3	3	14
Speech			13	26	39
Gen. Math	33				33
Algebra	61				61
Plane Geom.		36	8	8	52
Solid Geom. & Trig.			13	13	26
World History		37		1	38
Am. History			91	1	92
Govt.				32	32
Soc. Problems				23	23
Gen. Science	94	3			97
Biology		49	5	3	57
Chemistry			15	28	43
Drivers Ed.		64	30		94
Gen. Bus.		49	4	1	54
Typing I			50	9	59
Personal Typing			23	7	30
Shorthand I			28	3	31
Typing II				14	14
Shorthand II				14	14
Bookkeeping				36	36
Ag. I	20	1	5		26
Ag. II		10		1	11
Ag. III			8	5	13
Home Ec. I	36				36
Home Ec. II		25		4	29
Home Ec. III			9	8	17
Family Living				28	28
Ind. Arts I	17	1	4		22
Ind. Arts II		16	2	7	25
Ind. Arts III			4	4	8
Band	19	15	18	15	67
Chorus	15	14	21	19	69
Athletics	11	17	15	10	53

APPENDIX II

Drop Outs 1954-59	BOYS				GIRLS				TOTAL			
Number	91				56				147			
Number Retained	22				6				28			
Ave. no. of Subj. failed	59/91 - 65% 3.2 subj.				34/56 - 60% 2.0 subj.				93/147 - 64%			
Ave. No. of Days absent per year	11.1				12.0				11.52			
Took part in extra-curricular activities	22/91 - 24%				13/56 - 23%				35/147 - 23.5%			
Rural Students	59 - 64%				35 - 62%				94 - 63%			
Urban Students	32 - 36%				21 - 38%				53 - 37%			
Had jobs when they dropped	17/91 - 18%				3/56 - 5.3%				20/147 - 12%			
Had trouble with the law	8/91 - 8.8%				1/56 - 1.9%				9/147 - 6.1%			
Year in school when they dropped	8th - 7				4				11			
	Fr. - 27				14				41			
	So. - 26				26				52			
	Jr. - 24				10				34			
	Sr. - 7				2				9			
Year they dropped school	54-55 - 18				13				31			
	55-56 - 20				5				25			
	56-57 - 24				20				44			
	57-58 - 14				7				21			
	58-59 - 15				11				26			
Age when dropped	15	16	17	18	19 : 15	16	17	18 : 15	16	17	18	19
	8th	1	4	2		1	3					11
	Fr.	5	16	6			13	1				41
	So.		15	7	4		23	3				52
	Jr.		1	18	5			10				34
Sr.			2	4	1		1	1			9	
Boys in service Girls married	Fr. - 2				5				7			
	So. - 2				10				12			
	Jr. - 5				9				14			
	Sr. - 2				3				5			

 Compiled from information submitted by the Cumberland High School
 Guidance Counselor.