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I am submitting herewith a dissertation written by Samuel P. Hyder entitled "A Study of the Holding Power of the Elizabethton Community Schools." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration.

Orin B. Graff, Major Professor

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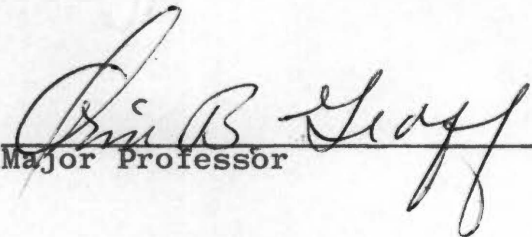
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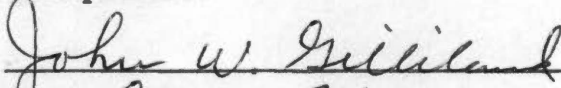
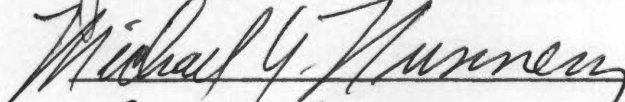
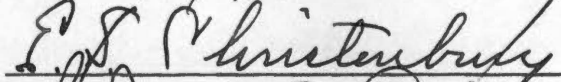
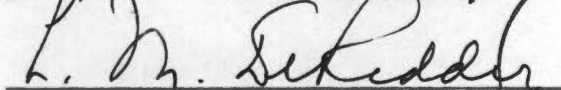
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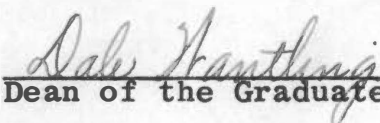
I am submitting herewith a dissertation written by Samuel P. Hyder entitled "A Study of the Holding Power of the Elizabethton Community Schools." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


Major Professor

We have read this dissertation and recommend its acceptance:

Accepted for the Council:


Dean of the Graduate School

**A STUDY OF THE HOLDING POWER OF THE
ELIZABETHTON COMMUNITY SCHOOLS**

A DISSERTATION

**Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Doctor of Education**

by

Samuel P. Hyder

August 1958

UNIVERSITY OF TENNESSEE
KNOXVILLE

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CHAPTER I

NATURE AND BACKGROUND OF THE STUDY

Background of the Study

Public education in the State of Tennessee is presently organized so as to lessen the emphasis upon divisions within the public school system and to strengthen the emphasis upon a unified system in which boys and girls could progress with a minimum of interruption from the first through the twelfth grades. Basic in the thinking of Tennesseans and other Americans was that education is to serve all of the children of all the people. This thinking imposed an obligation which sought to develop each individual, the average, the slow, the brilliant, and the physically handicapped to his maximum. A universal education is necessary in a democratic society which regards all individuals as having personal worth and dignity.

In the public schools policies may be established, learning experiences selected, and methods of instruction utilized which are consistent with our democratic way of life. Public schools must perform the functions of preserving, reinterpreting, and recreating the democratic way of life which has made public education possible.

Making the best use of school resources is an important

aim of all school personnel. It is their primary function to make school the most rewarding place possible, a place where all children may grow and learn in an educational environment.

Despite the continuous progress of the public schools, many fears and misapprehensions have been expressed by some citizens since the Russian launching of Sputnik number one. Some of the expressions were: High school graduates are poorly prepared for college entrance in mathematics, science, and English. The good old days of strict discipline, hard study, and home-work have been replaced by a get-by attitude. Achievements of our high school students in mathematics and science do not compare favorably with those of Russian students.

Allen quoted Caswell A. Ellis who stated at a National Education Association in 1903:

Statistics indicate that little over 5 percent of the pupils who enter the elementary school remain to enter high school. Of those who enter high school, between 20 and 24 percent are reported as graduating. That is, our elementary schools eliminate over 90 percent of their pupils in eight years, and the high schools eliminate about 80 percent of what is left during the next four years, leaving to graduate from the high school about 2 percent of the original number entering the elementary school¹

¹Deryle Kenneth Allen, "A Study of Drop-outs from the Public Secondary Schools of Oklahoma City for the Year 1954-1955" (Unpublished Ed.D. thesis, The University of Oklahoma, 1957), p. 2.

Much progress has been made since this statement was made fifty-five years ago. Today over 85 per cent of the school age youth are enrolled in the public and private schools of the nation. Generally, the pupil retention problem at the elementary school level is acute. Statistics from the U. S. Office of Education revealed the withdrawal from the first through the eighth grade from 1946-1954 to be 30 per cent.² For the same period, the Carter County school record showed the withdrawals to be 36 per cent,³ while the withdrawal percentage for the elementary schools of Tennessee was 25 per cent.⁴

No school can safely estimate its own drop-out rate from the drop-out rate of its state--the most striking feature is the variation from state to state.⁵

According to the Office of Education publication, "High School Retention by States," published in 1954, among all states Wisconsin rated lowest in drop-outs with 203 leaving school and 797 graduating per 1000 who enrolled in

²U. S. Department of Health, Education, and Welfare, Office of Education, High School Retention by States, Circular No. 398 (Washington, D. C., Superintendent of Documents, Government Printing Office, 1954).

³Data secured from the office of the Carter County schools.

⁴Tennessee State Department of Education, Annual Statistical Reports 1947 through 1954.

⁵Charles Allen, "Combating the Drop-out Problem" (Chicago: Science Research Associates, 1956), pp. 6-7.

the fifth grade. Georgia rated the lowest in high school graduates at the same time, when 330 graduated and 770 withdrew from school. There were 13 states where more than half the drop-outs occurred before the ninth grade. In two states there were twice as many drop-outs before the ninth grade as during high school years from the 1000 fifth grade entrants. The average loss for the nation as a whole was 482 of each 1000.⁶

For the nation as a whole, out of ten students starting to school in 1946, seven finished the eighth grade and three dropped out.⁷ In Carter County, Tennessee, from 1000 children, 410 dropped out by the end of the eighth grade, and 590 started to high school. In Tennessee, 318 dropped out while 682 started to high school.⁸ In Carter County, 590 started to high school. Four years later, 369 graduated and 225 dropped out. This study revealed in the Elizabethton grade schools on a basis of 1000 who started to school in the first grade in 1945 that eight years later 733 finished the eighth grade and 267 dropped out. From this group 733 entered high school, and four years later 546 were in school and 187 had dropped out. In Tennessee, from 1000

⁶Ibid., p. 5.

⁷Ibid., p. 6.

⁸State Department of Education, Annual Statistical Reports, 1947-55.

entering the first grade, 399 graduated from high school, and 601 dropped out. The Office of Education recently based school retention rates on the enrollment in the fifth grade rather than in the first. There were two reasons for this action. The fifth grade enrollment was considered to be a more accurate estimate of the number of first grade enrollees because of the high rate of retardation in the first few grades, and compulsory school laws kept practically all pupils in school at least up to the fifth grade. On a nation wide basis, of 1000 children in the fifth grade in 1946-47, 553 graduated from high school in 1953-54, and 447 were considered either retarded or withdrawals.⁹

Historically, the holding power of high schools is not a new problem. In 1870 3.8 per cent of the 80,000 students of high school age were in school. From 1893-1933 the number in high school attendance doubled each ten years. In 1945, 46.7 per cent who entered the ninth grade graduated. By 1951 the per cent increased to 62.5 per cent,¹⁰ and by 1956 the per cent increased to 78 per cent.

⁹NEA Research Bulletin, Vol. 36, No. 1, February 1958, p. 9.

¹⁰U. S. Department of Health, Education, and Welfare, Office of Education, Circular No. 398.

Purpose of the Study

Because of the serious problem revealed by available statistics, the writer was urged to study the problem of school withdrawals from Elizabethton High School and its fourteen feeder schools in Carter County, Tennessee. It was hoped that the results of such a study would reveal some possibilities of increasing the holding power of these schools, and that the schools could then help more youth reach their potential or optimum development. Concern about the problem of high school withdrawals has been prevalent for some time, but little or no anxiety has been expressed for the problem of elementary school leavers.

The writer felt it was of vital importance to study this problem of pupil survival of the Elizabethton High School and its fourteen feeder schools in the light of the preceding statements and the following information:

1. Many students exhibited a disinterested attitude toward school work.
2. Many students left without giving an intelligent reason.
3. There was evidence that the school was not exhausting all its resources to motivate optimum development in all pupils.
4. Approximately 45 per cent dropped out of school

prior to graduation, 44 per cent graduated, and 11 per cent were continuing in school after failing a grade.

The Problem

This study was designed to investigate what happened to 509 Carter County pupils over a period of twelve years. All the 1946 first grade pupils starting to the Elizabethton High School's fourteen feeder schools were included. The study included a search for the pupils who withdrew from these schools from the time of their entrance in the first grade in 1946 until the time of their withdrawal, retardation, or their normal graduation in 1958.

Sub-problems

Underlying a major problem are many minor problems which, if properly examined and analyzed, may help with the solution of the major problem. More of the school leavers may be retained until graduation if answers to the following questions are carefully considered and acted upon:

1. At what age did school leavers withdraw from the Elizabethton High School or the feeder school?

2. At what grade level did the school leavers drop out of one of these schools?

3. What were the stated reasons for leaving given by the school leavers in this study?

4. What were the facts relative to intelligence and achievement of the school leavers compared with those who remained in school?

5. What was the attendance record of school leavers compared with that of those who remained in school?

6. How might administrators and parents have been made more conscious of the potential drop-outs?

7. How many drop-outs and stay-ins were there?

8. What was the educational and occupational status of parents of both groups?

9. What was the marital status of parents of both groups?

10. How many of both groups repeated or skipped a grade?

11. What were the activities of the students of both groups?

12. What were the attendance records of students in both groups?

13. How many of the students participated in extra-curricular activities of the school?

14. What implications does this study have for curriculum improvement?

Limitations of the Study

First, an attempt was made to involve all entrants to

the first grade of all Carter County schools in 1946-1947. However, it was soon discovered that so many of the records of many of the schools were missing that such a study could have been only an approximation of fact. Therefore, it was decided to include only the Elizabethton High School and the fourteen elementary schools which serve it as feeder schools.

The data which were available in the school registers of the feeder schools were inadequate records in the first grades of four of the schools; it was necessary to use second grade records for one, third grade records for another, and fourth grade records for two of the feeder schools. Records for the Saint Elizabeth School were unavailable. A list of this school's first grade pupils was furnished by an instructor of the Johnson City Catholic School. The following limitations were placed on this study.

1. Students who enrolled in the fourteen feeder schools of the Elizabethton High School in 1946 and who either withdrew or continued in school until high school graduation or until June 1958.

2. The data which were available in the permanent records of the Elizabethton High School.

3. The data which were collected through personal interviews with school leavers.

4. The data which were collected through questionnaires presented to or mailed to both school leavers and surviving students.

5. Data which were collected through students, teachers, parents, and others about the school leavers and surviving students.

6. The grade levels, I.Q.'s and school grades which were available for most pupils in the study.

7. Some data which were available in cumulative guidance folders of the Elizabethton High School and the schools in the City system.

Definition of Terms

Broken home: a home where one or both parents were separated from their children.

Stay-in: a pupil who remained in school and graduated in 1958 or continued in school.

School leaver, drop-out, or withdrawal: these three terms are used interchangeably to apply to a pupil who entered one of the Elizabethton High School feeder schools in grade one in 1946-47 but withdrew from school prior to June 1, 1958.

Feeder schools: the elementary schools from which the pupils who entered Elizabethton High School came.

Grade level: a measure of educational maturity stated in terms of school grade attainment by a pupil at a given time.

Repeated: retained in the same grade for another year because of unsatisfactory performance by the pupil.

School community: refers to the population of the immediate geographical area in which the school was located.

Status unknown: the whereabouts or status of the pupil which could not be determined through the procedures used in the study.

Transfer: refers to a pupil who left any one of the schools involved in the study and entered another school not in the study.

The Setting for the Problem

A brief description of Elizabethton High School and the fourteen feeder schools is presented to assist the reader in grasping the setting in which the study was made. The schools included were in Carter County, which is located in the northeastern part of the State of Tennessee. It has an area of 355 square miles and a population of 42,195, ranking twenty-first in size in the state.¹¹ The population of Elizabethton is 12,000, while the Elizabethton High School community is estimated at approximately 18,000. Textile manufacturing, the leading industry, employs approximately

¹¹Chamber of Commerce, Elizabethton, Tennessee.

400 workers. There were forty-six schools in the county system, and seven in the Elizabethton city system in 1946-1947. The county schools vary in size from one-room schools to Elizabethton High School with forty-two teachers.¹² The combined school enrollment of Carter County and Elizabethton was 10,482 for the school year 1957-1958. The two systems are administered separately.

Elizabethton High School

Although Elizabethton High School is located within the corporate limits of Elizabethton, it is a county school. The City of Elizabethton is located on state highways 91 and 67. It is six miles south of Johnson City on U. S. Highway 19E, twenty miles southwest of Bristol, Tennessee-Virginia, and 102 miles northeast of Knoxville. The school, which consisted of grades nine through twelve, is housed in a two-story brick building constructed in 1940. The enrollment for 1957-58 was 1194, with 42 teachers on the instructional staff, six people on the cafeteria staff, and three people on the custodial staff. The school population is composed of pupils coming from the ten county feeder schools involved in the study, and four feeder schools from the Elizabethton city system. Approximately 55 per cent of the

¹²Data secured from the office of the Carter County schools.

school population come from the city system. The remaining 45 per cent come from the county system. No other high school served the white children in Elizabethton.

Two plans were offered in the curriculum. One was the terminal high school plan and the other the college preparatory plan.

For graduation, a minimum of sixteen units were necessary. These units were in the following areas: English, four units; mathematics, one unit; biology, one unit; American history, one unit; health education, one unit; electives, eight units. A student could be enrolled in five subjects in addition to health education, provided his scholastic average was B or above. A twelfth grade student could have been enrolled in five subjects regardless of his scholastic average if the fifth subject had been needed for graduation.

The average daily attendance for 1957-58 was 1083. There were 111 withdrawals, three of whom were in the twelfth grade class of 1958; these were involved in this study.

Charity Hill School (Now discontinued)

This was a one-room school located two miles south of Elizabethton. The building was old and dilapidated. Most of the people in the community were employed at the textile mills in Elizabethton. A few farmed for their means

of livelihood. The enrollment of the school was 29 in 1955-56. It was necessary to discontinue the school in 1956 because of the difficulty in securing and holding an efficient teacher.

Elkanah School (Now discontinued)

The Elkanah school was a one-room school located in the isolated community six miles northwest of Elizabethton, one mile off the Bristol-Elizabethton Highway 19E. While most of the people depended upon employment at the textile mills in Elizabethton for their livelihood, some of them did farming. The school was discontinued in 1951.

Hunter School

The Hunter School, located four miles north-east of Elizabethton, is housed in a substantial stone building with fairly adequate facilities. The enrollment of the school was 400, with fourteen teachers in 1957. Approximately two-thirds of the pupils come to Elizabethton High School when they complete the eighth grade. The people of the Hunter community depend to some extent, upon farming for their livelihood, but mainly upon employment at the textile mills.

Keensburg School

The Keensburg School is located two miles north of Elizabethton on Highway 19E. A portion of the school community extends to the corporate limits of Elizabethton.

This community is more village-like than any of the other rural communities involved in this study. The school, the largest feeder school in the county system, is housed in a two-story brick building with fairly adequate facilities. There were 550 pupils enrolled, with a staff of nineteen teachers, in 1957. Most of the pupils who finished the eighth grade come to Elizabethton High School.

Range School

The Range School is located in the Range community, five miles northwest of Elizabethton, two miles from Washington County, and three miles from Sullivan County, on a frequently traveled highway to Johnson City. The community, an attractive and prosperous one, is being developed and improved by an active rural community club and a 4-H club. It has been frequently selected as the model rural community by state rural agencies. The school enrollment was 175 pupils with six teachers in 1957. The brick building is old but neatly kept and well-preserved. The facilities are fairly adequate. Most of the pupils who complete the eighth grade come to Elizabethton High School.

Siam School

Siam School is in the community four miles southeast of Elizabethton. Several prosperous farmers live in this fertile valley of the Watauga River. The residents boast

of having only one church, to which most of them belong. The recreational area of the Watauga Lake is within two miles distance. The school is housed in a cinder block building which has adequate space. It includes a gymnasium, cafeteria, and good playground facilities. The enrollment was 200 pupils with seven teachers in 1957. While a majority of the pupils who finish the eighth grade come to Elizabethton High School, some of them go to another county high school.

Southside School

The Southside School is located in the community south of Elizabethton. The community extends slightly inside the corporate limits and includes two distinct groups of residents. One group includes the farmers, laborers, and older residents, while the other group includes professional and business people who have built new homes. The school is housed in a recently constructed modern brick building which replaced the old wood frame building. Wide community interest in the new building, reportedly planned to meet the needs of children, is manifested by the residents. The enrollment of the school was 145 pupils, with five teachers in 1957. Approximately two-thirds of the pupils who completed the eighth grade come to the Elizabethton High School. The others go to another county high school.

Valley Forge School

The Valley Forge School, located three miles south of Elizabethton, is the third largest feeder school for Elizabethton High School. The enrollment was approximately 500 pupils, with 17 teachers in 1957. The building is old but has a new brick addition. The facilities are adequate. Wide community interest is manifested by a population of approximately 1600. Most of the residents depend upon employment at the textile mills in Elizabethton for their means of livelihood.

Watauga School

The Watauga School is located in the community seven miles northwest of Elizabethton. The community extends into Washington County and within a mile of Sullivan County. There is a village post office and a rural mail route. There is a marble mill which affords employment for some of the people; also some are employed at the textile mills, while others depend upon farming for their means of livelihood. The school is housed in a brick building with fairly adequate facilities including a cafeteria and gymnasium. The enrollment was 150 pupils with six teachers in 1957. Approximately 50 per cent of the pupils completing the eighth grade come to Elizabethton High School. The remaining 50 per cent go to another county high school or to a nearby Sullivan County high school.

Saint Elizabeth School (Now discontinued)

This was a parochial school maintained by the local Catholic church. It operated until 1955, when it was discontinued. Most of the group completing the eighth grade came to Elizabethton High School, three blocks away.

Duffield School

The Duffield School, which is in the Elizabethton City School System, is located in what was referred to as "Old Town" on Academy Street. The building is the oldest in the area and is rich in historical background and interest. A new addition has been added. The adequate facilities and the maintenance of this historical school on the banks of the Doe River make this an attractive and comfortable school for the children. Grades one through six are included. The pupils go to Junior High School for their seventh and eighth grade work before attending Elizabethton High School.

Harold McCormick School

The Harold McCormick School is in the Elizabethton City School System. It is housed in an old two-story brick building which was discarded for public school purposes in 1942, but was reclaimed and renovated in 1951. It is, after being renovated, a fairly adequate school plant with a cafeteria and library. The playground is adequate. The enrollment included grades one through six in 1957. After

completing the sixth grade, the pupils enter the Junior High School for their seventh and eighth grades.

Junior High School

The Junior High School is housed in the old Elizabethton High School plant. It is inadequate even after the new addition, and with a gymnasium, auditorium, cafeteria, shop, and library. There was an enrollment of 450 pupils with 16 teachers in 1957. It includes grades seven and eight. Most of the pupils come to Elizabethton High School when they finish the eighth grade.

West Side School

West Side School, in the Elizabethton City System, is located one mile west of Elizabethton High School on Burgie Street. The school is housed in one of the newest and best maintained buildings included in this study. It has adequate facilities, including a cafeteria, library, large well-lighted classrooms and wide corridors. A well rounded instructional program is found in this school. The enrollment includes pupils in grades one through six. After completing the sixth grade, the pupils enter Junior High School for their seventh and eighth grades.

Procedures for Gathering the Data Used in This Study

The first step in the study was the securing of

cooperation of the staffs of the Carter County School System and of the Elizabethton City School System. Both systems cooperated fully.

Trial Surveys

To test the procedures for use in this study, a trial survey was made of the withdrawals from the Valley Forge School community. A report of the findings for this survey was made to the writer's graduate committee at the University of Tennessee. After an evaluation of this report, the writer's graduate committee suggested that a similar general trial survey be made of the other schools included in the study. The data from the general trial survey were compiled, interpreted, and presented to the committee on August 11, 1957. After appraising the techniques used in the trial study, the committee suggested that the questionnaire, the instrument on which the data were recorded, be refined. The questionnaire was placed on a five-by-eight-inch card for convenience in filing, one was used for each withdrawal and stay-in. (See Appendices A to B, pages 178 and 181, for copy of the questionnaire.)

Use of School Registers

The first step made in the survey was to find the school entrants of the fourteen feeder schools of Elizabethton High School for the years 1946-47. This was achieved

mainly through searching and examining the county school registers which were stored in the office of the Superintendent of Schools in the Carter County Court House, and from the registers made available by the administrative staff of the Elizabethton City Schools.

School Entrants Used in the Study

The 509 school entrants used in the study were those children who entered the Elizabethton High School feeder schools for their first year in 1946. Other enrollees in the first grades of these schools were excluded from the study because they transferred during the year from schools other than those included in the study. Others were excluded because they were repeaters in the first grade.

When the school entrants for 1946 were established, a three by five inch card, including the name and school of each entrant, was made for each entrant and filed alphabetically by schools. The next step was to identify the school withdrawals and the school stay-ins. This was achieved by first checking the entrants with the records of students who completed the eleventh grade in the five high schools of Carter County, for the year 1956-57. When their names were found, the information was recorded on the three by five-inch card, and they were classified as probable school stay-ins. Next the writer arranged all the school registers for each feeder school chronologically from 1946-1957 and traced

each remaining 1946 entrant through each year until his withdrawal or transferral. Again the information for each entrant was placed on a three-by-five-inch card. Many of the entrants were found to have transferred and their names were found in other school registers which were examined. After exhausting these media and finding no trace of some entrants, the writer went into the communities where the entrants started to school. Through correspondence (see Appendix C, page 184) and interviews with the principals, teachers, and people of the community, information was received that led to finding the whereabouts of many of them. This information for each entrant was placed on the individual three by five inch card.

In the fall of 1957 the writer compiled a list of all entrants whose status was yet unknown. The aid of the principals of all the Carter County and Elizabethton City Schools was sought by requesting that they review the list with their teachers and record any information that might assist in locating these entrants. The cooperative response of these people led to finding some of the entrants. The teachers of the Elizabethton High School were given lists of names of entrants being sought, and during their home room periods much valuable information was recorded which led to finding some of the entrants. By November of 1957 it was possible to divide the 509 school entrants of 1946 used in

this study tentatively into the three groups: withdrawals, stay-ins, and status unknown. The classification of each was recorded on the previously prepared three by five-inch card. The status of some of the entrants changed as more information was found.

Contact of Withdrawals

When the status classifications of the school entrants in the study were established, the next step which the writer pursued was to send the questionnaire to the withdrawals. From the first 150 questionnaires sent the first time, 50 responses were received. The second, third, and fourth attempts to seek information from these 150 and other withdrawals by questionnaire and interviews finally brought the total number on which information was received up to 169. Twenty-nine withdrawals did not respond to the questionnaire nor were they available for interview. Some information was obtained about them, however, through members of their families or acquaintances. No information was obtained for thirty-three of the entrants, and they, consequently, are the entrants who are classified as "Status unknown" but are counted with the drop-outs in this study. The interviews were accomplished through telephone and visits made into the communities and homes of the withdrawals. Responses to the questionnaires were received from California, Kentucky, Indiana, Florida, Georgia, North

Carolina, South Carolina, Virginia, Maryland, Michigan, Illinois, and Ohio. Most of the withdrawals, however, had not wandered too far from home and were found in Carter or surrounding counties.

Contact of Survivals or Stay-Ins

The data were gathered for the school survivals through the cooperation of the staff and teachers in Elizabethton High School and other high schools where the entrants of this study were enrolled. These helpers contacted the survivals and secured the information requested on the survival questionnaire. (See Appendix A, page 178, for copy of the survival questionnaire.) Through this procedure the data for the 278 survivals used in this study were made available.

The questionnaire responses for the withdrawals (Appendix B, page 181) and the survivals were arranged alphabetically, according to their respective categories and filed.

Compiling Data from Available Records

The next step in gathering data was to examine the school records of the withdrawals and survivals for I.Q's, grade levels, attendance records, and grade ratings. This procedure involved the assistance of five students from the

senior class at Elizabethton High School who worked on Saturdays and after school hours.

Master Sheet for Compiling Data

The art teacher in Elizabethton High School prepared a master copy of the withdrawal and survival questionnaires for boys and girls on 22 by 28-inch cardboard. The available responses to each item and question were recorded on the master copy and were then tabulated. The totals of these tabulations comprise the statistics for this study.

Organization of the Study

Chapter I presented the background of the study, the purpose of the study, the statement of the problem, limitations of the study, definition of terms, setting for the problem, and procedures for gathering the data used in the study.

Chapter II is devoted to a review of related literature.

Chapter III deals with the findings concerning the general nature and extent of the drop-out problem in the Elizabethton High School community.

Chapter IV deals with the characteristics of the drop-outs.

Chapter V relates findings dealing with the differences

of drop-outs and retained pupils in mental-social characteristics.

Chapter VI makes a comparison of drop-outs and retained pupils' opinions regarding school.

Chapter VII presents findings, implications, and suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A search was made of all available literature in the library of the University of Tennessee in an effort to find other completed studies which were similar to this one.

A further search was made of the available literature for any material dealing with school populations, the holding power of schools, and what caused students to leave school. The chief helps found came from the following types of literature: The Educational Index, Curriculum texts, National Education Association Research bulletins, dissertation abstracts, state drop-out studies, and unpublished master's theses at the University of Tennessee.

The Education Index

The Education Index cited approximately 90 references in current periodical educational literature through May 1958, relating to the school drop-out problem. The writer has not exhausted all of this literature, but much of it has been helpful and is cited throughout this study.

Curriculum Texts

The search of Curriculum texts disclosed reports of

several early studies dealing with the holding powers of schools. The following pertinent studies were reported by Leonard.

Thorndike's study. The study of the holding power of schools is not ia new one. Studies began as early as 1904 when Thorndike showed the percentage of elimination in a number of cities in the United States from 1900-1904, in grades four through twelve. In this study it was shown that 81.7 per cent of those who entered school from 1900-1904 withdrew before reaching the ninth grade and that only 18.3 per cent ever started to high school.¹

Kline's study. In Kline's study of the same cities which were studied by Thorndike for the years 1918-1929, only 39.6 per cent of the pupils withdrew from school before the ninth grade and 60.4 per cent entered high school. This study showed that more pupils withdrew from school after entering high school.²

Bonner's study. In 1920, Bonner showed withdrawals as follows for every 1000 children entering the first grade over the United States at large:

¹Paul Leonard, Developing the Secondary School Curriculum (New York: Reinhart & Company, Inc., 1946), p. 210.

²Ibid., p. 211.

1000 remained until the fifth grade

830 enrolled in grade six

710 enrolled in grade seven

634 enrolled in grade eight

342 entered high school

139 graduated from high school

72 entered college

23 graduated from college³

Phillip's study. In Phillip's study in 1929-1930, the following findings were made for every 1000 children entering the first grade:

1000 remained until the fifth grade

768 enrolled in grade eight

610 entered high school

260 graduated from high school⁴

Summary of evaluation by Leonard.

1. During the past forty years in the United States, the percentage of elimination from school has been reduced.
2. There is an association between economic status of the home, intelligence, and school attendance.
3. Programs of the school are inadequate to deal individually with youth.

³Ibid., p. 211.

⁴Ibid., p. 212.

4. There is little relationship between school and life situations.

5. Most schools need to revise their curriculum.

6. The pupil withdrawal is a community problem.

National Education Association Research Division

The bibliographies prepared by the Research Division of the National Education Association listed numerous studies.⁵ The writer obtained and examined much of this material. Substantial studies to support the following data were found through this media.

The figures in Table I, page 31, show for the years 1940 through 1952 the number of pupils in the last year of high school and the number of high school graduates per 1000 pupils in the United States enrolled in grade five. These figures are for both public and non-public schools. The peak year during World War II was 1942, when over half of those starting the fifth grade in 1934 had reached the last year of high school. With war industries at top production, however, this number dropped to 425 in 1944. In 1950, for the first time, more than half the pupils starting the fifth grade eight years before, were graduated from high school.

Table II, page 32, shows school enrollment and

⁵National Education Association, the Research Division, "References on School Drop-outs," Washington, D. C., Nov. 1955 and Jan. 1958.

TABLE I

NUMBER OF HIGH SCHOOL GRADUATES PER
1,000 ENROLLED IN GRADE V^a

Year of High-School Graduation	Number of Pupils Per 1,000 Enrolled in Grade V	
	In Last Year Of High School	High-School Graduates
1	2	3
1940	510	455
1941	489	462
1942	512	467
1943	466	439
1944	425	393
1945	428	398
1946	444	419
1947	476	450
1948	507	481
1949	514	488
1950	533	505
1951	557	515
1952	549	522

^aSource: U. S. Department of Health, Education, and Welfare, Office of Education, "Statistical Summary of Education, 1951-52." Biennial Survey of Education in the United States: 1950-52. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1955. Chapter 1, p. 9.

TABLE II

SCHOOL ENROLLMENT AND NONENROLLMENT FOR THE
UNITED STATES: OCTOBER 1954^a

Age Group 1	Population 2	Number Enrolled In School 3	Not Enrolled in School	
			Number 4	Percent 5
6 Years	3,522,000	3,411,000	111,000	3.2%
7 to 9 Years	9,453,000	9,379,000	74,000	0.8
10 to 13 Years	10,621,000	10,573,000	48,000	0.5
Total	23,596,000	23,363,000	233,000	1.0%
14 and 15 Years	4,570,000	4,377,000	193,000	4.2%
16 and 17 Years	4,366,000	3,407,000	959,000	22.0
Total	8,936,000	7,784,000	1,152,000	12.9%
Grand Total	32,532,000	31,147,000	1,385,000	4.3%

^aSource: U. S. Department of Commerce, Bureau of the Census. School Enrollment: October 1954. Current Population Reports, Series P-20, No. 54. Washington, D. C.: The Bureau, January 20, 1955, p. 7.

non-enrollment for the United States in 1954. This table shows that nearly one-quarter of the 16 and 17 year old group is not enrolled in any school. It bears out findings of most local studies that the greatest percentage of withdrawals comes about the time pupils pass the compulsory attendance age.

Intelligence. Investigators are not agreed about the importance of intelligence as a factor in dropping out of school. Some have found that intelligence is not particularly important, while others show that low scholastic aptitude is one of the characteristics of the potential drop-out. Cook⁶ and Lanier⁷ compared I.Q.'s of school leavers and non-leavers. They found that both the language I. Q. and non-language I. Q. of the leavers was considerably below that of the non-leaver, but that the non-language I.Q. of the leaver was higher than his language I.Q. From these studies it seems evident that the school leaver does lack some of the ability of the non-leaver to meet abstract, verbalistic standards.

⁶Edward S. Cook, Jr., "How I.Q. Figures in the Drop-Out Problem," School Executive, 74:56-57, September 1954.

⁷Armand J. Lanier, "Guidance-Faculty Study of Student Withdrawals," Journal of Educational Research, 43:205-12, November 1949. Condensed: Education Digest, 15:34-37, April 1950.

Grade and subject failure. Dillon,⁸ Tonsor,⁹ and Cook¹⁰ found that failure in school seems to be closely related to drop-outs.

Dislike of teacher. In a California study¹¹ pupils complained that lessons were not explained sufficiently and that teachers just seemed to be too busy to give individual help.

Social life and extra-curricular activities. Drop-outs, according to the California report, were much more dissatisfied with their social relationships in school than were the non-leavers.

Financial needs. Hand¹² estimated that the average expenditure closely related to the school was \$100 per year in many schools and far beyond that in others.

Dissatisfaction with the curriculum. Dillon found

⁸Harold J. Dillon, Early School Leavers: A Major Educational Problem (New York: National Child Labor Committee, 1949).

⁹Charles A. Tonsor, "Reducing the Drop of the Crop," Clearing House, 27:28:368-72, January 1953.

¹⁰Cook, op. cit.

¹¹William H. McCreary and Donald E. Kitch, Now Hear Youth, a report on the California Co-Operative Study of school drop-outs and graduates. Bulletin, Vol. 22, No. 9, Sacramento, California, State Department of Education, 1953.

¹²Harold C. Hand, "Do School Costs Drive Out the Youth of the Poor?" Progressive Education, 28:89-93, January 1957.

that 40 per cent of the drop-outs he interviewed said that none of the subjects they studied in the school was of any help to them on their present jobs. "While it is possible that many of them did not know what had been helpful, and some of their answers might not have been honest, they reflect the way some of them feel about their school experiences."¹³ The California study¹⁴ revealed that, in general, drop-outs and non-leavers had no particular difference of opinion concerning the courses offered in their schools. Bloomington, Illinois, schools, according to reports,¹⁵ have increased their holding power significantly by enriching their curriculums.

Family background. Investigators into the cause of school leaving are pretty consistently agreed that the socio-economic cultural status of the family of the drop-out is one of the most important factors of consideration. Stinebaugh¹⁶ says:

The basic task of the school, to challenge youth to develop their talents by utilizing opportunities to learn, can not be accomplished without the cooperation of parents and people in the neighborhood. Unless learning and schooling are held in great

¹³Dillon, op. cit.

¹⁴William H. McCreary and Donald Kitch, op. cit.

¹⁵Virgil J. Stinebaugh, "Why Pupils Leave School," American School Board Journal, 123:40, September 1951.

¹⁶Ibid.

favor by citizens generally, the painstaking efforts of the school staff to encourage pupils to remain in school can not be entirely effective.

Reasons why students leave school. The following reasons why boys and girls leave school were reported in "School Drop-Outs."¹⁷ Drop-outs most often gave financial need and dislike for school as reasons for leaving school.

Doctoral Dissertations

Significant data were found in the following doctoral dissertations that were examined and read carefully.

Middletown, New York, Study

A study was made by Rogers of 513 early school leavers from the Middletown High School, Middletown, New York, June 1947 through June 1953 in relation to improvement of the curriculum. Conclusive findings were:

1. More early school leavers quit during the summer months of July and August than at any other time.
2. The greatest number of drop-outs left at the age of sixteen.
3. Two-thirds of the early school leavers quit at the tenth and eleventh grade levels.
4. Eighty percent of the early school leavers gave "to work" or "age sixteen" as stated reasons for leaving on the records at Middletown High School.

¹⁷NEA Research division, For Your Information (November 1955).

5. Interview and questionnaire reasons differed significantly from the reasons recorded in the permanent records at the time of quitting.

6. Favorable summer employment was not a significant factor in keeping the early school leaver from returning to high school in September.

7. More early school leavers began to tire of school while attending high school than when enrolled in the grade schools.

8. Intelligence test scores found in the cumulative guidance folders indicated that 96.4 percent of the drop-outs had the native ability to do high school work.

9. The permanent records revealed that the majority of those leaving high school had made subject marks in the 70's and 80's.

10. Many students of normal I.Q. and potential college ability are leaving the Middletown High School before graduation.

11. Many of the early school leavers claimed that nothing could have influenced them to stay to finish their education.¹⁸

General recommendations made in the Roger's study were:

1. That more counselor time be scheduled for guidance relating to the adjustment of the student to school life in general.

a. That adequate private facilities be provided for personal interview of students.

b. That the appointments of the guidance office be made more informal to afford better rapport between counselor and counselee.

2. That conferences of teacher, counselor, student, and parent be scheduled when the first indications of pupil maladjustment or subject failure are evident.

¹⁸John Andrew Rogers, "Implications for Curriculum Resulting from a Study of Drop-Outs at Middletown, New York" (Unpublished Doctoral Dissertation, Pennsylvania State University, Philadelphia, January 1956), pp. 74-80.

3. That classroom teachers be supplied in some suitable way with essential data about the individual students whom they teach.

4. That the visiting teacher, at the Board of Education office, interview each student expressing a desire to leave school, and that he confer with the parents.

• • • • •
7. That the counselor, parent, and student confer on the adequacy of the over-all curriculum planned for him during the freshman year and periodically thereafter.

8. That the counselor and teachers give special attention to making each student feel he is an important part of the school organization. This is particularly needed in the cases of out-of-town students.

9. That orientation lectures and discussion groups be scheduled periodically during the freshman, sophomore, and junior years, stressing the theme, "stay in school."

10. That group guidance be provided for dissemination of occupational information for all students and for the discussion of technical school opportunities, college opportunities, and employment openings.

11. That procedures be developed for identifying potential early school leavers semester by semester. That teachers for any grade level and guidance counselors review the student rosters for that grade level each semester, noting particularly the children who have given evidence of unfavorable attitudes toward school and poor teacher relationship, and that appropriate modifications of the curriculum pattern be made in an attempt to retain these students.

12. That teachers and parents take steps to observe the attitudes of students toward their school work, being sensitive to those attitudes which seem to indicate that they are tired of school.¹⁹

Recommendations for curriculum improvement made by

Rogers were:

¹⁹Ibid., pp. 74-80.

1. That the present adult education program be expanded to include courses which would enable the drop-out to complete the requirements for high school graduation.

2. That industrial vocational offerings be enlarged to include auto mechanics and machine shop courses.

3. That teacher-pupil ratio be such that teachers can give the individual attention that seems to be indicated as being desirable in an effort to prevent drop-outs.

4. That curriculum offerings of greater challenge be provided for students of exceptional ability.

5. That curricular studies be expanded from grade one through twelve, to include social studies and mathematics areas, and that special attention be paid to the possible relationship of curriculum to the problem of drop-outs.

6. That a teacher, certified in Special Education, be provided for those students who are unable to do high school work.

7. That a marking system be devised which will properly convey to parents the curriculum status of their children, indicating if there was a need for remedial work.²⁰

Suggestions for Further Study

1. That studies which fall into the realm of psychology be made in the area of identifying the potential drop-out.

Drop-Outs from Oklahoma City Schools

This study was to ascertain the nature and extent of the school drop-out problem in Oklahoma City, to determine the family-personal-school characteristics of the drop-outs, and to establish how drop-outs differ from pupils continuing

²⁰Ibid., pp. 74-80.

in school with respect to family-personal-school characteristics and opinions regarding school.²¹

The study included all the white secondary schools of the system. The personnel involved all who withdrew from these schools during the 1954-55 school year who were classed as drop-outs. A controlled phase of the study included drop-outs from grades nine and eleven with control groups of in-school pupils from these same grades.

Sources of data. Data were obtained by drop-out reports and reports on in-school pupils submitted by the participating schools, plus data gathered by an opinionnaire.

Findings. Findings in the Allen study were:²²

1. Since 1939, 38 per cent of all ninth grade entrants have failed to graduate from grade twelve with their respective classes. In recent years the loss for each ninth grade class has approached one-third.

2. During 1954-55 school year, 1,339 pupils withdrew from the schools studied; 649 were classed as drop-outs.

3. The greatest incidence of withdrawal was at grade ten. Boys comprised 54 per cent of the total withdrawal group.

²¹Deryle Kenneth Allen, "A Study of Drop-Outs from the Public Secondary Schools of Oklahoma City for the Year 1954-55" (Unpublished Doctoral thesis, The University of Oklahoma, 1957).

²²Ibid., pp. 141-151.

4. Most common reasons given for withdrawals, in order of frequency, were: (1) leaving state, (2) non-attendance, (3) entrance into armed forces, and (4) hardship; for girls, (1) leaving state, (2) marriage, (3) illness, and (4) hardship.

5. Forty-four per cent of the drop-outs were employed in skilled, semi-skilled, and unskilled occupations.

6. The fathers of two-thirds of the drop-outs were employed in skilled, semi-skilled, and unskilled occupations.

7. Drop-outs were from families having an average of 3.5 children, of which an average of 2.7 were residing at home.

8. Mean I.Q.'s of the drop-outs were 93.1 for boys, 96.9 for girls, and 94.2 for the total group.

9. The incidence of poor school achievement, as indicated by school marks, grade failure, and achievement test data was high among the drop-out group.

10. Almost 83 per cent of the drop-outs had not participated in extra-class activities.

11. The mean number of schools attended by drop-outs was 3.7.

12. When compared with retained pupils in the controlled phase of the study, drop-outs had significantly poorer intelligence test scores, school marks, and attendance records; and they participated markedly less in extra-class

activities. The occupational status of fathers of drop-outs was significantly lower than that of the fathers of the lower group. Also, significantly more of the drop-outs were not living with their parents.

13. In comparison with the control group, drop-outs' opinions regarding school were frequently negative, critical, or uncertain concerning various aspects of the school environment, pupil-teacher relationships, and subject matter offerings.

Cooperative Follow-Up Study

This was a study made in James Lick High School, San Jose, California, a four year high school of 1850 enrollment.²³ Swelling enrollment and 30 per cent bilingual (Mexican) population were two of the school's special characteristics.

The problem was to find what evaluation data are produced by a cooperative follow-up study of high school drop-outs and graduates, and what techniques can be employed which will enhance cooperative participation of a high school faculty.

Graduating classes of 1953 and 1955 (N218 and 269), and all drop-outs of those two school years (N108 and 121)

²³William Pitt Baker, "A High School Program Evaluation by Means of a Cooperative Follow-up Study (Unpublished Doctoral Dissertation, Stanford University, 1956).

were studied, with returns of 81 per cent and 48 per cent respectively. Returns were well-balanced with respect to sex, bilingualism, academic standing, and the four major curricula of the school.

Major findings. Major findings in the Baker study were:²⁴

1. The average I.Q. for the graduate was 100.7, which was twelve points higher than the average drop-out, and of the drop-outs the average bi-lingual was nine points lower than the corresponding non-bilingual.

2. The average bilingual drop-out dropped at 21 months behind grade level, compared with fourteen months for the non-bilingual.

3. One-fourth of the graduates and one-half of the drop-outs were married, with twice as many children per drop-out marriage (.9) as per graduate marriage (.4).

4. One-half of the graduates found employment in clerical and sales work, compared with one-twelfth of the drop-outs. Graduates and non-bilinguals had held fewer jobs than drop-outs and bilinguals and had significantly better employment rates. There was no large area of post-high school education other than college, except for thirteen per cent reporting for military technical training. College

²⁴Ibid., pp. 167-173.

was attempted by forty-seven per cent of the graduates, and dropped by one out of four starting. The university preparatory curriculum had by far the highest proportion both attempting and remaining in college.

Recommendations. Recommendations in the Baker study were:

1. Placement agency to operate a work-experience program and to help combat discrimination against bilingual graduates.
2. Research department to coordinate and direct such needed projects as a means for getting the most accurate ability assessments of bilinguals, investigation of needs for a new curriculum for slow learners, study of the reading situation in the system and appropriate recommendations, and setting up research designs to measure optimal teaching procedures and means of reducing drop-out rate.
3. Select well-qualified counselors and organize work to make maximal use of group guidance opportunities.
4. Give bilingual students special attention to reduce premature drop-out and to encourage college attendance by those capable.
5. Special courses needed for slow learners in English, mathematics, science, language, two-period blocks of homemaking, and work experience.
6. Special courses needed for university preparatory:

intensified English and senior problems classes emphasizing college skills such as note taking and study habits.

Hardy Junior High School Study

This study was designed in an attempt, through an action program, to decrease the number of students at Hardy Junior High School who voluntarily left school before completion of their course.²⁵ It involved parents, teachers, and pupils in a study of the pupil's progress. The writer felt that such a program would create a better school spirit, improve the classroom atmosphere, establish better relationship with the parents and the homes, and satisfy the needs of the students of the school.

It was substantiated, after a year of activating the program, that holding power can be improved by a program which appropriately and intelligently involves parents, pupils, and teachers in studying pupils. Holding power is directly related to interest of parents, pupils, and teachers.

Findings. The findings were as follows:

1. The number of drop-outs decreased 50 percent of that of the previous year after the conclusion of a year of involvement of the parents, pupils, and teachers.

²⁵George L. Mathis, "The Relation of Certain Educational Factors to the Holding Power of Hardy Junior High School" (Unpublished Doctoral Dissertation, The University of Tennessee, August 1955).

2. The attitudes of the pupils showed an improvement in self-expression, in reduction of criticisms, and a marked improvement in opinions of the school's efforts in integrating social and economic differences.

3. There was an increased parent interest in the school.

4. There was an increased interest of teachers during the second year.

5. Marks were not a determining factor in causing pupils to drop out.

6. Attendance was not a factor in causing drop-outs.

Conclusions

1. Holding power can be improved by a program which apparently and intelligently involves parents, pupils, and teachers.

2. Holding power is directly related to interest of parents, pupils, and teachers.

3. The third hypothesis, relating to academic grades being a factor in holding power, was not found to be true.

4. The fourth hypothesis, which stated that attendance was a factor related to the drop-out problem, was not found to be true.

New York City Vocational Study

The writer did not examine Weiner's study. The

information presented was taken from the Dissertation Abstracts.

The purpose of the study was to seek to identify the drop-out student early in his high school career. Nine hundred and fifty students who had left Chelsea Vocational High School of New York City during the five-year period of 1949-54 were analyzed with respect to six items of record: Age upon entry into high school; absences during the earlier schooling; tardiness during the earlier schooling; term repeating; achievement; and I.Q. The students were grouped according to type of feeder school and divided into drop-outs and graduates. Characteristics of each group were obtained by means of the mean and standard deviation for each item. Four of the six items were found to be suitable for further treatment. Term repeating and achievement entries were discarded as unreliable, non-uniform, or of little value.

The drop-outs were compared with the graduates on the other four items, and the differences in the means of the groups were tested for significance, using a critical ratio obtained by dividing the bi-serial coefficient by the standard error of the coefficient.

Both methods of testing for significance yielded similar results. The differences between drop-out and graduate groups were significant at the .01 level.²⁶

Significant State Studies

Maryland

Howard M. Bell completed a study in 1938 which revealed

²⁶Nathan Weiner, "Predicting the Drop-Out Student in a New York City Vocational High School, a Comparative Analysis of Pre-High School Records of Early School Leavers and High School Graduates" (Unpublished Doctoral Dissertation, New York University, 1957), Publication No. 24,991.

some information that has been utilized.²⁷ This was a personal interview study of 13,528 youth in the state of Maryland and the City of Baltimore on their personal attitudes concerning every phase of their lives, home, school, church, work, and play.

Findings significant in the Bell study concerning school drop-outs were:

1. The secondary school in America is a highly selective institution adapted to the needs of a small minority of our population. Too many capable youth who are desirous of further education are out of school.

2. The percentage of out-of-school and employable youth who had not obtained employment at the expiration of one year after leaving school falls within the range of 40 to 60 percent.

3. A very large percentage of youth assert that economic security is their most urgent need.

4. Guidance is one of youth's most important needs.

5. There is a lack of appropriate and adequate vocational training.

6. The program of general secondary education for youth is in a serious need of thorough reorganization.

7. Because of the lack of employment opportunities and the reduction in hours of labor, the matter of leisure time emerges as a social problem of real significance.

8. A great deal of attention must be given to health education, including social and personal hygiene.

9. Attitudes of youth imply a need for citizenship training.

10. A need for community planning for youth is reflected.²⁸

²⁷Howard M. Bell, Youth Tell Their Story (Washington: American Council on Education, 1938).

²⁸John Andrew Rogers, op. cit., pp. 10-13.

Illinois

A study was made by the research committee of Alpha Omicron Field Chapter of Phi Delta Kappa at Eastern Illinois State College. This study was uniquely significant since it showed that the number of drop-outs in the elementary schools in Illinois were as numerous as the high schools. A 27.4 per cent decrease in enrollment between grades one and eight over a period from 1934-42 was shown. Some of the questions which might have constituted a fertile field for additional research following this study were:

1. Why do children drop out of Illinois elementary schools as they do?
2. Why are they permitted to drop out and stay out in violation of the compulsory education law and of the mandate laid down in Article 8 of the State Constitution?
3. Where are the elementary drop-outs? What are they doing?
4. Do local school systems have a permanent continuous census of all persons of school age in the district?
5. Do local school authorities and the people of the local community know the facts about drop-outs as each group of children progresses from grade one through the elementary school?
6. Do drop-outs from Illinois elementary schools suggest remedial weaknesses in present curriculums, programs, and public relations?
7. How much state money could local systems claim if there were no drop-outs?²⁹

²⁹Howard W. Hightower, et. al., "Mystery of the Elementary Drop-Out," Phi Delta Kappan, Vol. 38, No. 2, November 1956, pp. 62-64.

Mississippi

The Advisory Council Education Committee of the Children's Code Commission, under the direction of Miss Eleanor Zeis, then State Supervisor of Occupational Information and Guidance for the Mississippi State Department of Education, made a survival and drop-out study of those children who dropped out without completing the twelve years from 1940-1952.³⁰ The scope of the study included five white high schools with records complete enough to supply sufficient data. The purpose of the study was designed to increase the holding power of the school; to bring to public awareness the need of more guidance and counseling for children and youth, both in school systems and in their homes. Some of the findings included the following facts:

1. During the first year, 1940, in the study, 782 children entered the first grade. There were 397 boys and 385 girls.

2. In 1952, of the original 782 who entered, 286 graduated. Of that number, 131 were boys and 155 were girls. The total pupil-loss over the period of twelve years was 63.4 per cent.

A note of significance in this study was that in many cases the persons collecting the data automatically classed

³⁰Advisory Committee on Education, "Study on School Drop-outs" (Jackson, Mississippi: Mississippi Children's Code Commission, 1956, Unpublished pamphlet).

the individual as a drop-out whenever he moved from the school. It was believed that many of those classed as drop-outs were transferrals for whom no record was available.

Table III, page 52, reveals the reasons given for drop-outs in the Mississippi study. It was noted that only 215 answers to the reasons for dropping out of school were available from the 596 who did not complete high school with the original 782 entries.

The most urgent implication revealed in this study appeared to be the urgency for counseling service in the schools to identify and guide the potential school leaver.

Kentucky

The purpose of the study³¹ was to discover evidence which indicated early signs of vulnerability to early school leaving and to determine measures secondary schools in Kentucky might take to increase their holding power. The study was limited to the youth who left secondary school in Kentucky for reasons within their own control during the period 1948-50 and did not re-enroll in another school for the purpose of completing their secondary school education. The school leavers studied were the educable youth who left

³¹Stanley E. Hecker, Early School Leavers (College of Education, University of Kentucky, Lexington: Bulletin of the Bureau of School Service, Vol. 25, No. 4, June 1953).

TABLE III

REASONS GIVEN FOR DROP-OUT IN THE
MISSISSIPPI STUDY^a

Reason	Boys	Girls	Total
Military Service	60	2	62
Go To Work	28	21	49
Marriage	3	65	68
Ill Health	1	6	7
School Difficulties	17	9	26
Home Difficulties	0	3	3
Totals	109	106	215

^aSource: Advisory Committee on Education, op. cit.
p. 17.

school while enrolled in grades seven to twelve inclusive.

Some findings in this study were:

- 1 1. Fifty-five per cent of the school leavers were boys.
2. The highest incidence of school leaving (27 per cent) was at the tenth grade level. . . .
3. Test scores indicate that two of every five leavers had achieved intelligence scores of 95 or above. . . .
4. Sixty per cent of the school leavers had failed one or more grades while enrolled in school. . . .
5. Fifty-five per cent of all primary and contributing reasons listed by school leavers for withdrawing from secondary school before graduation were concerned with the school.
6. Only 38 per cent of the school leavers had participated in any extra-curricular activity.
7. Only one of every four school leavers conferred with any one connected with the school concerning his intentions to quit school.
8. Twenty-six per cent of the leavers suggested the school should provide a program of work experience.³²

In the opinion of the teachers acquainted with the former pupils, approximately two-thirds of the leavers lacked skill in the tool subjects and had poor study habits.

Master's Theses

The writer found sixteen master's theses, dealing with the drop-out problem, which were written at the University of Tennessee after 1950. Because it relates more specifically with the drop-out problem over a period of twelve

³²Ibid., pp. 56-57.

years, the master's thesis by Deadrick F. Lakin was chosen for review in this study.³³

The purpose of the study was to determine the major causes of pupils dropping out of Halls School prior to graduation. It dealt with tracing the educational progress of sixty-four students who enrolled in the first grade at Halls Elementary School during the 1945-46 school year. Of the sixty-four students, thirty-seven were classified as drop-outs, having left school permanently sometime between the years 1945-57. The stay-ins, twenty-seven in number, served as a control group for the study. The two groups were analyzed and compared in an effort to determine why the students in one group were more successful in school than those in the other. The study seemed to reveal the following:

1. Drop-outs were less secure in their homes than were the stay-ins. . .
2. Poor attendance was found to be more prevalent among drop-outs than among stay-ins. . .
3. None of the stay-ins failed during elementary school, while among thirty-seven drop-outs, failure was experienced a total of thirty-three times. . .
4. Age fifteen and grade nine were the most decisive age and grade for drop-outs at Halls School. . .
5. There appeared to be a general lack of interest in education in the homes of the drop-outs. . .

³³Deadrick F. Lakin, "A Study of Early School Leavers of Halls High School, Knox County, Tennessee (Unpublished Master's thesis, University of Tennessee, Knoxville, August 1957).

6. The apparent reasons for leaving school may have originated from a deeper cause which the author of the study was not able to get because of the many forces that influence a youngster to leave schools.³⁴

Chapter Summary

Chapter II has reviewed some of the literature pertinent to the purposes of this study. It appeared that school people and others have been becoming more aware of the need for an analysis and improvement of the holding power of the schools.

Some of the more influential causes for drop-outs as discovered through research appear to be: low socio-economic and cultural status of the family; low scholastic aptitude; financial need; and, dislike for school. The following appears to describe the drop-out: age sixteen, socially maladjusted, critical of school and teachers; if a girl, probably married.

Important implications for the purpose of combating early school leaving, through this research appear to be: urgent need for school counseling service; involvement of parents working with teachers in a study of pupil needs and school progress; emphasis on individual needs and differences of pupils at various levels of learning.

³⁴Ibid., pp. 66-69.

CHAPTER III

THE EXTENT AND NATURE OF THE DROP-OUT PROBLEM IN THE ELIZABETHTON HIGH SCHOOL COMMUNITY

This study considered the nature and extent of the drop-out problem as it existed in the Elizabethton High School community and Carter County during the period from 1946-1958. Chapter III deals with the holding power of the Elizabethton feeder schools and the Carter County schools. Also, the chapter deals with withdrawals at various age and grade levels and the causes for their leaving school.

Enrollments

As a background for the presentation of data on drop-outs, the enrollments and holding power of the schools in the study were pertinent. This data tended to serve in giving a general trend of the drop-out problem and the holding power of the Carter County school system. In a school system the size of Elizabethton or Carter County, it was impossible to determine the number of true drop-outs by tabulating withdrawals occurring during a given period. Some of the withdrawals left the state and might or might not have entered school elsewhere. Others completed a grade and failed to enter the next year.

Table IV, page 58, includes the enrollments of the fourteen schools in this study. A total of 509 pupils enrolled in the fourteen elementary schools in the first grade in 1946-47. The enrollments varied from three pupils entering Charity Hill School to eighty-five pupils entering the Harold McCormick School, which had the highest enrollment. The Junior High School enrolled seventy-nine, which was the second highest. Keensburg and Valley Forge each rated third in enrollment, with fifty-five in each of these schools. There were 264 boys and 245 girls in the study.

Holding Power of Schools

Stay-in groups. The total of 509 students who entered school in 1946 were divided into two groups: the stay-ins and the drop-outs. The retained group of pupils included 278. All of these pupils did not attend the Elizabethton High School. Tables V, VI, and VII, pages 59, 60, and 61, show the distribution as to the high schools which they attended. Table V, page 59, shows that 155 students in the study graduated from the Elizabethton High School in 1958, yet a total of 196 included in the study were enrolled in the school. Five of the original entrants graduated in 1957. It is observed from Table VI, page 60, that 76 students were enrolled in other high schools. From this number, 65 students graduated in 1958 and one graduated in 1957.

TABLE IV

**ENROLLMENTS BY SCHOOLS OF THE ELIZABETHTON
HIGH SCHOOL FEEDER SCHOOLS 1946-47^a**

	Enrollment in 1946-47					
	Male		Female		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Charity			3	1	3	.6
Duffield	29	11	24	10	53	10.4
Elkanah	5	2	4	2	9	2
Harold McCormick	50	20	35	14	85	17
Hunter	19	7	16	7	35	7
Junior High	33	12	46	19	79	16
Keensburg	29	11	28	11	57	11
Range	10	4	18	7	28	5
Siam	18	7	11	4	29	6
Southside	5	2	7	3	12	2
Valley Forge	29	11	26	11	55	11
Watauga	11	4	9	4	20	4
West Side	22	8	15	6	37	7
Saint Elizabeth	4	1	3	1	7	1
TOTAL	264	100	245	100	509	100

^aSource: Records of Carter County School office and Elizabethton City School office.

TABLE V

STUDENTS IN THE STUDY WHO ATTENDED THE
ELIZABETHTON HIGH SCHOOL^a

	Grade Level 1957-1958				Total
	Ninth	Tenth	Eleventh	Twelfth	
Boys	1	9	14	58	82
Girls	0	2	15	97	114
TOTAL	1	11	29	155	196

^aSource: Records of Elizabethton High School office.

TABLE VI

STUDENTS IN THE STUDY WHO ATTENDED OTHER
HIGH SCHOOLS OF THE UNITED STATES^a

	Grade Level 1957-1958				Total
	Ninth	Tenth	Eleventh	Twelfth	
Boys		2	5	44	51
Girls		0	4	21	25
TOTAL		2	9	65	76

^aSource: Compiled from correspondence with other school systems.

TABLE VII

STUDENTS IN THE STUDY WHO HAVE
COMPLETED HIGH SCHOOL^a

	1956-57	1957-58	Total
Boys	3	102	105
Girls	3	118	121
TOTAL	6	220	226

^aSource: Compiled from records of Elizabethton High School and correspondence with other school systems.

This left 52 students who had repeated one or more grades and did not graduate in 1958. Table VII, page 61, shows the dates of graduation. The students who graduated in 1957 skipped the second grade.

In treating Tables VIII and IX, page 63 and 64, it was assumed that transfers into the system equaled the transfers out of the system. The per cent of drop-outs and holding power of the combined enrollments of the five four-year high schools of Carter County is shown in Table VIII, page 63. Enrollments corresponding with this study were not available for the year 1946-47. From enrollments of the ninth grades, the number graduating four years later is shown. The average holding power for all Carter County high schools for the eight classes included was 63.5 per cent, while the drop-out average was 36.5 per cent. The holding power for the total school program from grades nine through twelve tended to increase with the increase in the schools' enrollment.

Table IX, page 64, revealed a variation in the increase of enrollments over the twelve year period studied. The enrollment shown in Table IX for the United States schools for 1956-57 and 1957-58, are projections by the U. S. Office of Education. The enrollment for Tennessee schools for year 1957-58 was a projection by the Tennessee State Department of Education. There was a noticeable variation

TABLE VIII

**HOLDING POWER OF FIVE CARTER COUNTY HIGH SCHOOLS
FROM 1947-48 THROUGH 1957-58¹**

Ninth Grade Enroll- ment	Year	Twelfth Grade Enroll- ment	Year	Holding Power Per Cent	Drop-Out Per Cent
549	1947-48	342	1950-51	62.1	37.9
578	1948-49	362	1951-52	62.6	37.4
596	1949-50	386	1952-53	64.8	35.2
593	1950-51	357	1953-54	60.2	39.8
650	1951-52	401	1954-55	61.7	38.3
660	1952-53	442	1955-56	66.9	33.1
735	1953-54	489	1956-57	66.5	33.5
768	1954-55	481	1957-58	65.2	34.8
5129		3260		63.5	36.5

¹State of Tennessee, Annual Statistical Reports
(Department of Education, 1947-58), projection for years
1957-58.

TABLE IX

**THE INCREASE IN ENROLLMENT OF THE PUBLIC ELEMENTARY AND
SECONDARY SCHOOLS OF THE UNITED STATES, TENNESSEE,
AND CARTER COUNTY, SHOWING THE ANNUAL INCREASE
OVER THE PRECEDING YEAR'S ENROLLMENT**

Year	United States^a	Per Cent In- crease	Ten- nessee^b	Per Cent In- crease	Carter County^d	Per Cent In- crease
1946-47	23,659,158		597,032		8,490	
1947-48	24,101,300	1.5	620,728	3.9	9,002	6.03
1948-49	24,653,383	2.3	646,178	4.1	9,275	3.03
1949-50	25,185,436	2.2	666,214	3.1	9,647	4.1
1950-51	25,794,510	2.4	681,920	2.4	9,800	1.6
1951-52	26,711,656	3.6	683,160	.2	9,871	.72
1952-53	27,532,432	3.1	695,532	1.8	9,945	.75
1953-54	28,916,703	5.0	723,265	3.9	10,069	1.3
1954-55	29,966,052	3.6	748,413	3.3	10,505	4.33
1955-56	31,141,338	3.9	761,590	1.7	10,618	1.75
1956-57	32,268,459	3.6	771,662	1.3	10,509	1.0
1957-58	33,508,814	3.8	792,900 ^c	2.8	10,482	.26
Increase 1947-58	9,849,656	41.6	195,868	32.8	1,992	23.5

^aSource: U. S. Office of Education, Research Bulletin, Vol. 36, No. 1, February 1958, p. 9

^bSource: State of Tennessee, Department of Education, Annual Statistical Reports, Years 1947-1957.

^cSource: Public Education, Grades One through Twelve, in Tennessee, November 1957, p. 27.

^dSource: Records of Carter County School office.

in the amount of increase as shown in the three school systems. According to Table IX, the total United States school enrollment increased for the twelve year period 41.6 per cent. Tennessee school enrollment increased 32.8 per cent, while the Carter County school enrollment increased 23.5 per cent.

Table X, page 66, shows that the holding power appeared high for the Elizabethton school community when compared to figures on Table XI, page 67. The number retained in school did not graduate from high school with the normal class in 1957-58. The number of stay-ins at the end of the year 1957-58 was 278. Of these 226 graduated, which is 44.4 per cent of the 509 entrants of 1946-47.

Table XI, page 67, shows that during the same period, in all Carter County schools 481 pupils, which is 37 per cent of the 1301 entrants, graduated. In Tennessee, of 62,952 entrants in 1946, 25,138 or 39 per cent enrolled in the twelfth grade in 1957. From 2,896,451 entrants in the schools of the United States in 1946-47, 1,392,000 or 48 per cent, entered the twelfth grade in 1957. Table XI shows the holding power of the three systems for grades one through twelve over the same period of time. Studies have shown that extreme variations exist in drop-outs from state to state or from system to system. It was difficult to ascertain the true drop-out picture because of this variation.

TABLE X

**HOLDING POWER OF THE ELIZABETHTON HIGH SCHOOL
AND FEEDER SCHOOLS BY GRADES
1946-47 THROUGH 1957-58a**

Year	Grade	Boys	Per Cent	Girls	Per Cent	Total	Per Cent
1946-47	1	264	100	245	100	509	100
1947-48	2	247	94	241	98	488	96
1948-49	3	244	92	235	96	479	94
1949-50	4	241	91	233	95	474	93
1950-51	5	240	91	233	95	473	93
1951-52	6	238	90	221	90	469	92
1952-53	7	233	88	224	91	457	90
1953-54	8	227	86	221	90	448	88
1954-55	9	179	68	194	79	373	73
1955-56	10	171	65	177	72	348	68
1956-57	11	143	54	151	62	294	58
1957-58	12	136	52	142	58	278	54

^aSource: Records of Carter County School office and Elizabethton City School office.

TABLE XI

THE GRADE ENROLLMENTS BY YEAR OF SCHOOLS IN CARTER COUNTY,
TENNESSEE, AND THE UNITED STATES FROM GRADE ONE IN
1946-47 THROUGH GRADE TWELVE IN 1957-58

Grade and Year	Carter County ^a		Tennessee ^b		United States ^c	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
First 1946-47	1301		62,952		2,896,451	
Second 1947-48	1068	82	59,196	94	2,363,477	82
Third 1948-49	1074	82	58,254	92	2,316,645	80
Fourth 1949-50	1020	78	57,137	91	2,254,028	77
Fifth 1950-51	994	76	55,624	88	2,211,306	76
Sixth 1951-52	958	74	52,898	84	2,165,741	75
Seventh 1952-53	934	72	50,200	78	2,143,106	74
Eighth 1953-54	830	64	47,138	75	2,032,188	70
Ninth 1954-55	768	59	42,565	68	1,980,000	68
Tenth 1955-56	655	50	35,460	56	1,848,590	64
Eleventh 1956-57	593	46	30,106	48	1,513,000	55
Twelfth 1957-58	481	37	25,138	39	1,392,000	48

^aSource: Records of Carter County School office.

^bSource: State Department of Education, Annual Statistical Reports, 1947-48.

^cSource: U. S. Department of Health, Welfare and Education, Office of Education, Biennial Survey of Education 1952-54.

Many factors influenced or affected the drop-out problem. The Elizabethton study showed the exact number of the known surviving pupils, while the data for Carter County, Tennessee, and the United States may or may not have included such factors as transfers and repeaters. The mobility of population was a factor, particularly at the beginning of this study, because at the end of World War II and during the Korean conflict many transfers were made.

The variation of the holding power of the three comparisons in Table XI was significant. A higher percentage of surviving students for Elizabethton was shown in Table X than was shown for either of the three groups in Table XI. In comparing the data of the four systems in Table X and Table XI, there were other findings. The difference between the enrollments of the first and second grades was very significant in both Carter County schools and the schools of the United States. The holding power was 82 per cent for both systems, while the holding power for Tennessee schools was 94 per cent. Again, the mobility of population may have accounted for the difference. In Carter County many employees of the Tennessee Valley Authority were transferred to other locations.

Table XII, page 69, shows the holding power by schools. Students did not continue with the school of their entrance in the first grade. However, Table XII gives the

TABLE XII

**SURVIVALS OF THE FEEDER SCHOOLS FOR ELIZABETHTON
HIGH SCHOOL 1946-1958^a**

School	Total Enrollment 1946-47	Stay-Ins 1957-1958			
		Boys No.	Girls No.	Total No.	Per Cent
Charity Hill	3	--	1	1	33.3
Duffield	53	16	14	30	56.6
Elkanah	9	3	3	6	66.7
Harold McCormick	85	28	25	53	62.4
Hunter	35	12	10	22	43.9
Junior High	79	13	21	34	43.1
Keensburg	57	9	17	26	45.6
Range	28	4	8	12	42.9
Siam	29	8	8	16	55.2
Southside	12	2	5	7	58.4
Saint Elizabeth	7	1	3	4	57.2
Valley Forge	55	18	13	31	56.4
Watauga	20	7	4	11	55.0
West Side	37	15	10	25	67.6
TOTAL	509	136	142	278	54.6

^aSource: Record of Carter County School office and Elizabethton City School office.

number of entrants, the stay-ins, and the total per cent of stay-ins for each school. According to the findings, West Side rated first in retaining 67.6 per cent of its enrollees. Elkanah ranked second in holding 66.7 per cent, while Charity Hill had the lowest with 33.3 per cent of its entrants. There were more boys who enrolled in the first grade than girls. From Table XII it can be computed that the holding power for girls was greater than for the boys, the per cent for boys being 26.7, while the holding power for girls was 27.9.

The Drop-Out Problem

During the 1946-1958 period 231, or approximately 45 per cent, of the pupils enrolling in the first grades in this study withdrew before graduation. For reasons previously stated, it was impossible to determine whether or not 33 pupils were true drop-outs. For purposes in this study, only students who had withdrawn from school were considered drop-outs. Pupils who were known to have transferred to another school, repeated a grade, or transferred to another school out of the state were included as stay-ins.

Withdrawals

In Table XIII, page 71, schools are listed with the number and percentage of withdrawals. It may be observed

TABLE XIII

WITHDRAWALS FROM THE FEEDER SCHOOLS OF ELIZABETHTON
HIGH SCHOOL FROM 1946-47 THROUGH 1957-58^a

School	Total Enrollment 1946-47	Per Cent	Withdrawals			
			Boys No.	Girls No.	Total No. Per Cent	
Charity Hill	3	.6	--	2	2	66.7
Duffield	53	10.4	13	10	23	43.4
Elkanah	9	2	2	1	3	33.3
Harold McCormick	85	17	22	10	32	37.6
Hunter	35	7	7	6	13	37.1
Junior High	79	16	20	25	45	56.9
Keensburg	57	11	20	11	31	54.4
Range	28	5	6	10	16	57.1
Siam	29	6	10	3	13	44.8
Southside	12	2	3	2	5	41.6
Valley Forge	55	11	11	13	24	43.6
Watauga	20	4	4	5	9	45.0
West Side	37	7	7	5	12	32.4
Saint Elizabeth	7	1	3	0	3	42.8
TOTALS	509		128	103	331	45.4

^aSource: Records of Carter County School office and Elizabethton City School office.

the per cent of enrollees who withdrew varied from 66.7 per cent at Charity Hill School to 32.4 per cent at West Side School. Range School, with 57 per cent, had the second highest drop-out percentage. Junior High School and Keenburg School were third and fourth with drop-outs of 56.9 per cent and 54.4 per cent. It was interesting to observe that the size of the school was not a factor in drop-outs. The per cent of drop-outs was the highest in the smallest school. It was high also in some of the larger schools. Another point of interest was the contrast in the drop-out per cent of two one-room schools which were later discontinued. From the Elkanah School entrants the withdrawals were 33.3 per cent, while the withdrawals from the Charity Hill School entrants were 66.7 per cent.

Reasons for Withdrawals

In the Elizabethton High School reasons stated for leaving school or transferring to another school were kept when they were given. More often, however, pupils would drop, transfer, or leave without notifying the school. The county had no system for keeping data on drop-outs. Since the clerical service was inadequate and no counseling service was available, the cumulative records were of little help in securing stated reasons for leaving school. From conferences with teachers, parents, lay-people, pupils, and from the inadequate records, the summary in Table XIV was

TABLE XIV

REASONS FOR WITHDRAWAL FROM SCHOOL BY SEX^a

	Male		Female		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Married	9	7	51	50	60	25.9
Enlisted in Armed Forces	17	13	0	0	17	7.4
Suspended	2	2	1	1	3	1.3
Under Super- vision of Juvenile Judge	2	2	1	1	3	1.3
Deceased	1	1	1	1	2	.9
Non-Educable	2	2	1	1	3	1.3
Status Unknown	22	17	11	11	33	14.3
Others	73	57	37	36	110	47.6
TOTALS	128	55.4	103	44.6	231	100

^aSource: Compiled from questionnaires, interviews and school records.

prepared. It contains the various reasons for pupils withdrawing from the schools in the study and the number and per cent of withdrawals for each reason. The table included thirty-three pupils whose status was unknown and 110 classified as "others." No reasons were available for this group, which made up half the withdrawals. Marriage led the list for girls, with 50 per cent of girl drop-outs reported married. Seven per cent of the boys who withdrew were married. Most frequent reason for boys withdrawal was to enlist in the armed services. The most frequent reasons for girl withdrawals, in order were marriage and unknown, and one in each of the following categories: suspension, juvenile judge's custody, non-educable, and deceased. The ratio of withdrawal of boys to girls was 55 to 45. Other reasons revealed from the questionnaires and interviews are included elsewhere in this study and will not be listed in this chapter.

Students with Unknown Status

In Table XV, page 75, pupils are listed in the category of unknown status. This table included only the students who either dropped school or transferred to another school out of the system and about whom no information was available. Efforts to secure any information about these pupils were fruitless. Some of these pupils may or may not have dropped school. There were 22 boys and 11 girls in

TABLE XV

STUDENTS WHOSE STATUS IN 1958 WAS UNKNOWN WITH GRADE AT TIME OF
WITHDRAWAL AND THE PER CENT WHICH EACH NUMBER
IS OF BOYS, GIRLS, OR TOTAL^a

	<u>First</u>		<u>Second</u>		<u>Third</u>		<u>Fourth</u>		<u>Fifth</u>		Total	Per Cent
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent		
Boys	17	6.44	3	1.14	1	.4	1	.4			22	8.3
Girls	4	1.6	6	2.4	1	.4	0				11	4.5
TOTALS	21	4.1	9	1.8	2	.4	1	.2			33	6.5

^aSource: Compiled from records and interviews and questionnaires.

this group. The table shows their withdrawals occurring as follows: first grade, 21; second grade, 9; third grade, 2; and fourth grade, 1. Parents of some of these pupils were employed by the Tennessee Valley Authority. These pupils were included with the drop-out group.

Withdrawals by Grade

Most of the studies which the writer has reviewed have shown that grade ten is the most crucial grade for drop-outs. This study revealed that the largest number of drop-outs occurred at the completion of the eighth grade and the second highest number was at the completion of the tenth grade. Table XVI, page 77, revealed that approximately 32.5 per cent of the total drop-outs occurred at the completion of grade eight and that 23 per cent occurred at the completion of grade ten. The difference here might be accounted for by this having been a twelve-grade study, while most of the studies which show the tenth grade to be the highest drop-out grade have been mainly confined to the four years of high school. More boys dropped out than girls at the eighth grade level. The per cent for girls was greater at the tenth grade level. At the completion of the tenth grade, Tables XVII, page 79, and XVIII, page 81, show that the drop-out for boys was 22 per cent while that of the girls was 25 per cent at the tenth grade level.

TABLE XVI

AGE-GRADE DISTRIBUTION OF SCHOOL LEAVERS FOR BOYS AND GIRLS^a

Age	Grades												Total	Per Cent of All Withdrawals
	1	2	3	4	5	6	7	8	9	10	11	12		
6														
7	21												21	9.1
8		9											9	3.9
9			2										2	.9
10				1									1	.4
11					1								1	.4
12			2			1							3	1.3
13					1	4	1	1					7	3
14			1		1	2	4	12		2			22	9.5
15						2	2	31	6	8			49	21.2
16						3	1	15	12	18	3		52	22.5
17							1	8	3	18	5		35	15.1

TABLE XVI (continued)

AGE-GRADE DISTRIBUTION OF SCHOOL LEAVERS FOR BOYS AND GIRLS^a

Age	Grades												Total	Per Cent of All Withdrawals
	1	2	3	4	5	6	7	8	9	10	11	12		
18								2	2	7	6		17	7.4
19								1		1	2		4	1.8
Unavail- able					1			5	2				8	3.5
TOTAL	21	9	5	1	4	12	9	75	25	54	16		231	100.0
Per Cent	9.1	3.9	2.1	.4	1.7	5.2	3.9	32.5	11	23.3	6.9			100.00

^aSource: Records of Carter County School office and Elizabethton City School office.

TABLE XVII

AGE-GRADE DISTRIBUTION OF SCHOOL LEAVERS FOR BOYS
INCLUDING PUPILS WITH STATUS UNKNOWN^a

Age	Grades												Total	
	1	2	3	4	5	6	7	8	9	10	11	12	No.	Per Cent
6														
7	17												17	13.2
8		3											3	2.4
9			1										1	.7
10				1									1	.7
11													0	
12			1										1	.7
13						2		1					3	2.4
14			1		1	1	3	7					13	10.4
15							1	16	1	1			19	14.8
16						2	1	13	2	10			28	21.8
17							1	7	3	10	2		23	17.8

TABLE XVII (continued)

AGE-GRADE DISTRIBUTION OF SCHOOL LEAVERS FOR BOYS
INCLUDING PUPILS WITH STATUS UNKNOWN^a

Age	Grades												Total	
	1	2	3	4	5	6	7	8	9	10	11	12	No.	Per Cent
18								1	2	7	3		13	10.3
19								1			2		3	2.4
Unavail- able					1			2					3	2.4
TOTAL	17	3	3	1	2	5	6	48	8	28	7		128	100.0

^aSource: Records of Carter County School office and Elizabethton City School office.

TABLE XVIII

**AGE-GRADE DISTRIBUTION OF SCHOOL LEAVERS FOR GIRLS
WITH PUPILS WHOSE STATUS WAS UNKNOWN^a**

Age	Grade Completed												Total No.
	1	2	3	4	5	6	7	8	9	10	11	12	
6													
7	4												4
8		6											6
9			1										1
10													0
11					1								1
12		1				1							2
13					1	2	1						4
14						1	1	5		2			9
15						2	1	15	5	7			30
16						1		2	10	8	3		24
17								1		8	3		12
18								1			3		4
19										1			1
Un- avail- able								3	2				5
TOTAL	4	6	2	0	2	7	3	27	17	26	9		103

^aSource: Records of Carter County School office and Elizabethton City School office.

Age Distribution of Withdrawals

The ages for drop-outs were not investigated generally. This information was taken from the school records. The data revealed in Table XVI, page 77, that a tendency to be over-age was a factor among drop-outs. Two at the age of twelve and one at the age of fourteen dropped at the third grade level. From Tables XVII, page 79, and XVIII, page 81, this was noticeable from the eighth grade drop-outs when one boy nineteen; one boy and one girl, eighteen; seven boys and one girl, seventeen; and thirteen boys and two girls, sixteen left school after completing this grade.

Chapter Summary

This chapter was concerned with a description of the extent and general nature of the drop-out problem in the Elizabethton School community and Carter County for the years 1946-47 through 1957-58. The findings concerning the holding power of the schools included in Carter County, Tennessee, and the United States revealed possible reasons for pupil withdrawals, with age and grade distributions. The chapter has listed the fourteen feeder schools with the enrollments, withdrawals, and repeating students of each school. From the group of 509, 226 had graduated, 231 withdrew, and 52 were left in school. The number who graduated

was 42.4 per cent, the number who withdrew 45.4 per cent, and pupils repeating grades was 12.2 per cent.

The holding power of the fifteen schools involved in the study for the twelve years was 54.6 per cent. The holding power from 1946-58 of all schools of the United States was 48 per cent, Tennessee 39 per cent, and Carter County 37 per cent. The per cent of increase in enrollments for the three systems for the same period was 41.6 for the schools of the United States; for the schools of Tennessee 32.8 per cent; and for the schools of Carter County 23.5 per cent. The size of the schools' enrollment was not a factor in holding power. However, some of the larger schools and the smallest school did show a low retention percentage.

It was revealed that more boys withdrew than girls. The most frequent reasons given by boys withdrawing were to enlist in the armed forces and to get married. The most frequent reason given by girls withdrawing was to get married.

Data on withdrawals by grades revealed that eight and ten were the grades most common for the drop-outs. Age sixteen was found to be the most frequent age of the drop-outs. Age fifteen was second highest, and age seventeen the third highest age for school withdrawal. The over-age factor was more noticeable for boys than for the girls who withdrew from school.

CHAPTER IV

CHARACTERISTICS OF THE DROP-OUTS

Chapter III dealt with findings relating to the extent and general nature of the drop-out problem in the Elizabethton High School community. Chapter IV deals with the drop-out problem as it relates to the characteristics and home background of the pupil.

Data for Chapter IV were secured by questionnaires, school records, and interviews. However, the information was limited because many of the withdrawals did not respond to the questionnaires, and others gave incomplete and probably evasive answers to the questions. Some of these drop-outs were not available for an interview. Since no information was available on some parents the totals used were not the same as the total number of individuals. Enough information was available to find the general trends concerning characteristics of the drop-outs. Data concerning answers to the following questions were gathered: (1) What was the marital status of the parents? (2) What was the educational and occupational status of parents? (3) What were the factors relative to intelligence and achievements of the school leavers?

Family Background of Drop-Outs

Home

The information found included data on whether or not the drop-out lived with both parents and the occupational and educational status of parents.

Table XIX, page 86, depicts the marital status of the parents. The findings indicated that 33 per cent of the boys and 41.7 per cent of the girls did not reside with both parents. Some of the girls were married. The findings also revealed that 43 per cent of the boys and 47.6 per cent of the girls did live with both parents. The data revealed that sex differences for each variable were not highly significant.

Education of Parents

Data for the grade level of both parents were included in the questionnaire. The Elizabethton High School enrollment card included a space for indicating the grades completed by both parents. The same information was included on the questionnaire. Data showing, the highest grade completed by the parents are presented in Table XX, page 87. The largest single group of either parents was those completing the seventh or eighth grades, with more mothers than fathers in this category. The table shows that 39.4 per cent of the mothers and 33.8 per cent of the fathers had

TABLE XIX

A COMPARISON BY SEX OF DROP-OUTS LIVING WITH,
AND NOT LIVING WITH BOTH PARENTS^a

	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Living with Both Parents	60	43.1	49	47.6	109	47.0
Not Living with Both Parents	46	33.1	43	41.7	89	38.6
Status Unknown	22	23.8	11	10.7	33	14.4
TOTAL	128	100.0	103	100.0	231	100.0

^aSource: Compiled from interviews and questionnaires.

TABLE XX

EDUCATIONAL STATUS OF PARENTS OF WITHDRAWALS AND PER CENT WHICH EACH
NUMBER IS OF FATHERS, MOTHERS, OR TOTAL PARENTS^a

Highest Grade Completed	Father				Mother				Both Parents Total	
	Boys	Girls	Total		Boys	Girls	Total		N	Per
	No.	No.	No.	Per Cent	No.	No.	No.	Per Cent	No.	Cent
College Graduate										
College - 3 Years										
College - 2 Years					2		2	1.4	2	.7
College - 1 Year		1	1	.7					1	.4
High School	8	2	10	7.3	9	2	11	7.4	21	7.4
Eleventh Grade	2		2	1.5	2	3	5	3.4	7	2.5
Tenth Grade	2	1	3	2.2	0	5	5	3.4	8	2.8
Ninth Grade	6	1	7	5.1	3	6	9	6.2	16	5.6
Seventh-Eighth Grade	30	16	46	33.8	37	21	58	39.4	104	36.7
Fourth-Sixth Grade	25	20	45	33.1	23	20	43	29.2	88	31.2
First-Third Grade	6	16	22	16.2	5	9	14	9.6	36	12.7
TOTAL	79	57	136	100.0	81	66	147	100.0	283	100.0

^aSource: Compiled from interviews and questionnaires.

completed the seventh or eighth grades. The number of fathers completing the fourth to sixth grades was 33.1 per cent while the number of mothers was 29.2 per cent. The percentage rate for grades one to three was higher for fathers, showing 16.2 per cent, than the mothers, showing 9.6 per cent. The variations at other grade levels were not noteworthy.

Table XXI, page 89, shows six classifications made of the grade levels completed. Only three attended college, two mothers and one father. More mothers attended high school than did the fathers. The table shows that 20 per cent of the mothers and 16 per cent of the fathers attended high school. The per cent of the fathers was 8.1, and of the mothers was 8.8 per cent who graduated from high school. It reveals also that 83.1 per cent of the fathers and 71.4 per cent of the mothers completed only elementary school. The one father and two mothers comprised one per cent of the parents of all withdrawals whose data was available, who attended college.

Occupational Status of Parents

In Table XXII, page 90, parents' occupations for the drop-outs are classified into seven categories. It was difficult to ascertain the true occupational classification for some of the jobs. Expressions like the following were observed in the findings: "plant worker," "textile worker,"

TABLE XXI

CLASSIFICATION OF PARENTS' SCHOOL LEVEL
COMPLETED FOR THE DROP-OUTS^a

Level of School	Father				Mother				Total	
	Boys	Girls	Total	Per Cent	Boys	Girls	Total	Per Cent	No.	Per Cent
Attended Elementary	79	57	136	100.0	81	66	147	100.0	283	100.0
Completed Elementary	61	52	113	83.1	65	50	115	71.4	228	80.6
Attended High School	18	4	22	16.1	14	16	30	20.3	52	18.4
Graduated High School	8	3	11	8.1	11	2	13	8.8	24	8.4
Attended College	0	1	1	.4	2	0	2	1.3	3	1.1
Graduated College	0	0	0	0	0	0	0	0	0	0

^aSource: Compiled from interviews and questionnaires.

TABLE XXII

CLASSIFICATIONS OF PARENTS' OCCUPATIONS FOR THE DROP-OUTS
AND PER CENT WHICH EACH NUMBER OF FATHERS,
MOTHERS, OR TOTAL PARENTS^a

Occupation	Father		Mother		Total Parents	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Professional, Semi-Professional Technical, and Managerial	4	2.8	2	1.6	6	2.2
Clerical and Sales	5	3.2	5	4.0	10	4.1
Service Occupations	14	9.8	7	5.4	21	7.9
Housewives			102	82.3	102	38.3
Agricultural	23	16.3			23	8.6
Skilled Workers	40	28.2			40	15.0
Semi-Skilled and Unskilled	55	39.0	8	6.4	63	23.6
Military Service	1	.7			1	9.3
TOTAL	142	100.0	124	100.0	266	100.0

^aSource: Compiled from interviews and questionnaires.

"North American," "TVA," "at the bank," etc. Since the writer knew about some of the parents and the jobs which they held, the classifications were somewhat clarified before their inclusion.

Table XXII, page 90, shows that the largest number of the fathers (39 per cent) were semi-skilled and unskilled workers. Twenty-eight per cent of the fathers were employed as skilled workers which ranked second. Agriculture or farming ranked third highest, with 16.3 per cent of the fathers of the drop-outs so employed. The findings gave service occupations fourth, with 9.8 per cent of the fathers so employed; clerical and sales fifth, with 3.2 per cent; professional and managerial sixth, with 2.8 per cent. One father was serving in the armed forces. Eighty-two per cent of the mothers were listed as housewives, while other service jobs, not including housekeeping, comprised 5.5 per cent. There were 6.4 per cent of the mothers who were involved in the semi-skilled or unskilled category. There were only two mothers classified in the professional or managerial category.

Mental-Social Characteristics of the Drop-Outs

The mental-social characteristics of the drop-outs included such factors as mental ability, school grades, grade

equivalent, grades repeated, attendance records, and participation in extra-class activities.

Intelligence

Data for the mental ability of the drop-outs was taken from available school records. These records were incomplete, thus limiting the study. The I.Q.'s of 51 boys and 46 girls were available. Since the Otis Mental Ability Form AB was administered to the elementary schools only during the second semester of the eighth grade, all students below that grade level had no I.Q. rating recorded. Some of the drop-outs who were enrolled in school during and after eighth grade had no I.Q. rating recorded.

Table XXIII, page 93, shows that the mean I.Q. score for boys was 84.9, and for the girls the mean score was 89.7. The standard deviation for boys was 10.1, and the standard deviation for the girls was 9.7.

Only two boys and no girls had I.Q.'s above average. Thirteen boys and twenty-two girls had average I.Q.'s. Thirty-six boys and twenty-four girls had below average I.Q.'s. The difference in the comparison of I.Q.'s by sex was not noteworthy, except the number whose scores were below 74. Eleven boys and four girls were in this category.

Grade Level Equivalent

Data for the grade equivalents were obtained from the

TABLE XXIII

DISTRIBUTION OF I.Q.'S BY SEX FOR THE DROP-OUTS
AS MEASURED BY THE OTIS MENTAL ABILITY FORM
AB AT THE EIGHTH GRADE LEVEL^a

Boys Mental Ability	Girls Mental Ability	Totals
110 - 114 2		110 - 114 2
105 - 109 1	105 - 109 2	105 - 109 3
100 - 104 2	100 - 104 7	100 - 104 9
95 - 99 2	95 - 99 7	95 - 99 9
90 - 94 8	90 - 94 6	90 - 94 14
85 - 89 11	85 - 89 12	85 - 89 23
80 - 84 9	80 - 84 4	80 - 84 13
75 - 79 5	75 - 79 4	75 - 79 9
74 and below 11	74 and below 4	74 and below 15
N = 51 Mean = 84.9 Standard Deviation = 10.1	N = 46 Mean = 89.7 Standard Deviation = 9.7	N = 97 Mean = 87.3 Standard Deviation = 9.9

^aSource: Records of Carter County School office and
Elizabethton City School office.

high school records of the drop-outs. The Stanford Achievement tests had been administered to eighth grade pupils at the same time the mental ability tests were administered. The grade level was obtained by averaging the available results of the complete battery of Stanford Achievement tests for the drop-out. The mean and standard deviations were established from these individual grade levels.

Table XXIV, page 95, gives a picture of the distribution of the grade equivalents of the drop-outs by sex. Included in the table were 58 boys and 42 girls. The average or mean grade for the boys was 6.9, and for the girls 7.2. The standard deviation for the boys was 1.66 and for the girls 1.41. When this table is divided into two groups thus:

Grade Level Group	Boys		Girls		Total	
	No.	%	No.	%	No.	%
8-10	14	24	13	31	27	27
3-7	44	76	29	69	73	73
Total	58	100	42	100	100	100

a very interesting factor is observe. The table reveals 24 per cent of the boys, and 31 per cent of the girls placed in the (8-10) grade group. The total was 27 per cent for all drop-outs in this group. The group of drop-outs with 3-7 grade levels totaled 76 per cent of the boys and 69 per

TABLE XXIV

**DISTRIBUTION OF GRADE EQUIVALENTS BY SEX FOR THE DROP-OUTS
AS MEASURED BY THE STANFORD ACHIEVEMENT TESTS
AT THE EIGHTH GRADE LEVEL^a**

Boys		Girls		Totals	
10.5 - 10.9	1	10.5 - 10.9	1	10.5 - 11.0	2
10.0 - 10.4	2	10.0 - 10.4	1	10.0 - 10.4	3
9.5 - 9.9	2	9.5 - 9.9	1	9.5 - 9.9	3
9.0 - 9.4	2	9.0 - 9.4	1	9.0 - 9.4	3
8.5 - 8.9	3	8.5 - 8.9	3	8.5 - 8.9	6
8.0 - 8.4	4	8.0 - 8.4	6	8.0 - 8.4	10
7.5 - 7.9	8	7.5 - 7.9	4	7.5 - 7.9	12
7.0 - 7.4	7	7.0 - 7.4	6	7.0 - 7.4	13
6.5 - 6.9	3	6.5 - 6.9	5	6.5 - 6.9	8
6.0 - 6.4	9	6.0 - 6.4	4	6.0 - 6.4	13
5.5 - 5.9	7	5.5 - 5.9	5	5.5 - 5.9	12
5.1 - 5.4	3	5.0 - 5.4	3	5.0 - 5.4	6
4.5 - 4.9	3	4.5 - 4.9	2	4.5 - 4.9	5
4.0 - 4.4	2			4.0 - 4.4	2
3.5 - 3.9	2			3.5 - 3.9	2
58		42		100	

N = 58

Mean = 6.9

Standard

Deviation = 1.66

N = 42

Mean = 7.2

Standard Deviation = 1.41

^aSource: Records of Carter County School office and other systems.

cent of the girls. The total for the boys and girls with 3-7 grade levels was 73 per cent.

School Grades or Marks

Measures of intellectual ability are predictive of quality of scholastic or school achievement. Data for achievement were obtained in this study from school records of the high school drop-outs. It was impossible to get enough significant scholastic data pertaining to the elementary drop-out to use in this study. Grades for high school drop-outs were utilized for the last full year that the student spent in school. The average grade was used in the table.

Marks for 42 boys and 30 girls were available. Table XXV, page 97, shows that 59 per cent of the boys and 40 per cent of the girls failed during their last school year. More than half of all drop-outs failed in their last school year. Seventeen per cent of the boys and 13 per cent of the girls made D's, which was a very low rating. There were 33 per cent of the girls and 12 per cent of the boys who made C, a rating which might be considered average. There were approximately the same per cent (12 and 13) of boys and girls making B's. No A's were recorded for the drop-outs.

Retention in Grade Among Drop-Outs

Data on grade retention were limited. Records in

TABLE XXV

ACHIEVEMENT LEVEL FOR DROP-OUTS BY SEX DURING
THEIR LAST COMPLETE SCHOOL YEAR^a

	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
A						
B	5	12	4	13.3	9	12.5
C	5	12	10	33.4	15	20.8
D	7	17	4	13.3	11	15.3
F	25	59	12	40.0	37	51.4
TOTAL	42	58.3	30	41.7	72	100.0

^aSource: Records of Elizabethton High School office.

many of the elementary schools were inaccurate. In some instances a pupil would be retained in a grade but the following year he would be found in the next grade. Since many inaccuracies and inconsistencies were found in the school records, significant findings on the retention of the elementary drop-outs were impossible. However, enough evidence was available to give a general trend of this problem.

By observing Table XXVIA, page 99, it is evident that more boys were retained than girls. There were 27 boys and 22 girls, making a total of 49 drop-outs who were retained one time. More drop-outs, a total of 35, were revealed to have been retained in the first grade than any other grade.

Table XXVIB shows the number having been retained twice before withdrawal. It may or may not have been the same grade. The retention for two grades was much more evident among the boys who withdrew than among the girls. The study revealed 32 boys and 6 girls having been retained twice. More than 60 per cent of the pupils retained in two grades were retained in the first grade. Approximately 80 per cent of this number were boys.

Table XXVIC shows the number repeating three grades before withdrawal. More boys than girls were included in this group. Seven boys and three girls were retained three times in the first grade, one boy and one girl were retained

TABLE XXVI

RETENTIONS IN GRADES AMONG DROP-OUTS BY SEX AND FREQUENCY^a

	Total Number Retentions of All Grade Levels												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Boys	40	2	7	1	1		4	5	3	5			68
Girls	22	4	2	2	1		0	2	1	0			34
TOTAL	62	6	9	3	2		4	7	4	5			102

(XXVIA)

	Grade Level at Time Being Retained in One Grade												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Boys	18		5					2		2			27
Girls	17	2	2	1									22
TOTAL	35	2	7	1				2		2			49

TABLE XXVI (continued)

RETNEIONS IN GRADES AMONG DROP-OUTS BY SEX AND FREQUENCY^a

(XXVIB)

	Grade Level at Time of Being Retained Second Times												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Boys	15	2	2	1	1		4	2	2	3			32
Girls	2	1	0	1	1			1					6
TOTAL	17	3	2	2	2		4	3	2	3			38

(XXVIC)

	Grade Level at Time of Being Retained Third Time												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Boys	7							1	1				9
Girls	3	1						1	1				6
TOTAL	10	1						2	2				15

^aSource: Records of Elizabethton High School office and officers of school.

for the third time in the eighth and ninth grades. Approximately 67 per cent of the thrice retained pupils were boys. Table XXVI also reveals that more than 90 per cent of student retention was in the elementary school and that approximately 60 per cent happened in the first grade.

Attendance

Some drop-out studies revealed that the attendance record of the pupil became poor prior to his withdrawal. The records used for gathering data in this study were incomplete and inaccurate in this area. The records on the elementary level did not indicate in many instances when the pupil withdrew or transferred. For this reason it was difficult to ascertain the absentee record of the drop-out. The absentee record was included in the findings for the last full year of attendance. Records were available for sixty-nine of the drop-outs for this purpose.

Data in Table XXVII, page 102, revealed that from 36 per cent of the sixty-nine drop-outs the absentee record was less than ten days for each pupil. Thirty-three per cent of the sixty-nine drop-outs were absent eleven to twenty days, while 30 per cent of the sixty-nine drop-outs were absent twenty or more days.

Extra-Class Participation

Data for extra-class activities were obtained from

TABLE XXVII

ABSENTEE RECORD BY GRADES FOR THE DROP-OUTS^a

Grade	1-10 Days		11-20 Days		21-30 Days		31-40 Days		41-Over 40 Days		Total Cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
5												
6												
7												
8	2	25	3	37	3	37					8	100
9	4	27	5	33	4	27	2	13			15	100
10	15	42	12	24	3	8	3	8	3	8	36	100
11	4	40	3	30	2	20	1	10			10	100
12												
TOTAL	25	36	23	33	12	17	6	9	3	4	69	100

^aSource: Records of Carter County School office and Elizabethton City School office.

the questionnaires and interviews. There were three questions on the questionnaire from which the findings in Table XXVIII, page 104, were taken. The questions were: No. 5 - Did you belong to a club? Question 6 - Did you participate in any sport? Question 7 - Did you participate in any of the school activities besides your classes?

It can be seen by observing Table XXVIII, page 104, that the variations in the answers to the three questions were noteworthy. In most cases the same pupils' answers were similar to the three questions. All the 231 drop-outs were included even though they did not respond. Thirty-three were classified as "unknown" for purposes of this study. A total of 61, or 26 per cent, belonged to a club. Forty-five, or 19 per cent, participated in some school activity, while 41, or 24 per cent, participated in some sport. It was noticeable that the girls excelled the boys in participation in the three activities. Club participation for boys was 23 per cent, and for girls 31 per cent. Eighteen per cent of the boys and 21 per cent of the girls participated in an activity. Sports included 13 per cent of the boys and 23 per cent of the girls as participants. The highest participation was in club activities, while the lowest participation record was in sports.

From the findings of Table XXVIII, page 104, it appears that participation in school activities might have

TABLE XXVIII

A COMPARISON BY SEX OF DROP-OUTS PARTICIPATING
VERSUS DROP-OUTS NOT PARTICIPATING
IN EXTRA CLASS ACTIVITIES^a

Activity	Boys		Girls		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Club Activities						
Participating	29	22.7	32	31.3	61	26.2
Not Participating	37	29.8	33	32.2	70	30.3
No Answer	40	39.7	27	26.3	67	29.2
Unknown	22	17.4	11	10.2	33	14.3
Total	128	100.0	103	100.0	231	100.0
Other Activities						
Participating	23	18.0	22	21.0	45	19.0
Not Participating	35	27.0	36	35.0	71	31.0
No answer	48	37.0	34	33.0	82	35.0
Unknown	22	17.0	11	10.0	33	14.0
Total	128	100.0	103	100.0	231	100.0
Sports						
Participating	17	13.0	24	23.0	41	24.0
Not Participating	46	36.0	42	41.0	88	38.0
No Answer	43	35.0	26	25.0	69	30.0
Unknown	22	17.0	11	10.0	33	14.0
Total	128	100.0	103	100.0	231	100.0

^aSource: Compiled from interviews and questionnaires.

been significant in the drop-out problem in Elizabethton. Since the highest for either activity was 26 per cent, it can be reasonably assumed that most of the other drop-outs did not participate in any activity. There is a possible relation between the drop-out problem and participation in extra activities.

Summary

In this chapter efforts were made to find the home, personal, and school characteristics of drop-outs from the Elizabethton High School community from 1946-1958. The chapter was designed to reveal the marital, educational, and occupational status of both parents of the drop-outs. Attempts were made to summarize the findings concerning intelligence, school grades, attendance records, grade levels, retention grades, and school activities of the drop-outs.

Findings regarding the family background suggest that many of the drop-outs came from homes which might not have encouraged school attendance. Approximately 39 per cent of the drop-outs were from broken homes. Findings regarding the occupations of parents revealed that approximately 84 per cent of the parents were in the low income group. They were classified as clerical skilled, or unskilled laborers.

Findings regarding the educational status of parents of drop-outs were: Only 1 per cent had attended college,

18 per cent attended high school, and 8 per cent had attended only the elementary school.

Findings pertaining to the characteristics of the drop-outs were noted. The mean I.Q. score for the drop-out group was 87.3. For the boys it was 84.9 and for the girls 89.7. The standard deviation was 10. About 51 per cent of the drop-outs had failed their school subjects. The per cent for boys was higher than for the girls in failures. The grade equivalent for drop-outs was below average. The mean for boys was 6.9 and for girls 7.2 at the completion of the elementary school. The standard deviation for boys was 1.66 and for girls 1.41. Findings on grade retention were noted. There was a total of 49 retained in one grade, 38 in two grades, and 15 in three grades before the drop-out occurred. More boys were retained in grades than girls.

The findings regarding attendance of the drop-outs were limited by the amount of data available. However, sixty-nine cases were observed. From this number twenty-five were absent less than ten days during their last full school year, twenty-three were absent 11-20 days, twelve were absent 20-30 days, and nine were absent 30 or more days.

Findings regarding participation in extra class activities were interesting. Only 26 per cent of the drop-outs participated in any type of activities, while 74 per cent probably did not participate in any school activity, other than classes, before their withdrawal from school.

CHAPTER V

HOW DROP-OUTS DIFFER FROM RETAINED PUPILS IN FAMILY, MENTAL-SOCIAL CHARACTERISTICS

Chapter V deals with the comparison of the data for drop-outs and their peers who continued in school. The two main classes of characteristics in the findings of the preceding chapter on drop-outs will be compared with data on the retained pupils to find whether any noteworthy differences exist in the two groups.

Data for the stay-ins were compiled from school records and questionnaires. Since this study included pupils both attending Elizabethton High School and other schools of the United States, it was impossible to secure the desired data on all the retained group. Information on 88 of the surviving students in other high schools was not available from all schools attended.

Family Background

Findings in Chapter IV revealed that many of the drop-outs were from broken homes and that the parents' occupational status and educational achievement were very low. It was revealed that for the population for which data was available approximately 39 per cent of the drop-outs were not living with both parents, and that 47 per cent were

living with both parents. In contrast to the drop-out group, Table XXIX, page 109, shows that 73.4 per cent of the stay-ins were living with both parents and that 23.3 per cent were not living with both parents. The difference appeared to be significant. The per cent of pupils living with both parents of the retained group was 26 per cent more than that of the drop-outs. Table XXIX shows also that the number of drop-outs not living with both parents was 15 per cent more than that of the retained group. These findings suggest that there is a possible association of the early school leaver with the broken home.

Both the mother's and father's occupational status was included in this study. In most of the studies reviewed, only the father's occupation, which tended to rank low, was observed.

The comparison of occupations in Table XXX, page 110, shows there was little or no significant difference in the per cent of the housewives, skilled and unskilled laborers, and military service. There were, however, some differences in the professional and agricultural occupations. The table shows that percentagewise there were more than five times as many parents of stay-ins employed as managerial or professional people than parents of drop-outs. Percentagewise twice as many parents of the stay-in group were employed in clerical and sales jobs. Nine per cent of the

TABLE XXIX

COMPARISON OF DROP-OUTS WITH STAY-IN GROUPS
IN RELATION TO BROKEN HOMES^a

	Drop-Outs		Stay-Ins		Difference
	No.	Per Cent	No.	Per Cent	Per Cent
Living with Both Parents	109	47	204	73.4	26.4
Not Living with Both Parents	89	38.6	65	23.3	15.3
Status Unknown	33	14.4	9	3.3	11.1
TOTAL	231	100	278	100	

^aSource: Compiled from questionnaires and interviews.

TABLE XXX

COMPARISON OF PARENTS' OCCUPATIONAL STATUS
FOR DROP-OUTS AND STAY-IN PUPILS^a

Occupational Group	Drop-Outs		Stay-Ins	
	No.	Per Cent	No.	Per Cent
Professional, Semi-Professional, and Managerial	6	2.2	45	10.5
Clerical and Sales	10	3.8	39	9.1
Service Occupations	21	7.9	15	3.5
Housewives	102	38.3	160	37.0
Agricultural Occupations	23	8.7	10	2.5
Skilled	40	15.0	48	11.2
Semi-Skilled and Unskilled Occupations	63	23.7	112	26.0
Military Service	1	0.4	1	0.2
TOTAL	266	100	430	100

^aSource: Compiled from questionnaires and interviews.

parents of drop-outs were shown in the agricultural category, and 2 per cent of the stay-ins were shown in this occupational area.

In Table XXXI, page 112, the comparison of the education of the two groups of parents does appear significantly different in the parental education at four levels. More than twice the number attended high school in the stay-in group than in the withdrawal group. The difference in college attendance was significant. In terms of the per cent which stopped their education at each level through the first eight grades, parents of the drop-outs outnumbered the parents of stay-in group. There was a slight variation in the attendance at the ninth grade.

In Table XXXII, page 113, the groupings show a more vivid picture of the contrast between the groups. The ratio of the per cent of parents of withdrawals to the per cent of the stay-in group completing elementary school is 81:74. This means that a larger percentage of the parents of the drop-outs completed elementary school than did the parents of stay-ins. However, in attending high school parents of stay-ins exceeded drop-outs; the ratio of percentage was 52:18. And, the percentage ratio of graduates from high school was 35:8 in favor of the parents of stay-ins. Of the parents of drop-outs, none graduated from college, while 6 per cent of the parents of stay-ins were college graduates.

TABLE XXXI

A COMPARISON OF PARENTS' EDUCATIONAL STATUS FOR WITHDRAWALS
AND STAY-INS FOR SCHOOL PUPILS^a

Level Attended	Withdrawal Group				Stay-In Group			
	Father	Mother	Total	Per Cent	Father	Mother	Total	Per Cent
College Graduate					15	11	26	6.2
College, 2-3 Years		2	2	.7	8	6	14	3.4
College, 1 Year	1		1	.4	3	6	9	2.2
High School	10	11	21	7.4	36	54	90	21.6
Eleventh Grade	2	5	7	2.5	6	12	18	4.3
Tenth Grade	3	5	8	2.8	12	20	32	7.7
Ninth Grade	7	9	16	5.7	14	14	28	6.8
Seventh-Eighth Grades	46	58	104	36.8	54	48	102	24.4
Fourth-Sixth Grades	45	43	88	31.2	40	41	81	19.2
First-Third Grades	22	14	36	12.5	13	5	18	4.2
TOTAL	136	147	283	100.0	201	217	418	100.0

^aSource: Compiled from questionnaires and interviews.

TABLE XXXII

A COMPARISON OF PARENTS' EDUCATIONAL STATUS
FOR WITHDRAWALS AND STAY-INS^a

Institutions Attended	Withdrawal Group		Stay-In Group		Difference Per Cent
	No.	Per Cent	No.	Per Cent	
Attended Elementary	283	100.0	418	100.0	
Completed Elementary	228	80.6	319	73.9	6.7
Attended High School	52	18.4	217	51.9	33.5
Graduated High School	24	8.4	149	35.6	27.2
Attended College	3	1.1	49	11.7	10.6
Graduated College	0	0	26	6.2	6.2

^aSource: Summary from Table XXXII on page

Characteristics Relating to the Pupil and the School for Drop-Outs and Retained Pupils

The remaining part of this chapter compares the relationship of the drop-outs and stay-ins. The findings of the preceding chapter indicated that the majority of drop-outs were, in general, characterized as having lower than average intellectual ability and lower than average grade-levels. The findings revealed that there was little participation in extra-class activities by the drop-outs. A comparison was made of the above named characteristics of the drop-outs and stay-ins.

Intelligence

Table XXIII, page 93, in the preceding chapter, shows that for 97 drop-outs the mean I.Q. was 87.3 with a standard deviation of 9.9. In Table XXXIII, page 115, the comparison of the I.Q.'s of the two groups by sex was made. It may be observed from Table XXXIII that 2.1 per cent of the drop-outs scored an I.Q. above normal, while 20.5 per cent of the stay-ins had I.Q.'s above normal. The normal range included 36.1 per cent of the drop-outs and 51.3 per cent of the stay-ins. It is noteworthy that the drop-outs with I.Q.'s below 90 included 61.8 per cent, and the stay-ins with I.Q.'s below 90 included 28.2 per cent.

Table XXXIV, page 116, revealed the contrast of the

TABLE XXXIII

**PERCENTAGE DISTRIBUTION OF I.Q.'S FOR WITHDRAWALS
AND STAY-INS UPON COMPLETION OF EIGHTH GRADE^a**

	Withdrawals		Stay-Ins	
	No.	Per Cent	No.	Per Cent
125 - up			2	.9)
)
120 - 124			10	4.6)
)20.5
115 - 119			13	5.9)
)
110 - 114	2	2.1	20	9.1)
)
105 - 109	3	3.1)	26	11.8)
))
100 - 104	9	9.3)36.1	27	12.3)
))
95 - 99	9	9.3)	30	13.6)51.3
))
90 - 94	14	14.4)	30	13.6)
))
85 - 89	23	23.7)	29	13.2)
))
80 - 84	13	13.4)61.8	19	8.6)
))
75 - 79	9	9.3)	4	1.8)28.2
))
74 - below	15	15.4)	10	4.6)
TOTAL	97	100.0	220	100.0

^aSource: Records of Elizabethton High School office.

TABLE XXXIV

MEAN I.Q.'S AND STANDARD DEVIATION OF
WITHDRAWALS AND STAY-INS BY SEX^a

	Withdrawals		Per Cent	Stay-Ins		Total
	Boys	Girls		Boys	Girls	
Mean I.Q.	84.9	89.7	87.3	98.3	97.6	97.9
Standard Deviation	10.4	9.7	9.9	14.1	11.7	12.9

^aSource: Summary of Table XXXV, page

mean and standard deviations of the groups. It was observed that the mean I.Q. was 87.3 for the withdrawals and 97.9 for the stay-in group, which makes a noticeable difference. The standard deviation for the withdrawal group was 9.9 and for the stay-in group 12.9.

Grade Equivalents

The grade equivalents were compared in Table XXXV, page 118. From 100 drop-outs and 190 stay-ins, the mean grade equivalent for the drop-outs was 7, and for the retained pupils the mean grade equivalent was 8.1.

In Table XXXVI, page 119, three combined groups are shown. It can be seen from these groupings that 48 per cent of the drop-outs and 27 per cent of the stay-ins are below the seventh grade level. Thirty-four per cent of the stay-ins and 11 per cent of the drop-outs were in the ninth grade or above level. There is little variation on the (7-8) grade level between the two groups. These findings supply the data that there is a possible association of drop-outs and grade equivalents.

School Grades

The scholastic achievements of drop-outs revealed in Chapter V were low. The average grade was taken from school records during the last full year attended.

The findings of the preceding chapter suggested an

TABLE XXXV

GRADE EQUIVALENTS FOR THE DROP-OUT AND STAY-IN GROUPS
AS MEASURED BY STANFORD ACHIEVEMENT TESTS
AT END OF EIGHTH GRADE^a

<u>Grade Equivalent</u>	<u>Drop-Out Group No.</u>	<u>Stay-In Group No.</u>
11 and above	2	9
10.5 - 10.9	3	11
10.0 - 10.4	3	16
9.5 - 9.9	3	15
9.0 - 9.4	6	15
8.5 - 8.9	10	15
8.0 - 8.4	12	18
7.5 - 7.9	13	16
7.0 - 7.4	8	22
6.5 - 6.9	13	22
6.0 - 6.4	12	19
5.5 - 5.9	6	7
5.0 - 5.4	5	4
4.5 - 4.9	2	1
4.0 - 4.4	2	
3.5 - 3.9		
TOTAL	100	190

^aSource: Records of Elizabethton High School office.

TABLE XXXVI

GROUPINGS OF GRADE EQUIVALENTS OF
DROP-OUT AND STAY-IN GROUPS^a

Combined Grouping	Drop-Outs		Stay-Ins		Per Cent of Variation
	No.	Per Cent	No.	Per Cent	
Grades 9-11	11	11	66	34.0	23
Grades 7-8	41	41.0	71	39.0	2
Grades 3-6	48	48.0	53	27.0	21
TOTAL	100	100.0	190	100.0	

^aSource: Summary of Table XXXVI, page 118.

association between drop-outs and school grades. More than half the drop-outs failed all subjects during their last full year in school.

Data in Table XXXVII, page 121, revealed that there was very little variation between drop-outs and stay-ins in comparing grades C and D. However, there were wide variations in the comparisons of marks A and B. Drop-outs made no A's while 24 per cent of the retained group made A's. Only 2.5 per cent of the retained group failed all subjects while 51.4 per cent of the drop-outs failed all subjects.

Participation in Extra Class Activities

In Chapter IV findings regarding participation in extra class activities revealed a relationship. The same questionnaire, with the necessary revisions to indicate the present tense, was given to the stay-ins.

Table XXXVIII, page 122, shows the comparison of the withdrawals and the stay-ins in extra-class activities. Many of the stay-ins answered "yes" to participation in all the activities, "school clubs," "sports," and "school activities." It was difficult to ascertain the total number because of this overlapping. The three questions were related in Chapter V, from which the data was taken. All the retained pupils did not answer all questions, which again made it difficult to state the exact number who did

TABLE XXXVII

**COMPARISON OF ACHIEVEMENT LEVEL FOR DROP-OUTS AND
STAY-INS DURING LAST FULL SCHOOL YEAR^a**

Grade Average	Drop-Out Group		Stay-In Group		Per Cent of Variation
	No.	Per Cent	No.	Per Cent	
A	0		49	24.0	24.0
B	9	12.5	80	39.2	26.7
C	15	20.8	52	25.5	4.7
D	11	15.3	18	8.8	6.5
F	37	51.4	5	2.5	48.9
TOTAL	72	100.0	204	100.0	

^aSource: Records of Elizabethton High School Office, Carter County School office, and Elizabethton City School office.

TABLE XXXVIII

**COMPARISON OF DROP-OUTS AND STAY-INS PARTICIPATING
IN EXTRA-CLASS ACTIVITIES^a**

Extra-Class Activities	Drop-Outs		Stay-Ins	
	No.	Per Cent	No.	Per Cent
<u>Participating</u>				
School Club	61	27	166	60
Sports	41	18	81	29
School Activities	45	19	187	67
<u>Not Participating</u>				
School Club	70	30	71	25
Sports	88	38	140	50
School Activities	71	31	67	24
<u>No Answer and Unknown</u>				
School Club	100	43	41	15
Sports	102	44	57	21
School Activities	115	50	24	9

^aSource: Compiled from questionnaire and interviews.

answer. Some pupils included in the study, who were in other schools, responded to the questionnaire. Since school clubs, sports, and school activities all were included in the extra-class activities, they served to represent the activity program referred to in this study. The comparison was made of the three activities under three headings, "participating," "not participating," and "no answer" or "unknown." The retained group out-rated the drop-out group in the three activities. Percentagewise there appeared to be more than three times the number of stay-ins participating in "school activities" than the drop-outs. The data shows 67 per cent for stay-in participation and 19 per cent for the drop-outs. The participation in the school clubs was next highest, in which 60 per cent of the stay-ins were participating and 27 per cent of the drop-outs participated prior to their withdrawal. The per cent of the participants in sports vary between the two groups. However, the variations tend to counteract each other. Since the stay-ins of extra-class activity participation was noticeably higher than that of the drop-out group, the findings may be considered pertinent to the drop-out problem in this study.

Comparison of Attendance Records of Drop-Outs and Stay-Ins

Data were taken from school records for the last year the pupil attended school for the entire year. The drop-out

attendance records were limited. However, 181 of the records were checked for the stay-in group.

In Table XXXIX, page 125, four divisions were made of students who had absences. They were: 1 to 10 days, 11 to 20 days, 21 to 30 days, and over 30 days. In the findings two-thirds of the stay-ins were absent from 1 to 10 days while 36 per cent of the drop-out group were shown in this division. Thirty-three per cent of the drop-outs and 23 per cent of the stay-in group were included in the 11 to 20 day category. The 17 per cent shown for the drop-outs was higher than the 7 per cent for the stay-in group in the 21 to 30 day category. In the over 30 day category the 13 per cent shown for the drop-outs was noticeably higher than the 3 per cent shown for the retained group. In the 1 to 10 day category the 66 per cent for the stay-ins was markedly higher than the 36 per cent shown for the drop-outs.

Comparison of Jobs or Occupations of School Withdrawals and Stay-Ins

In comparing the two groups, the jobs and part-time jobs were divided into six divisions. The data were taken from the questionnaires. Again, all pupils did not answer.

In Table XL, page 126, the two groups are compared as to full-time and part-time jobs. In most instances, members

TABLE XXXIX

COMPARISON OF DATA ON ABSENCES FOR BOYS AND GIRLS
FOR THE LAST FULL YEAR IN SCHOOL
FOR DROP-OUTS AND STAY-INS^a

Days Absent Per Year	Drop-Outs		Stay-Ins	
	No.	Per Cent	No.	Per Cent
1 - 10	25	36.2	120	66.3
11 - 20	23	33.4	42	23.2
21 - 30	12	17.3	13	7.2
Over 30	9	13.1	6	3.3
TOTAL	69	100.0	181	100.0

^aSource: Records of Carter County School office and Elizabethton City School office.

TABLE XL

OCCUPATIONAL STATUS OF SCHOOL WITHDRAWALS
AND STAY-INS^a

	Withdrawal Group			Stay-In Group		
	Boys	Girls	Total	Boys	Girls	Total
<u>Clerical</u>						
Nurses Aide					4	4
Sales Clerk		2	2	9	7	16
Grocery						
Stock Room				6		6
Ticket Sales		1	1			
Salesman	1		1			
<u>Professional</u>						
Dancing Teacher		1	1		1	1
<u>Services</u>						
Custodial				6		6
Cook	1		1			
Paper Delivery	1		1	8		8
Service Station	5		5			
Cab Driver	2		2			
Housekeeper		17	17		4	4
Waitress		5	5		5	5
<u>Military Service</u>	18		18	1		1
<u>Skilled Labor</u>						
Meat Cutter	1		1			
Beauty Operator		1	1			
Barber	1		1			
Carpenter	1		1	2		2
Electrician	2		2			
Mechanic	2		2			
Painter	1		1			
Pottery	1		1			
Interior Decorator	1		1	1	1	2

TABLE XL (continued)

OCCUPATIONAL STATUS OF SCHOOL WITHDRAWALS
AND STAY-INS^a

	Withdrawal Group			Stay-In Group		
	Boys	Girls	Total	Boys	Girls	Total
<u>Unskilled</u>						
<u>Farm Laborer</u>	8		8	2		2
<u>Laborer</u>	8		8			
<u>Unemployed</u>	36	30	66			
<u>Unknown - No Answer</u>	38	46	84	101	120	221
TOTAL	128	103	231	136	142	278

^aSource: Compiled from questionnaires and interviews.

of the withdrawal group were employed full time, while those of the stay-in group were employed only part-time.

Table XLI, page 129, compared the two groups in six occupations. It was observed that eighty-one drop-outs had full-time employment, while fifty-seven of the stay-ins had part-time jobs. The ratio in per cent was 35:20. It was interesting to find that 29 per cent of the drop-out group was unemployed.

The number of withdrawals in the "white-collared" jobs was low. Most of their jobs were included in the skilled, semi-skilled, or unskilled services. Eighteen drop-outs were in military service. The table revealed that almost half of the retained group working on part-time status was in the clerical division. There were eight times more drop-outs in the unskilled services than from the retained group. In Table XL, page 126, a part of the information was revealed as to the present status of the drop-outs.

Status of Wages of the Drop-Outs and Stay-Ins

Efforts were made to collect data on the weekly wages of both groups. This request was in the questionnaire. The information was limited. The information of the wages was available for twenty-nine drop-outs and fifty of the retained groups, as shown in Table XLII, page 130. The findings were made in categories according to the average weekly

TABLE XLI

COMPARISON OF THE WITHDRAWAL AND STAY-IN GROUPS
IN OCCUPATIONS AND PART-TIME JOBS^a

Occupation Part-time Job	Withdrawal Group		Stay-In Group		Per Cent of Variation
	No.	Per Cent	No.	Per Cent	
Clerical- Service	4	1.7	26	9.3	7.6
Professional- Service	1	.4	1	.3	.1
Services	31	13.5	23	8.6	4.9
Skilled- Services	11	4.8	4	1.4	3.4
Military- Service	18	7.8	1	.3	7.5
Unskilled- Services	16	6.9	2	.6	6.3
Total Employed	81	35.1	57	20.5	14.6
Unemployed	66	28.6			
Unknown or No Answer	84	36.3	231	79.5	43.2
TOTAL	231	100.0	278	100.0	

^aSource: Compiled from questionnaires and interviews.

wages. The figures in the columns represent the average amount made for the week.

In the findings, one boy in the drop-out group earned above \$70 per week; there were three above \$50, three between \$40-\$50, and six between \$30-\$40 per week. No drop-out earned under \$6.00, while four fell in the \$6-\$10 per week category, two fell in the \$11-\$15 per week category; eight fell in the \$16-\$24 per week category; and two in the \$25-\$29 weekly category. It was not expected that the stay-ins would earn very much for part-time jobs. However, two did earn \$40.00 and one earned above \$25.00 per week. Seventeen, or about one-third of the group reporting, earned \$2-\$5 per week, while eighteen earned from \$6-\$10 per week. The same number from each group earned \$16-\$24 per week, and there was only a slight variation in the number from each group in the \$40-\$49 bracket.

The average weekly earning for the twenty-nine drop-outs was \$28.32 and for the fifty stay-ins \$10.48. The average weekly wage for the twenty-one drop-out boys was \$30.18 and for the eight drop-out girls \$26.47. The average weekly wage for the thirty-two retained boys was \$11.70 and for the eighteen retained girls \$9.25.

Since the two groups were not of equal status in employment time, and an insufficient amount of data were available, a prediction pertaining to the association of

drop-outs and wages was impossible. A field for further research in this area is suggested. Tables XLI and XLII served to reveal what happened to some of the drop-outs, which was one of the purposes of this study.

Summary

In this chapter a comparison has been made in the following two categories: the family characteristics and mental-social factors. They dealt with the homes and the occupational and educational status of parents. Data showed that more drop-outs were from broken homes and more of the retained group lived with both parents. In the occupational status, one-fourth of the parents of the drop-outs were employed in the unskilled or semi-skilled jobs. Six per cent were employed in clerical or professional positions. Twenty per cent of the retained group was employed in the clerical or professional services. The findings on the comparisons of the educational status of parents were noteworthy. Eleven per cent of the parents in the retained group and one per cent of the parents of drop-outs attended college. Since 80 per cent of drop-outs' parents and 34 per cent of the stay-ins' parents had attended only elementary school, the association of drop-outs to parent education in this study seemed important.

The personal-school factors compared were the mental ability, grade equivalent, school grades, extra-class activities, and attendance. At the beginning of the ninth grade the mean I.Q. for drop-outs was 87.3 with a standard deviation of 9.9, while the mean I.Q. for the retained group was 97.9 with a standard deviation of 12.9. Only 14.5 per cent of the drop-outs and 44 per cent of the retained group had I.Q.'s above 100. It was also interesting to find that 38 per cent of the drop-outs had I.Q.'s below 85, while only 15 per cent of the retained group had I.Q.'s below 85.

In the grade equivalent category, the data were that 48 per cent of the drop-outs and 27 per cent of the stay-in group rated below the sixth grade and that 11 per cent of the drop-outs and 23 per cent of the retained group rated above the ninth grade. This data supported the suggestion of a relationship between drop-out and low grade equivalency. The findings on school grades support the idea that there exists a relation between drop-outs and low grades. The data revealed that fifty per cent of the retained group made either an A or a B average, while 51.4 per cent of the drop-outs failed all subjects.

Twenty-three per cent of the drop-outs and 52 per cent of the stay-ins participated in extra-class activities. This difference was noteworthy. Drop-outs show a poorer attendance record than the retained group.

In examining what had happened to the groups concerning jobs and wages, it was found that 81 of the drop-outs had jobs, while 57 of the retained group had part-time jobs. A notable factor was that 29 per cent of the drop-outs were unemployed. The average full-time weekly wage for the employed drop-outs was \$28.32, while that for the retained group for part-time jobs was \$10.48. The two groups could not be equally compared since the stay-ins had part-time jobs, and the withdrawals held full-time jobs, mainly.

CHAPTER VI

COMPARISON OF DROP-OUTS AND RETAINED PUPILS' OPINIONS REGARDING SCHOOL

Pupils' attitudes, beliefs, values, and opinions would seem to influence their behavior. Investigation regarding these factors may be important and highly significant.

In approaching this investigation, fifteen questions and one request for pupils' opinions were included in the questionnaire for the drop-outs. In preparing the instrument for the retained group, the same questions and request for opinions were used after revisions were affected. Question No. 15 used in Table XLIII, page 136, for withdrawals was omitted as a question for the stay-ins, but it was included in Table XLIV.

From the 231 drop-outs, 169 responded through interviews or questionnaires. The response for each item was either a "yes," "no," or "no answer." The 62 who did not respond were included in the group.

For purposes of this study the questions from the questionnaires were divided into six groups as follows:

1. Opinions relating to teachers
2. Opinions relating to finance
3. Opinions relating to school subjects

TABLE XLIII

QUESTIONNAIRE RESPONSES FROM THE WITHDRAWAL GROUP
ANSWERS "YES," "NO," AND "NO ANSWER"^a

Question		Yes	No	No Answer
1.	Were you treated unfairly by a teacher?	36	111	51
2.	Did teachers make you feel guilty or unwanted?	23	109	56
3.	Did you understand your assignments?	106	35	53
4.	Did you feel at ease with your teachers?	89	46	56
5.	Did you belong to a school club?	61	70	63
6.	Did you participate in any sport?	41	88	64
7.	Did you participate in any school activities?	45	67	82
8.	Did you need more money to go to school?	72	68	56
9.	Did you feel that school subjects would be of no help to you?	61	74	65
10.	Did your parents actually want you to go to school?	109	14	68
11.	Would you have remained in school if you could have had a part-time job?	57	68	69
12.	Would you have remained in school if subjects would have been more interesting?	59	64	80
13.	Could you read well?	86	62	68

TABLE XLIII (continued)

QUESTIONNAIRE RESPONSES FROM THE WITHDRAWAL GROUP
ANSWERS "YES," "NO," AND "NO ANSWER"^a

Question		Yes	No	No Answer
14.	Would you have remained in school if you could have transferred to another teacher?	29	70	55
15.	Would you have remained in school if some changes had been made?	42	55	40
16.	List below some of the changes that might have helped you to remain in school.			

^aSource: Compiled from questionnaires and interviews.

TABLE XLIV

QUESTIONNAIRE RESPONSES BY THE STAY-INS WITH ANSWERS
 "YES," "NO," AND "NO ANSWER"^a

Question	Yes	No	No Answer
1. Are you treated unfairly by any teacher?	23	217	1
2. Do any teachers make you feel guilty or unwanted?	31	205	5
3. Do you understand your assignments?	225	8	8
4. Do you feel at ease with your teachers?	201	32	8
5. Do you belong to a club?	166	71	4
6. Do you participate in any sport?	81	138	22
7. Do you participate in any activities besides your classes?	187	54	
8. Do you need more money to continue in school?	103	79	59
9. Do you feel that some of your subjects will be of no help to you?	105	121	15
10. Do your parents actually want you to go to school?	228	6	7
11. Would you remain in school if you could have a part-time job?	195	28	18
12. Would you drop from school if subjects were less interesting?	38	198	5

TABLE XLIV (continued)

QUESTIONNAIRE RESPONSES BY THE STAY-INS WITH ANSWERS
"YES," "NO," AND "NO ANSWER"^a

Question		Yes	No	No Answer
13.	Can you read well?	211	30	0
14.	Have you frequently felt that you could have achieved more by transferring to another teacher?	63	161	17
15.	List some recommended changes which you think would improve your school?			

^aSource: Compiled from questionnaires and interviews.

4. Opinions relating to pupil activities
5. Opinions relating to parental attitude
6. Opinions relating to school improvement

Groups 1, 2, 3, 5, and 6 will be treated in this chapter. Group 4 has already been treated in Chapter V under participation in extra-class activities. Table XXXVIII, page 122, was made up from this group and its data used in making comparisons of the drop-out and retained group in extra-class participation.

Opinions Relating to Teachers

The comparison is made in Table XLV, page 141, of the replies of the two groups on questions 1, 2, 4, and 14 and the per cent each of the four items of the total number in each of the withdrawal and retained groups. The answers of a negative nature to the four questions appear to relate very closely to pupil attitudes toward teachers and pupil-teacher relations. The four questions were taken from Tables XLIII, page 136, and XLIV, page 138. The total variation is small. The variation was 1 per cent for the comparison of the mean percentages of both groups. More members of the retained group wanted to change teachers than did members of the drop-out group. There was also a higher per cent of the retained group who indicated that teachers made them feel guilty and unwanted. The variation, which was 11.1 per cent

TABLE XLV

COMPARISON OF WITHDRAWALS WITH RETAINED GROUP
ON OPINIONS RELATING TO TEACHERS^a

Item	Withdrawals		Retained Group	
	No.	Per Cent of Total Group	No.	Per Cent of Total Group
Unfair treatment by Teacher	36	15.6	23	8.3
Teacher Caused Guilty Feeling	23	9.9	31	11.1
Feeling of Uneasiness Caused by Teachers	46	19.9	32	11.5
Wanted to Change a Teacher	29	12.5	63	22.7
Mean Per Cent		14.4		13.4

^aSource: Compiled from questionnaires and interviews.

for the retained group and 9.9 per cent for the drop-out group, was small.

The percentage was higher for withdrawals for both unfair teacher treatment and feeling of uneasiness caused by teachers than for the retained group. The per cent of withdrawals was 15.6 for unfair teacher treatment, while the retained group's was 8.3. The per cent for the withdrawals on feeling of uneasiness caused by teachers was 19.9 and 11.5 for the retained group.

The variation in per cent was slight in comparing the findings relative to teacher-pupil relationship.

Opinions Relating to Finance

Two questions from the questionnaire in Tables XLIII, page 136, and XLIV, page 138, served as bases for the findings in this area.

Table XLVI, page 143, shows replies to questions No. 8 and No. 11 in Tables XLIII and XLIV. Findings were taken from frequencies of answers in both groups. In the table it is observed that 31.1 per cent of withdrawals stated that they were in need of more money to attend school, while 37 per cent in the retained group insisted that they needed more money to continue in school.

The need of a part-time job to remain in school shows a wide variation. It could have been that some in the

TABLE XLVI

COMPARISON OF WITHDRAWALS WITH RETAINED GROUP
ON OPINIONS RELATING TO FINANCE^a

Item	Withdrawal Group		Retained Group	
	No.	Per Cent	No.	Per Cent
Needed More Money	72	31.1	103	37
In Need of Part-Time Job	57	24.6	195	70.1

^aSource: Compiled from questionnaires and interviews.

retained group misunderstood the question. Nevertheless, it shows a trend in financial need which this group demonstrates. Seventy per cent of the retained group stated they would remain in school if they had a part-time job, while only 24.6 per cent of the withdrawals stated they would have remained in school by having a part-time job. The probability is that many of the members of the retained group are not in serious need of a part-time job but desire one.

Opinions Relating to School Subjects

Data were taken from questions numbered 3, 9, 12, and 13 in Tables XLIII and XLIV. The frequencies were tabulated for answers "yes," "no," and "no answer." It was expected that negative answers would take place. The negative answers expected are to No. 3, "no;" to No. 9, "yes;" to No. 12, "yes;" and to No. 13, "yes."

Items in Table XLVII, page 145, were derived from questions 3, 9, 12, and 13 from Tables XLIII, page 136, and XLIV, page 138. All four terms brought out negative answers relating to the school.

There were more negative answers reflected by the retained group than by the withdrawal group. The negative attitudes of the withdrawals toward assignments, subject interest, and poor reading habits exceeded the retained group. Approximately 38 per cent of the retained group did not feel that some of their subjects would be of any value.

TABLE XLVII

COMPARISON OF WITHDRAWALS WITH RETAINED GROUP ON NEGATIVE
OPINIONS RELATING TO SCHOOL SUBJECTS^a

Item	Withdrawal Group		Retained Group	
	No.	Per Cent	No.	Per Cent
Did Not Understand Assignments (no)	35	15.1	8	2.8
School Subjects of No Value	51	22.0	105	37.8
Subjects Not Interesting	59	25.5	38	13.7
Poor Reading Habits	42	18.2	30	10.8

^aSource: Compiled from questionnaires and interviews.

Twenty-two per cent of the withdrawal group shared this opinion. There was a wide margin between the withdrawals and the retained group in not understanding assignments. Fifteen per cent of withdrawals and 3 per cent for the retained group answered "no" in this category.

Though there was a wide variation in opinions regarding the value of subjects and the retained group led in the number of negative answers, 38 to 22 per cent, there are some noteworthy implications related in Table XLVII, page 145. It is probable that the retained group did not discount the value of all subjects. From the comparisons of three of the items, there are evidences of association of negative opinions relating to school subjects and school withdrawals.

Opinions Relating to Parental Attitude

Parental interest was obtained from question No. 10 in Tables XLIII, page 136, and XLIV, page 138.

A comparison of withdrawals with retained groups on opinions relating to attitudes of parents toward school attendance shows this result:

Item	Withdrawal Group		Retained Group	
	No.	Per Cent	No.	Per Cent
Parental Interest	14	6.7	6	2.2

Negative answers were low in both groups. However, three times as many withdrawals answered "no" than in the retained group. The percentage of "no" answers in the

withdrawal group was 6.7 per cent, while in the retained group it was 2.2 per cent.

The parental attitude and home influence had been shown in other studies to be important in the drop-out problem. However, there is an insufficient amount of data to make a conclusion.

Opinions Relating to School Improvement

Questions No. 15 and No. 16 in Tables XLIII, page 136, and XLIV, page 138 served as bases for opinions relating to school improvement. They read from the questionnaire to the withdrawal group: No. 15. "Would you have remained in school if some changes had been made?" No. 16. "List below some of the changes that might have helped you to remain in school." From the questionnaire to the retained group: No. 15. "List some recommended changes below which you think would improve your school."

Opinions were taken from the questionnaires and arranged into eight categories as they related to phases of the school, which are classified in Table XLVIII as follows:

1. Relating to teachers
2. Relating to the curriculum
3. Relating to personnel and guidance
4. Relating to pupil activities
5. Relating to home and finance

TABLE XLVIII

COMPARISON OF WITHDRAWALS AND STAY-INS REGARDING
POSITIVE AND NEGATIVE OPINIONS RELATING
TO SCHOOL IMPROVEMENTS^a

Positive-Recommended School Improvement Relating to:	Withdrawal Group		Stay-In Group	
	No.	Per Cent	No.	Per Cent
Teachers			4	1.3
Curriculum				
Personnel and Guidance			4	1.3
Pupil Activities				
Finances	23	25.3	8	2.6
Health	4	4.3	9	3.0
School Facilities			84	28.4
School Administration			12	4.0
Total - Positive	27	29.6	121	40.6
Negative-Recommended				
School Improvement				
Relating to:				
School				
Teachers	14	15.4	72	25.5
Curriculum	12	13.1	21	7.6
Personnel and Guidance	27	29.8	9	3.1
Pupil Activities	2	2.2	14	4.6
Finances	3	3.3	6	2.1
Health	0		10	3.4

TABLE XLVIII (continued)

COMPARISON OF WITHDRAWALS AND STAY-INS REGARDING
POSITIVE AND NEGATIVE OPINIONS RELATING
TO SCHOOL IMPROVEMENTS^a

Negative-Recommended School Improvement Relating to:	Withdrawal Group		Stay-In Group	
	No.	Per Cent	No.	Per Cent
School Facilities	5	5.5	39	13.1
School Administration	1	1.1		
Total - Negative	64	70.4	171	59.4
GRAND TOTAL	91	100.0	292	100.0

^aSource: Compiled from questionnaires and interviews.

6. Relating to health
7. Relating to school facilities
8. Relating to school administration

Some Suggestions by the Retained Group
Relating to Opinions on School Improvement

The suggestions were made in reply to question No. 15 in the questionnaire, which reads: "List some recommended changes below which you think would improve your school."

The suggestions have been classified into eight main groups.

		<u>Frequency of Reply</u>		
		<u>Positive</u>	<u>Negative</u>	<u>Total</u>
1.	<u>Relating to Teachers</u>			
	Assignments not clear		7	7
	Teacher not strict enough		1	1
	Making an example of you because you failed a subject		1	1
	Teacher cannot teach		7	7
	Could achieve more		2	2
	Didn't understand the teacher		1	1
	Teacher was mentally ill		1	1
	Better teachers		32	32
	Student-teacher cooperation		12	12
	Raise teachers' pay	3		3
	No practice teachers		2	2
	Encourage practice teaching	1		1
	Get rid of a certain English teacher		1	1
	Biased opinions of teachers		1	1
	Didn't like the teachers		4	4
	Total Replies	4	72	76
2.	<u>Relating to the Curriculum</u>			
	More subjects		14	14
	More math and science		5	5
	Add R.O.T.C.		1	1
	Require a foreign language		1	1
	Total Replies		21	21

		Frequency of Reply		
		Positive	Negative	Total
3.	<u>Relating to Personnel and Guidance</u>			
	More discipline		9	9
	Classes on marriage and religion	4		4
	Total Replies	4	9	13
4.	<u>Relating to Pupil Activities</u>			
	Better sports and activities		4	4
	Build a smoking room for students		10	10
	Total Replies		14	14
5.	<u>Relating to Personal-Home and Financial Problems</u>			
	Equal taxes	8		8
	Lower school fees		6	6
	Total Replies	8	6	14
6.	<u>Relating to Health and Sanitation</u>			
	Keep campus and halls clean	6		6
	Better lunch program		9	9
	Stop smoking in washrooms		1	1
	Fix washrooms	3		3
	Total Replies	9	10	19
7.	<u>Relating to School Facilities</u>			
	More room or a bigger school	78		78
	Better lighting	1		1
	New equipment		29	29
	Better laboratories		4	4
	Better washrooms		6	6
	Parking lot for students	4		4
	Construct fire escapes	1		1
	Total Replies	84	39	123
8.	<u>Relating to School Administration</u>			
	More time between classes	3		3
	Longer lunch periods	9		9
	Total Replies	12		12
Total Statements		121	171	292

Some Suggestions by the Withdrawal Group
Relating to Opinions on School Improvement

		Frequency of Reply		
		Positive	Negative	Total
1.	<u>Relating to Teachers</u>			
	Get better teachers		4	4
	Teachers unfair		2	2
	Didn't like the teachers		8	8
	Total Replies		14	14
2.	<u>Relating to the Curriculum</u>			
	Separate classes for boys and girls		1	1
	Get more courses		2	2
	Just couldn't do the work		9	9
	Total Replies		12	12
3.	<u>Relating to Personnel and Guidance</u>			
	Didn't like to study		1	1
	Just didn't like to stay in school		8	8
	Lack of interest		11	11
	Got into trouble		1	1
	Wanted to join the Army		6	6
	Total Replies		27	27
4.	<u>Relating to Pupil Activities</u>			
	Couldn't make the ball team		2	2
	Total Replies		2	2
5.	<u>Relating to Home-Financial Problem</u>			
	Father not able to send me to school	13		13
	We didn't have enough money	10		10
	Parents did not want me to go to school		2	2
	Expelled		1	1
	Total Replies	23	3	26
6.	<u>Relating to Health</u>			
	Couldn't hear well	1		1
	Sickness	3		3
	Total Replies	4		4

		Frequency of Reply		
		Positive	Negative	Total
7.	<u>Relating to School Facilities</u>			
	Get a new school		1	1
	Not enough room and equipment		4	4
	Total Replies		5	5
8.	<u>Relating to School Administration</u>			
	Didn't like the principal		1	1
	Total Replies		1	1
Total Statements		27	64	91

In Table XLVIII, page 148, a comparison of the opinions of the two groups was attempted. The comparison was made of the positive and negative opinions in each of the categories. The table shows ninety-one statements were made by the withdrawal pupils, while 292 statements were made by the retained group. Twenty-seven or 30 per cent of all the withdrawal group statements were positive, while the retained group made 121 positive statements, or 41 per cent of their total number.

The outstanding positive statements of the withdrawal group were concerning finance, making 25.3 per cent of the total. The outstanding positive statements of the retained group related to school facilities.

In the negative opinions, as revealed by the table, there are 64 made by the withdrawal group and 171 made by the retained group. There are only slight variations in the per cent of the two groups relating to opinions on pupil activities and finance. It was important to find that the

stay-ins were more negative than the withdrawal group in opinions toward teachers, health habits, and school facilities. The withdrawal group appeared to show more negative attitudes than the stay-in group toward the curriculum and guidance.

The positive opinions of the retained group show 40.6 per cent in this category, while positive opinions of the withdrawal group show 29.6 per cent. The negative opinions of the withdrawals show 70.4 per cent, while that of the stay-ins show 59.4 per cent.

Since some variations between the groups existed, there may be an association of negative opinions and the drop-out problem.

Chapter Summary

Pupils' opinions were listed in five divisions as they were taken from data from the questionnaires sent to all pupils in the study. The five divisions were arranged as they related to teachers, finance, school subjects, parental attitudes, and school improvement. Data revealed that the variation in opinions of the retained group and withdrawals was not too significant. Comparison of the findings on opinions relating to finance did not substantiate the association of need of money and drop-outs. Data showed that the retained group exceeds the withdrawals in

statements of financial need. Even though the retained group did express a financial need, there was an association of financial need with the drop-out problem, since 25 per cent stated a need for money or a job.

Though the findings show slight variation in the per cent of negative attitudes of the two groups toward school subjects, the fact that 20 per cent gave negative opinions in this category, the probability of a relationship to the drop-out problem might exist.

There were insufficient data to establish a relationship between drop-outs and parental attitude. From ninety-one drop-out opinions and 292 retained group opinions, 70 per cent from the withdrawal group were negative, while only fifty-nine per cent from the retained group were negative. Since there was a variation of 11 per cent, and 70 per cent of all drop-out opinions were negative, there appears to be an association of the drop-out problem and negative opinions toward school.

CHAPTER VII

FINDINGS, IMPLICATIONS, AND SUGGESTIONS
FOR FURTHER RESEARCH

Findings

This study dealt with 509 pupils of the Elizabethton High School and fourteen feeder schools over a period of twelve years. It included four groups: (1) those who graduated ahead of their class, (2) those who graduated according to normal schedule in 1958, (3) those still in school who had lost one or more years, and (4) those who had dropped out.

In the study there were 264 boys and 245 girls. They were divided generally into two groups, withdrawals and stay-ins. The findings from this group were: 226 graduated, 198 withdrew, fifty-two were left in school as repeaters, and thirty-three were not located. Analyses of data were gathered which related to the following general problems:

1. The extent and nature of the drop-out problem in the Elizabethton community.
2. The characteristics of the drop-outs.
3. The differences between drop-outs and retained pupils in family, personal-school characteristics and school opinions.

Within the general problems, more specific analysis was made in order to find answers to the following questions:

1. How good is the holding power of the Elizabethton High School?
2. What were the reasons for the school withdrawals?
3. At what grade level did the school leavers withdraw from school?
4. At what age did the school leavers withdraw from school?
5. What was the home status of the drop-outs?
6. What was the educational and occupational status of the parents of the drop-outs?
7. What were the facts relative to intelligence and achievement of the school leavers?
8. What was the attendance record of the school leavers?
9. How many of the drop-outs repeated a grade?
10. How many of the drop-outs participated in extra-class activities?
11. How do parents of drop-outs differ from parents of stay-ins with regard to marital, occupational, and educational status?
12. How do drop-outs differ from their peers who remained in school on such characteristics as intelligence,

achievement, attendance, participation in extra-class activities, and school opinions?

Results

Analysis of data in every case had to be based upon data furnished by those students or the records of those students who could be located. The results then are based upon number of students which rarely approach 100 per cent, but nevertheless appear sufficiently representative of the whole to give a valid picture. The major findings of the study were as follows:

1. The holding power of the students of the Elizabethton High School community was 54.6 per cent; for Tennessee, 39.8 per cent; for the United States, 48.9 per cent; and for Carter County 37 per cent.

2. A larger percentage of boys withdrew from school than girls.

3. Half of the girls of the drop-outs either married before leaving school or soon thereafter.

4. Grades eight and ten were most common for school withdrawal, with more drop-outs at the end of the eighth grade.

5. Drop-outs occurred most frequently at ages fifteen, sixteen, and seventeen, with more at age sixteen.

6. Approximately 38.6 per cent of the drop-outs in this study came from broken homes.

7. The drop-outs came from low-to-middle-income families. Eighty-four per cent of the employed parents were in occupational groups classified as clerical, skilled, or unskilled.

8. The educational status of parents of the drop-outs was low. Only 1 per cent attended college at all, 18.4 per cent had attended high school, and 80.6 per cent had attended only the elementary school.

9. The intelligence of the drop-out group tended to be low. The mean I.Q. was 87.3 with a standard deviation of 9.9. The mean I.Q.'s of the drop-out girls were 89.7 and for boys 84.9. Fifty-one per cent of the drop-outs failed most or all their school subjects. More boys failed than girls. The grade equivalent was low for the drop-outs. The mean grade equivalent was 6.9 for boys and 7.2 for the girls, with a standard deviation of 1.66 for the boys and 1.41 for the girls for those who attended the second semester of the eighth grade and thus were administered the Stanford Achievement tests.

10. More boys were retained in grades than girls. There was a total of forty-nine drop-outs retained in one grade, thirty-eight in two grades, and fifteen in three grades before their withdrawal from school.

11. There were sixty-nine cases of absences by the drop-outs during their last complete school year. Twenty-five

were absent less than 10 days, twenty-three were absent 11-to 20 days, twelve were absent 21 to 30 days, and nine were absent 30 or more days. The attendance data was limited by an insufficient amount of data.

12. Non-participation in class activities for the drop-outs was noteworthy. Only 26 per cent participated in any type of activity, while 74 per cent probably did not participate in any extra-class activity before withdrawal.

13. When the drop-outs were compared with the retained group the following items appeared to be important: More drop-outs lived in broken homes, while more retained pupils lived with both parents. There were 38.6 per cent of the drop-outs and 23.3 per cent of the retained not living with both parents while 47.0 per cent of drop-outs and 73.4 per cent of stay-ins were living with both parents, the status was unknown for 14.4 per cent of drop-outs and for 3.3 per cent of the retained.

14. The parent occupational status was noted. Parents of 47.4 per cent of the drop-outs and 39.7 per cent of the stay-ins were employed as skilled, semi-skilled, or farm workers. Clerical work included 3.8 per cent of parents of drop-outs and 9.1 per cent of stay-ins. Almost equal per cents of the mothers were listed as housewives (38 to 37). There was 2.2 per cent of the parents of drop-outs and 10.5 per cent of stay-ins listed as professional, while 7.9 per

cent of the drop-outs and 3.5 per cent of the retained group was employed in service occupations.

15. Eleven per cent of parents of the retained group and one per cent of the parents of drop-outs attended college; eighty per cent of the fathers of drop-outs and only 34 per cent of the fathers of the stay-in group attended only the elementary school. The educational status of parents is noteworthy.

16. In intelligence, only 2.1 per cent of the drop-outs and 20.5 per cent of the retained group had I.Q.'s above normal. Of the drop-outs 61.8 per cent had I.Q.'s below normal, while only 28.2 per cent of the retained group were in this class.

17. Forty-eight per cent of the drop-outs and 27 per cent of the stay-in group rated below the sixth grade level. Twenty-three per cent of the retained group and 11 per cent of the drop-outs were shown to be on the ninth grade level.

18. Fifty per cent of the retained group made above 90, or A's and B's, while 51.4 per cent of the drop-outs failed most or all courses during their last full school year. Scholastic achievement is an important factor in this study.

19. Twenty-six per cent of the drop-outs and 52 per cent of the stay-ins participated in extra-class activities.

20. Drop-outs showed a poorer attendance record than

the retained group. The record of having above 10 days absent the last full year was 64 per cent for the drop-outs and 33 per cent for the retained group. The cases having 21 or more days absent were 30.4 per cent for drop-outs and 10.5 per cent for the retained.

21. Twenty-nine per cent of the drop-outs were unemployed. Eighty-one of the drop-outs had jobs, while fifty-seven of the retained group had part-time jobs. The average weekly wage for the eighty-one members of the drop-outs who were employed was \$28.32, while the average weekly wage for the fifty-seven members of the retained group with part-time jobs was \$10.48.

22. The variations in attitudes and opinions about school revealed from data were not wide in range between the two groups. Negative opinions relating to teachers were expressed by 17 per cent of the drop-outs and 13 per cent of the retained group. More drop-outs stated that teachers were unfair and that they were not at ease while with them.

23. There were more of the retained group who stated that they needed part-time jobs or more money to remain in school than the drop-outs.

24. The negative responses relative to opinions toward school subjects were expressed by a larger percentage of the retained group. Fifteen per cent of the drop-outs and 3 per cent of the retained group did not understand

assignments. Twenty-five per cent of the drop-outs and 14 per cent of the retained group stated subjects were not interesting. Thirty-eight per cent of the retained group and 22 per cent of the withdrawals stated that some subjects were of no value.

25. Seven per cent of the withdrawal group and 2 per cent of the retained group revealed indifferent parent attitudes toward their remaining in school.

26. There was a barrage of negativism on the part of both groups toward the school. From 292 statements made by the retained group about the school, 41 per cent of them were positive and 59 per cent were negative. From ninety-one statements made by the drop-outs, 30 per cent were positive, while 70 per cent were negative. It appeared that the retained group made more constructive statements than were made by the drop-out group.

Summary of Findings

From the findings of this study the composite picture of the average withdrawal from the Elizabethton High School community is likely to:

1. Have completed grade eight or ten.
2. Be sixteen years of age.
3. Be from a broken home.
4. Be from a family with low income.

5. Be from a home whose parents attended only elementary school.
6. Be a student with an I.Q. of 87.
7. Be a pupil with a seventh grade equivalent.
8. Be a pupil who had a poor attendance record.
9. Be a pupil who had not participated in extra-class activities.
10. Be a pupil who failed most of his subjects.
11. Be a boy.
12. Be married, if a girl.

Implications of the Study

The findings presented in this study have certain implications for all persons--lay citizens, parents, and school personnel--who are concerned with the improvement of the educational level of all the youth of the Elizabethton School community and Carter County. Providing the children of Carter County with a broader and richer curriculum, an adequate guidance program, competent school administrators, well-trained and professionally minded teachers, consolidation of small schools into larger units with better programs, and adequate school facilities is the joint responsibility of local citizens of Carter County and the State of Tennessee. There is some tendency today to organize the school so that grades one through six, and grades seven through

twelve are small divisions of the total school grades one through twelve.

Elizabethton City should use its share of the current bond issue (approximately \$600,000) to enlarge the City Junior High School to accommodate the city students grades seven through twelve. This would release space in the present Elizabethton High School which could be enlarged to accommodate all county students in grades seven through twelve from its present county feeder schools.

This would relieve Keenburt of four rooms now occupied by grades seven and eight; and by adding two to four rooms at Keenburt, it would be able to absorb grades one through six from Watauga and Range.

A similar type of action should be taken throughout the county. This can be accomplished by designing the new high school centers and enlarging existing high school centers so as to accommodate all students in grades seven through twelve in their respective feeder areas in the high school centers. This should prevent any seventh or eighth grade student from attending the reduced and consolidated elementary centers which will have only grades one through six.

This study supports this proposal, since the greatest drop-out was encountered between the eighth and ninth grades. The proposal above would eliminate changing school centers at the time of adolescence and would allow seventh and eighth

grade students to become familiar with the program of high school centers before they entered the ninth grade schedule.

It is the duty and responsibility of every local citizen to support a state-wide financial plan and a Carter County financial plan which will provide a program of more effective education for all youth of Carter County.

Implications for Parents

There is the implication that parents should recognize the importance of a twelve-grade education for their children. Only through close cooperation and mutual understanding between school and parent can a broad and effective educational program be offered which will be challenging to all of our youth.

Implications for the Curriculum

Findings in this study indicated that provisions should be made for pupils with low mental ability, low grade levels, achievement and pupils who were failing subjects.

Extra-class activity program. There were substantial evidences that the extra-class activity program should be carefully evaluated. If the activity program is designed to offer worthwhile educational experiences which all pupils should have, then it follows that efforts should be made to have the activity program function in such a way that the needs of all pupils will be served.

Strengthen the vocational courses. The findings indicated that in both groups some of the present school subjects were not meaningful to the pupil. The findings suggest that the results of an occupational survey including all school leavers, both graduates and drop-outs, should be made of the community in order that a vocational curriculum revision meet the needs, abilities, and interests of its pupils.

Adult education. If we are committed to the philosophy that all educable people should have a high school education, then the drop-outs should have an opportunity as adults, to complete the requirements for high school graduation with the curriculum adjusted to meet their abilities.

Curriculum studies, a challenge. There were evidences that the curriculum was not challenging to approximately 40 per cent of the retained group. This suggests an appraisal of all school offerings to find how to make it more challenging to all pupils. Part of this challenge is the need for adequate early training of all students in such things as home economics, occupational or career information, reproductions, community customs and organization of local government.

Special education courses. The findings revealed a need for special education for the low ability pupils and those not able to do high school work. These should include:

1. A remedial reading course adapted to students not meeting the minimum requirements;
2. Special classes in English, mathematics, and science adapted to the level of the pupil; and
3. Work-experience courses for boys, grades nine through twelve.

Implications for the Guidance Program

Improve the cumulative records. The inadequate records and incompleteness of many pupil reports in this study suggest that inadequate information existed for most pupils. Unless the information on pupils is accumulated and used, the guidance program cannot effectively operate.

The potential drop-out. The findings indicated that there was a serious need for the strengthening of all features of the guidance program in order to reduce the drop-out.

Counseling services. Findings from many pupil opinions revealed a need for guidance relating to pupil adjustments in general. There is an urgent need for a full-time counselor in the Elizabethton High School. This need was revealed from inadequate cumulative records, the poor adjustments of the pupils, and the negative attitudes in pupil opinions of both groups.

Counseling personnel. The findings revealed a need for trained counseling personnel for the Elizabethton and Carter County schools. The Board of Education should give

consideration to the employment of a school counselor to set up and direct guidance services in all the schools of the system, and a full-time counselor for each of the schools with an enrollment of 500 students or more to direct guidance services.

Facilities for counseling and guidance. There should be adequate facilities provided so that personal interviews may be held with the students. There should be enough informality in the guidance office to afford good rapport between counselor and counselee.

Group guidance needed. There was evidence of a need for group guidance to discuss such needed topics as occupational information, part-time jobs of the community, and social problems important to pupils. The need for group guidance was in evidence by such a large number of the drop-outs being unemployed, and by a large number of each group stating a need for a part-time job.

Implications for the Teacher

Develop a respect for pupils. There were many evidences of poor teaching according to opinions of the students. Many students of both groups wanted to change teachers, saying they were treated unfairly by teachers, that they were unwanted, and that they could not understand their assignments. The teacher, more than any other person,

must know and show respect for the worth of each individual pupil.

Be a guidance teacher. In order to be a good teacher, he must understand the pupil. He needs to study the cumulative record, to learn of the ability, interests, home background, school purposes, and vocational plans of his pupils.

Understand problems of children. Findings indicated that teachers should have a better understanding of the problems of youth. By establishing the proper rapport with pupils and understanding their capabilities and problems, the teacher, more than anyone else, could possibly hold the key to decreasing the drop-out problem in the Elizabethton High School and its fourteen feeder schools.

Implications for the System Administrator

1. There is an indication that there should be some one in the school system or that all teachers and administrators in the school system should be responsible for keeping a more careful record of what happens to each pupil with respect to school attendance.

2. This study indicates that there should be careful coordination of the efforts of the community agencies, such as the welfare department, the health department and the school.

Implications for the State Department of Education

Discoveries in this study indicate that the present record systems in use are inadequate. It is implied that there is a need for the State Department of Education to issue a regulation setting forth in detail the responsibilities regarding the keeping of records of each child who becomes of school age until by age the individual passes out of the school-age group or finishes the highest grade offered in his system. There is evidence that a more careful accounting of pupil drop-outs should be required.

Suggestions for Further Research

The following are suggestions for additional studies:

1. A continuation of this study of the same group over an additional five or ten-year period would be a valuable contribution to research.
2. There is a need for identifying the potential drop-out early in the school year, using the specific techniques on identification presently available in order to determine whether the faculty could be sufficiently mobilized to effect a school change capable of retaining the potential drop-outs.
3. There is a possible need for a study which will involve members of the Elizabethton High School and the staffs and parents of its feeder schools in a study to

cultivate an educational philosophy that all educable youth should have the benefits of an elementary and secondary education designed to their individual needs.

4. There is need for a new study to start this school year which would follow the entrants into the system in 1958 through the next twelve years to determine whether or not any improvements are being made in the effort to reduce drop-outs.

5. There is an apparent need for a study to be made which would reveal the relationship between the general and professional education level of the teacher, or teachers and the holding power of the schools.

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APPENDICES

APPENDIX A

SCHOOL SURVIVAL RECORD

March 4, 1958

It will assist us in planning a better program for our school if we have answers to the following questions. Your answers will be greatly appreciated and treated confidentially.

Your Name _____ Address _____
Father's Name _____ Occupation _____
What grade did he complete _____
Mother's Name _____ Occupation _____
What grade did she complete _____
What is your school's name? _____
What grade are you in? _____
Do you live with both _____
With Father? _____
Are both your parents living? _____ Is your Mother living? _____
Is your father living _____
If you are not living with your parents, with whom are you living? _____
Are you working part time? _____ What is your job or occupation _____
What are your specific duties on your job? _____
What are your monthly earnings? _____
Do you enjoy this job? _____
Are you married? _____
Do you plan to attend college? _____
What profession or vocation do you plan to enter? _____
What job would you enjoy most ten years from now? _____

Please answer "Yes" or "No" to the following questions. Your answer might assist us in planning a better school program in the future, and will be held in confidence.

1. Are you treated unfairly by any teacher? _____
2. Do any teachers make you feel guilty and unwanted? _____
3. Do you understand your assignments? _____
4. Do you feel at ease with your teachers? _____
5. Do you belong to a school club? _____
6. Do you participate in any sport? _____ What sport? _____
7. Do you participate in any activities beside your classes? _____
8. Do you need more money to continue in school? _____

9. Do you feel that some of your school subjects will be of no help to you? _____
10. Do your parents actually want you to go to school? _____
11. Would you remain in school if you could have a part-time job? _____
12. Would you drop from school if subjects were less interesting? _____
13. Can you read well _____
14. Have you frequently felt that you could have achieved more by transferring to another teacher? _____
Explain _____
15. List some recommended changes below which you think would improve your school _____

APPENDIX B

SCHOOL WITHDRAWAL RECORD

It will assist us in planning a better program for our school if we have answers to the following questions. Your answers will be greatly appreciated and treated confidentially.

Your Name _____ Address _____
Father's Name _____ Occupation _____
What grade did he complete? _____
Mother's Name _____ Occupation _____
What grade did she complete? _____
What elementary school did you attend? _____ When? _____
What High School did you attend? _____ When? _____
What grade did you complete? _____ What grade did you skip? _____
Grade repeated? _____
Did you transfer to another school? _____ Where? _____
When? _____
What grade were you in when you transferred? _____
Are you still in school? _____
Where are you now in school? _____
What grade are you now in? _____
While you were in school did you live with both your
parents? _____ Mother? _____ Father? _____
Were both your parents living while you were in school? _____
Mother? _____ Father? _____
If you did not live with your parents while you were in
school, with whom did you live? _____
Are you working now? _____ What is your occupation? _____
What are your duties on your present job? _____
Do you work full time? _____ What is your monthly
salary? _____ Do you work only part time? _____
What is your salary for part time work? _____
Are you in military service? _____ If so, what branch? _____
What is your rank? _____ Are you unemployed now? _____
Are you married? _____ If you are married how many children
do you have? _____ Are you divorced? _____

Please answer "yes" or "no" to the following questions which might have had some bearing on your dropping out of school.

1. Were you treated unfairly by a teacher? _____
2. Did the teachers make you feel guilty or unwanted? _____
3. Did you understand your assignments? _____
4. Did you feel at ease with your teachers? _____
5. Did you belong to a school club? _____
6. Did you participate in any sport? _____

7. Did you participate in any of the school activities
beside your classes? _____
8. Did you need more money to go to school? _____
9. Did you feel that your school subjects would be of
no help to you? _____
10. Did your parents actually want you to go to school? _____
11. Would you have remained in school if you could have
had a part-time job? _____
12. Would you have remained in school if the subjects had
been more interesting? _____
13. Could you read well? _____
14. Would you have remained in school if you could have
transferred to another teacher? _____
15. Would you have remained in school if some changes
had been made? _____
16. List below some of the changes that might have helped
you to remain in school? _____

APPENDIX C

Elizabethton, Tennessee
November 30, 1957

Dear former student:

We need your help in securing some very important information that will be very useful in helping us to improve our school program. Since you were a student in one of the Carter County Schools, will you please take a few minutes of your time and answer the questions on the enclosed questionnaire?

You may be assured that your answers will be treated confidentially and will be used by no one but me.

Please read the questionnaire and answer the questions in the blank space. Think over your answers very carefully and try to be as nearly correct in answering as you can. The information that you provide will be a worthy contribution toward helping us plan a more useful and effective school program and we will appreciate it if you will consider this an important task that will get your immediate attention.

Place the questionnaire in the self-addressed envelop and return it to me as soon as you can possibly do so.

Thank you for your interest and effort in getting this questionnaire back to me.

Yours very truly,

Sam P. Hyder
Principal of Elizabethton High School
Elizabethton, Tennessee

Elizabethton High School
S. P. Hyder, Principal
Elizabethton, Tennessee

January 17, 1958

Principal
Lee Edwards High School
Asheville, North Carolina

Dear Sir:

I hesitate to impose upon your time, but I need some information which you may supply. We are making a follow-up study of some of the former students of our system and need to know what happened to them.

It has been reported that Philip Bitter, Stephen Bitter and Tommy Brickey are enrolled in your school. If they are still enrolled let me know with the year of grade status.

At your convenience, I will appreciate your having your secretary look over the enclosed list of people and, if you have any of them in your school, or know their addresses or jobs, with the information opposite their names and return in the self-addressed envelope.

This information will aid in my study and I will appreciate this a good deal.

Yours very truly,

S. P. Hyder, Principal

We are attempting to locate the following people who are former students of some Carter County school. If you know their address, their job or year in school, will you please notify us?

<u>Name</u>	<u>Parent</u>	<u>Grade or Job</u>	<u>Address</u>
1. Walter Akers	Walter Akers		
2. Billy Jo Anders	Dallas Anders		
3. Herbert Bailey	C. C. Bailey		
4. Patsy Jean Bare			
5. Harold Barnett	Clyde Barnett		
6. Charlotte Bowers			
7. Dolly Britt	Rufus Britt		
8. Edward Britt	Rufus Britt		
9. Billy Bunton			
10. Robert Dykes	Ralph Dykes		
11. Sandra Feathers	Edward Feathers		
12. John February	W ites February		
13. Dimple Greer	John Greer		
14. Edward Guinn	James Guinn		
15. Jerry Hodge	Justin Hodge		
16. Martha Humphrey	Clyde Humphrey		
17. Ralph Kashum	Richard Kashum		
18. Shelby Kelly	Joyce Davis		
19. John Key	Gilbert Key		
20. Jackie Kimbrough	L. G. Kimbrough		
21. Gayle Lacey	Clyde Lacey		
22. Rose Lee Larry			
23. Thomas McGraw			
24. Dolores Oquine	Pat Oquine		
25. Iva Pierce	Raymond Pierce		
26. James Salt	Fred Salt		
27. Monroe Scalf	Larkin Scalf		
28. Zella Mae Simpson	E. L. Simpson		
29. Richard Sylman	Richard Sylman		
30. Vivian Slagle	S. C. Slagle		
31. Roy Stanly	Melvin Stanly		
32. Trula Smith	Charles Smith		
33. Mildred Thompson	Eugene Thompson		
34. Shelby Turbyfield	Ernest Turbyfield		
35. Laura Wagner	Dave Wagner		
36. Gail Wagner	Ernest Wagner		
37. Edward Ward	Alex Wagner		
38. Dan Ware	Oliver F. White		
39. James Waters	Eugene Waters		
40. Roy Eugene Webb	Jack Webb		
41. David White	Robert H. White		

UNICOI COUNTY HIGH SCHOOL**Erwin, Tennessee****January 29, 1958**

**Mr. S. P. Hyder, Principal
Elizabethton High School
Elizabethton, Tennessee**

Dear Mr. Hyder:

Please forgive this delayed answer to your letter of January 17 but I have been out of the office for several days due to illness.

Concerning the information requested about certain students, Teddy Arrowood is the only one which we have. He is a senior at the present time.

If we can be of additional help in your study please feel free to call on us.

Yours very truly,

Homer B. Zedaker, Principal

ELIZABETHTON HIGH SCHOOL**S. P. Hyder, Principal****Elizabethton, Tennessee****March 13, 1958**

**Miss Betty Burleson
Milligan College, Tennessee**

Dear Betty:

Since you are a former student of a Carter County School and I am making a survey of the students who entered a Carter County School in 1946, it will help a great deal if you will fill in the enclosed card.

The information on this card will be strictly confidential and will help me a great deal in planning a better program for the Elizabethton High School.

A self-addressed envelop is enclosed for your to return the card when completed.

Yours very truly,

S. P. Hyder

BOONES CREEK HIGH SCHOOL

Route 4

Jonesboro, Tennessee

January 21, 1958

S. P. Hyder, Principal
Elizabethton, Tennessee

Dear Mr. Hyder,

We have enrolled at our school Imogene Russell about whom you asked. She is a Senior and will graduate this year.

We do not have any of the other people on your list at present nor have we in the past.

Sincerely,

James Harmon, Principal

St. Mary's School
Johnson City, Tennessee
November 18, 1957

Mr. Hyder, Principal
Elizabethton High School
Elizabethton, Tennessee

Dear Sir:

Please accept my apologies for delaying so long in sending you the information requested. I have a full teaching schedule, no secretary, and one of our members has been quite ill for some days.

I also regret that I am unable to furnish you with complete information, but for some reason the St. Elizabeth files are not complete. I do not have the records as to where the children listed below are or to what school they transferred nor when. The names listed below are those who enrolled in the First Grade in 1946:

Betty Burleson
Phyllis Kyte
Anthony Kyle
Cynthia Fox
James Paris
Jeter Wardrep
Thomas McCraw

I trust this fragmentary information will be of some benefit to you.

Respectfully yours,

Sister Mary Jude, R.S.M.
Principal

MISSISSIPPI
CHILDREN'S CODE COMMISSION

Jackson, Mississippi

June 24, 1957

Mr. S. P. Hyder, Doctoral Student
Department of Educational Administration
and Supervision
College of Education
University of Tennessee
Knoxville, Tennessee

Dear Mr. Hyder:

We are sending you two copies of our study on School Drop-outs as you requested. You have our best wishes for a successful doctoral thesis. With reference to techniques and tables used to make this study, we are enclosing a copy of our questionnaire and the explanatory material which went with it. The questionnaire was filled on each child who entered the first grade in 1940, but some of the schedules returned to us were so incomplete and information so inadequate the records could not be used. Of course this pointed up the weakness of record keeping in our schools. You will note it was impossible to determine if some children had transferred to other schools or dropped out of school. We feel that the graduate students at Mississippi Southern College teased out all of the tables and statistical information which was possible. I wrote the narrative of the study and the effort was to point up the strengths and weaknesses of the findings.

For your bibliography I would suggest a bulletin published by the National Association of Secondary School Principals, 1201 16th Street, N. W., Washington 6, D. C., Schools Face the Delinquency Problem, by Arthur S. Hill, Leonard M. Miller and Hazel F. Gabbard. Some of the Senate Reports on Juvenile Delinquency and Youth Employment and Juvenile Delinquency might be helpful to you. I suggest you write your Senator and ask for the Senate Report from the 84th Congress on Education and Juvenile Delinquency. This report was pursuant to Senate Resolution 62 (84th Congress, 1st Session) and Senate Resolution 173 (84th

2-

Mr. S. P. Hyder

June 24, 1957

Congress, 2nd Session). If we can be of further assistance to you please feel free to call on us and be sure to put us on your mailing list when your study is completed.

Sincerely yours,

(Mrs.) Bertha R. Grant
Executive Secretary

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Washington 25, D. C.

Date July 7, 1958

To: Mr. Sam P. Hyder
2927 Clearview
Knoxville, Tennessee

The enclosed materials are sent in response to your request. We hope you will find them useful for your purpose.

If we may be of further assistance at any time, we shall be glad to hear from you again.

In response to your request of June 29, I am enclosing our revised estimates of high-school graduates in 1957-58. I believe that these estimates are the only additional data which have become available since we corresponded with you earlier in the year.

W. Vance Grant, Research Statistician
Research and Statistical Services Branch

NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.
Washington 6, D. C.

Mr. Sam P. Hyder
2927 Clearview
Knoxville, Tennessee

Dear Mr. Hyder:

This is in reply to your letter of June 29. We were glad to hear that the materials sent to you by our office in the past had proved helpful.

We regret that we do not have information or data on school withdrawals since January 1958. We do not know where such studies could be located.

We hope that you will be able to complete your dissertation without this information and that we may be of help to you again in the future.

Cordially yours,

Sam Lambert
Director, Research Division