

FACTORS IN VOLUNTARY DROP-OUTS
IN THE PUBLIC SECONDARY SCHOOLS
OF DETROIT, MICHIGAN

by

RICHARD H DRESHER

A THESIS

submitted to

OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

DOCTOR OF EDUCATION

June 1953

APPROVED:

Redacted for Privacy

Professor of School of Education

In Charge of Major

Redacted for Privacy

Chairman of School Graduate Committee

Redacted for Privacy

Dean of Graduate School

Date thesis is presented April 28, 1953

Typed by Clara Homyer

ACKNOWLEDGMENT

The writer wishes to express his sincere appreciation to Dr. Franklin R. Zeran, under whose supervision this study and report have been made. For assistance in methodology and format, the writer expresses cordial thanks to Dr. Robert R. Reichart and Dr. Herbert R. Laslett. For constructive criticisms and suggestions, the writer extends his appreciation to Professor Stanley E. Williamson, Dr. James W. Sherburne and Dr. William R. Crooks.

The writer is indebted to Miss Anne Leszczynski and the visiting teachers in the Detroit Public Schools for assistance in collecting the information, to Dr. Warren K. Layton, Divisional Director, Department of Guidance and Placement, Detroit Public Schools, for his suggestions and encouragement, and to Assistant Superintendent Arthur L. McGrath and Superintendent Arthur Dondineau of the Detroit, Michigan Public Schools, for their permission in making the completion of this study possible.

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CHAPTER I

INTRODUCTION

There is an increasing demand among educators for studies which reveal the needs of high school students. This has come about largely through the realization of school authorities that they have a responsibility to youth in assisting them to better meet their major social problems as well as in the development of a curriculum which offers each individual the opportunity to utilize his potentialities to the utmost in an ever-changing society.

"The exact determination and classification of the present and probable future needs of young people is, of course, a task that will occupy generations of workers to come. The problem is as broad as the whole range of human activities, it is as deep as the nature of man, and there is no end to it because it keeps renewing itself as fast as people alter their modes of living." (12, p.43)

Recognition of these facts has resulted in a willingness on the part of many educators to alter curricula to meet better the problems of young people. At the same time, it has led to a certain feeling of helplessness due to the magnitude of the problems.

That a pupil is not adjusted to his situation is comparatively easy to determine through such behavior as failure, truancy, drop-out, and the like. However, we are no longer content with just this knowledge, but rather, we are impressed with the challenge: What to do about it?

It is not expected or hoped that a solution to any one of these problems can be reached as a result of any one study or group of studies. However, any study which enables us to understand better young people is of value to the educator in the problem of understanding the inter-relationship of culture and personality.

There is growing interest today, not only on the part of educational leaders, but also on the part of many community leaders throughout the country in the drop-out problem of our secondary schools. Many educators say that the problem of determining ways by which pupils might be encouraged to complete high school is one of the most important issues of education.

In order to understand the drop-out problem of the secondary school of today, it is necessary to have some understanding of the changing attitude of society toward the high school as well as the changing philosophies of the schools.

It was only shortly before the twentieth century that the public high school became firmly established as

a part of the public school system. The completion of the elementary school was considered adequate preparation for life. The colleges at that time did not find graduates from the high schools prepared for advanced instruction and felt it necessary to complete the students' general education before presenting specialized or professional education. There was then, just as now, continuous pressure on the high school for better preparation of the pupils for college. As long as the high school felt the domination of the college, or used it as an excuse to justify elimination or drop-out from high school, dropping out of school was not considered a serious problem.

One of the first studies of elimination from secondary schools was reported by Thorndike in 1904, when he collected statistics about elimination of pupils from schools in the larger cities throughout the country. He was more interested in establishing the per cent and number of eliminations than he was in determining the cause of elimination, but he did draw the conclusion that:

"One main cause of elimination is incapacity for and lack of interest in the sort of intellectual work demanded by present courses of study." (36, p.10)

With the turn of the twentieth century, a movement of intense industrialization developed. At the same time, industry and commerce demanded more formal education as a

prerequisite to employment. The people turned to the schools. As Counts states,

"This faith in the potentialities of the individual has gradually taken the form of a faith in education. The Americans regard education as a means by which the inequalities among individuals are to be erased and by which every desirable end is to be achieved. As a consequence, the faith in education becomes a faith in the school, and the school is looked upon as a worker of miracles. In fact, the school is the American road to Culture."
(7, ppl6, 17)

In 1932, the Department of Secondary-School Principals of the National Education Association appointed a committee "to study and restate the principles and objectives of secondary education." The committee, with Dr. Thomas H. Briggs as chairman, issued the first report on the Issues of Secondary Education in 1936. (21, pp. 5, 6) After the issues were defined, a statement of the ten functions which the committee considered important for secondary schools to seek to perform was issued in 1937. (12, p.243) Point ten of this report states:

"To retain each student until the law of diminishing returns begins to operate, or until he is ready for more independent study in higher institutions; and when it is manifest that he cannot or will not materially profit from further study of what can be offered, to eliminate him promptly, if possible directing him into some other school or into work for which he seems more fit".

In most of the studies the consideration of the drop-out problem in the high school today is based upon

the assumption that all children ought to finish high school. There is little evidence either to justify or reject the validity of this position. Trends in youth employment show that employers prefer high school graduates over those who have not completed their high school course. The majority of youth leaders feel that every child who is at all capable of doing so should complete his high school education. The viewpoint of retaining each pupil capable of graduating from the secondary school until he has graduated has gradually been accepted. At the same time thousands of sixteen and seventeen year old youngsters are leaving school before graduating. Many secondary school administrators are attempting to solve this problem by attempting to find out the "Why" so they may better meet the needs of the school drop-out.

Purpose of the Study

This study is concerned with the factors which can be used to help identify the pupil who is a potential drop-out. It is the purpose of this study to ascertain the relationship between factors related to voluntary drop-outs; and as such, it is the intent of this study to:

1. Determine the degree of relationship between factors

2. Determine the importance of factors to dropping out
3. Determine contributing factors to dropping out
4. Suggest areas that need further research

Where most studies have attempted to find gross differences between drop-outs and high school graduates or pupils remaining in school related to the reason for dropping out, this study attempts to find significant difference in factors that influence pupils to leave or remain in school. If educators are to progress in solving the drop-out problem, it becomes apparent that they must find significant differences in behavior from grade to grade and be able to interpret them in terms of future behavior.

It seems evident that no single factor is sufficient to explain why a particular pupil left school. Early drop-out is usually caused by a multiplicity of factors. The pattern of factors is usually different for each individual, and the significance of the same factor for two individuals may produce entirely different results. In a group report from a Work Conference on Life Adjustment Education, the problem is stated in this manner:

"The causes of early elimination from school are complex. Not only are there inter-related factors which are associated with school leaving but these factors vary in degree and influence at any time in the life

of a particular student. This inter-relationship among variables affecting the school drop-out indicates that research must include a comprehensive attack upon this problem." (39, p.37)

Discussing the complexities of the drop-out problem, Hollingshead states:

"Withdrawal is a complex process which begins well down in the elementary grades. The effects of the factors which condition it come into focus in the upper elementary grades as the child becomes aware of the way in which he is regarded by his peers, teachers, and the community in general; from then on the problem is intensified." (19, p.331)

Some factors that contribute to the future behavior of dropping out of school may have their beginning early in the pupil's life. Then the longer the pupil stays in school the greater the number of factors that influence his behavior, and any factor may have a different influence at different developmental levels of the pupil. The identification of these factors, as well as their degree and time of influence, is of prime importance.

If we are to understand the drop-out, we must, by inference, reconstruct the pupil's behavior. The next step is the projection of the individual's subsequent behavior. The causes of human behavior lie within the behavior himself. These causes are not open to direct observation, and in many instances, the behavior does not understand them.

It must be recognized in some studies of individuals, in some instances, if the behavior does have some understanding he will not give the reason. In referring to the cause of drop-out, Jones states:

"They center chiefly around the fact that the student often may be unaware of the causes of his departure, or be so embarrassed by having left that he sometimes gives a fictitious answer. If you have a check list, for instance, the pupil will frequently select the statement that places him in the best light--which is what I think we would all attempt to do.

"Many do not know the fundamental reasons for their leaving. They are aware chiefly of the last incident which seemed to force them out of school. Others give excuses rather than causes.

"If schools lack an attraction from the viewpoint of immediate or ultimate success, the student is likely to assert a lack of interest in it. This may be accompanied by an increasing interest in other activities, such as ways of earning money, or the anticipation of the freedom enjoyed by friends who are not in school." (39, p.17)

The problem of drop-out is very complex and any problem of this kind involving vital human relationships, interest, and drives is seldom an affair of logic and fact alone. In many instances it is an affair of conflict, adjustment or compromises of a persistent nature for a solution. Its solutions remain in the practicality both from the pupil's and school's point of view.

Definitions

Drop-out - for the purpose of this study, a drop-out is defined as a pupil who has left school permanently for reasons other than graduation, or transfer to another school, with the exception of those pupils who leave day school to take employment and complete required subjects in evening school in order to qualify for high school graduation.

The definitions and limitations of each factor as well as the frequency of categories of each factor have been placed in Chapter Three.

Scope of the Study

The drop-outs in this study were all the pupils who did not return or withdrew voluntarily during the month of September, 1951, from the eighteen academic high schools, one trade, and one technical high school of the Detroit, Michigan, Public School System. There are 622 pupils, 311 boys and 311 girls, included in this study.

Development of Forms

Since 1943, a teacher in each high school in Detroit, Michigan, has been assigned as an attendance worker whose job it is to cooperate with the parents in

order to promote regular attendance. Because of their experience in interviewing and making parent contacts, it was decided that their cooperation should be enlisted in collecting the necessary information.

A meeting of attendance teachers and counselors was called in order to obtain assistance in developing the forms. It was felt that because of their contacts with students, parents, and other faculty members as well as their continued use of various student records, they would be able to give assistance in the development of the forms necessary for the drop-out study.

In the development of the forms, there was included not only the information necessary for this study, but other information that the group considered important to the school. Through this process, it was possible to devise a form, shown in the Appendix, page 87, which was adaptable to the available records for this study as well as the information the school desired.

Such facts as revealed by school records as age, grade, intelligence rating, national and linguistic background, change of residence, change of school, school failure, physical defects, agency contacts, employment, behavior, and extra-curricular activities, were collected. Then such information, for example, as financial ability to keep pupil in school, sense of belonging, school

spirit, participation in community activities, attitude toward school and teacher, was collected by interview.

Source of Information

The factual information needed for the study was secured from the enrollment and scholarship, permanent record and physical examination cards. Each pupil who dropped out was to be interviewed by the attendance teacher, who was also to interview the pupil's parents. School people, such as the principal or assistant principal, counselor, teacher, and attendance officer or visiting teacher were interviewed if it was necessary to secure the desired information.

By going into the home and talking with the families, by interviewing the pupils who were terminating their education, and by discussing the problems with counselors and teachers who knew and were interested in these pupils, an attempt was made to learn the basic factors for early school leaving as well as to get as accurate information as one could obtain. ✓

Method of Study

After all the available information was obtained from the school records and from the interviews, the drop-out forms were filled out. Each item on these forms

was coded and placed on a code sheet. From the code sheet, all the information about each drop-out was punched on an International Business Machine punch card. A form was designed for the purpose of recording the frequency from the machine for the comparison of any two factors. With the number of factors on each card, it was possible to have over three thousand relationships. Because it was impractical and many of the relationships would not be related to the drop-out problem, the writer, using empirical judgment, selected those relationships which were considered to have the greatest relationship to the drop-out problem. There were three hundred and one relationships selected for further study.

From these forms, the limits of each factor were established, and the frequency of the categories of each factor was placed on another individual card for the computation of Chi square to establish the degree of relationship. Because of the large number of factors and the amount of computation in getting a relationship between any two factors, it was impractical to include all of this computation in the study.

Limitations

There are obstacles encountered in a study of this nature. It was not a sampling study, but included all of

the pupils who dropped out of school. There was the problem of pupils transferring from schools outside the city who dropped out before their records were complete. There was the problem of parents moving immediately after the child left school, and the new address could not be found. The problem of poor school records was encountered. Then there was the problem of drop-outs and parents who did not see their basic problems too clearly and were unresponsive. Of the six hundred twenty-two drop-outs, information was collected on six hundred one.

CHAPTER II

SURVEY OF LITERATURE

A survey of the literature on elimination, drop-out, and the causes of drop-out, revealed a large number of such studies. While most of the studies were related, few were related closely to the specific purposes of this research. The majority of studies have been of the follow-up type to determine the cause of drop-out after the pupil had left school. The pupil, parent, or employer had been contacted for confirmation as to the reason for drop-out, characteristics of the pupil, and related facts. The remaining studies have been comparative studies between drop-outs and graduates or pupils who have remained in school. They then studied the differences, if any, between drop-outs and the other two groups. Inasmuch as this is a study of the significance of factors related to drop-out, the large body of related studies is presented under the two classifications, drop-out, and comparative studies between drop-outs and high school graduates, and then summarized as a whole. This provides examples of various types and methods of studies covering the entire field of the literature. The literature of those studies which are more closely related is then presented in more detail.

Drop-out

The studies of only drop-outs have been the subject of many investigations in various situations. The pattern followed by Buckner (2) in one of the earlier studies is practically the same as the one used up to the present time. She studied the records of pupils entering the New Haven, Connecticut, High School between 1923 and 1927, and found that 801 pupils dropped out of school. She interviewed a group of 196 pupils who had dropped out of school as a sample and listed nineteen of the reasons they gave for having left school. On the basis of these reasons given for drop-out, she then drew conclusions as to what the school should do to solve the problem. This type of study does not always cover the same length of time; for example, one year, Smith (32); four-year period, Buckner (2); and Holbeck's eight-year study of drop-outs in Passaic High School, New Jersey (18). It has also varied in breadth of study from the one-school type mentioned above to city-wide studies such as the Syracuse study (33). Johnson and Legg (22) studied drop-outs that were working in the labor market regardless of school. Dillon (8) studied selected schools in three different states. The West Virginia study (25) is a state-wide study and Canada (3), a nation-wide study.

It also has been limited to studies of special groups such as Ekstrom's study (10) of "Why Farm Children Leave School."

Comparative Studies

The next most frequent type of study has been the comparative study approach, that of studying the characteristics and attitudes of the drop-out and the characteristics and attitudes of pupils who have either remained in school or those who have graduated. Then these groups are compared to see if there is any difference that would help in understanding the drop-out. Samler (30) used this technique in a study limited to factors associated with educational and vocational guidance of graduates and drop-outs of schools offering commercial and academic credit. The city-wide Pittsburgh study (11) used this technique. Santo (31) used the comparative study method to investigate one hundred drop-outs in the sophomore year in eight different high schools of a California county. He also investigated a comparable number of pupils who had remained in school. In both types of studies, the information has been collected in several different ways, the most frequent being the questionnaire. Other methods have been by interview by the investigator. Santo (31) used Hand's prepared questionnaire as a basis for the

interview, both with the parent and the student. Lanier (26) used both the statistical and the case study approach.

Summary of Area Studies

The findings of these various studies differ in many respects. Some show dissatisfaction with school to be the main cause of drop-out, while others show financial need. Some show wide differences of intelligence between drop-outs and graduates, while others show small differences. Some schools show good holding power and others very poor holding power. Others show differences of financial status, living conditions, illness, and poor curriculum with varying degrees of importance attached to each. It is questionable if conclusions could be drawn to cover any type of school as each school, as well as each school system, is unique, and even schools within the same school system are different.

The following reasons for dropping out of school, taken from the Syracuse study (33), are typical of many studies. They are listed in order of frequency with the first one given the greatest number of times by pupils who had left school.

- Dissatisfaction with school
- Lack of personal funds
- Lure of a job

Family support
 Inability to see relation between school subjects
 taken and future work
 Felt self too old for grade
 Inability to get along with teacher
 Inability to learn
 School did not offer suitable subjects
 Illness
 Insufficient credits for graduation
 Felt self too poor in comparison with
 others in class
 Inability to get along with principal

Some of the studies go a little further, and list factors that have contributed to the reasons for dropping out. These are summarized in the literature that is more specifically related to this study.

Because the reasons have been given in such broad terms, the solutions suggested to hold these pupils in school have also been very broad. The following list covers the solutions most frequently mentioned:

1. Restatement of philosophy and objectives developed cooperatively by the school staff.
2. Fit the curriculum to the needs of youth.
3. Schools should make an effort to secure better understanding of the pupils themselves.
4. Efforts should be made to improve the study habits of pupils through supervised studies and conference hours.
5. Expand the guidance program.
6. Talks with family, and home visits.
7. Arrange the school program so the pupils will have an opportunity to make money.

8. Better integration of the forces in the community that are concerned with the well-being of young people.
9. Give pupils an opportunity to practice citizenship.
10. Make pupils realize the value of education and relation to life.
11. Keep better cumulative records and make better use of them.

While these studies have found the major areas in which the problem of the drop-out probably arises, as well as made recommendations that are valid in the solution to the problem, they have produced little of value in developing any specific way to predict drop-out. If they are to solve the problem, they must be able to identify the pupil before he drops out and know with reasonable assurance that their solution will solve his problem. To know that the curriculum does not fit a certain per cent of pupils, and just to change the curriculum does not solve the problem. By the very fact of change, the curriculum may be made unsuitable to just as large a per cent as the group for whom the change is made. The correct solution must be obtained for each pupil if the pupil's needs are to be met.

Related Studies

The following five studies are most closely related to this study: Buckner (2) brought out the

complexity of the problem. Samler (30) found that drop-outs and graduates did differ and identified areas and factors of differences but did not find out if they were significant differences. Gragg (16) carried his research a little further and found statistical gross differences. Santo (31) identified factors and drew his conclusions from them. The Syracuse Workshop (6), summarizing the results of other studies, suggested a technique using factors related to drop-out to identify the potential drop-out so intensive counseling could be given.

In one of the earlier studies which Buckner (2) carried on between 1923-1927, she stated,

"Retardation is as complex and important a subject as elimination, the two processes being, without doubt, closely related. Frequent comment has been made on the fact that pupils who fail in their work drop out in large numbers. While failing is not necessarily the cause of leaving, there is a high correlation between the number of failures and the number of pupils leaving. Sometimes, failure is the result of an intention to leave, sometimes, leaving is the result of failure." (2, pp.533-534)

This was evidently an observation as she presented no scientific evidence on which to base the conclusion.

One of the first comparative studies of graduates and drop-outs was made by Samler (30) in the metropolitan area of New York City between June, 1934, and February, 1936. He limited his study to schools offering commercial and academic credit. The random sample was

composed of 2,577 graduates and 1,389 drop-outs. Of this group, 2,592 or 64.09 per cent, were interviewed. The high school graduate was found to be more intelligent, made better grades, received employment through efforts of the school or an employment agency, and greater numbers were employed after graduation compared to drop-outs. The drop-out received employment through his own efforts, friends or family, more often than the high school graduate. In regard to leisure-time activities, the drop-out participated more in athletics, hobbies, and arts, while the graduate participated more in reading and social activities. The significant factor here is that the two different groups participated in different types of activities. Is the difference significant enough to be used for prediction, and how can it be used? This is pointed out in a study reported by Gragg (40) when he says:

"Logically, if we want to do something about increasing school holding power, we must work with the potential drop-out while he is still in school. The problem, if it is to be solved, must be attacked in the junior high school and elementary school." (16, p.72)

We must not only attack it at that level, as is stated, but in our attack, we must identify those factors that contribute to the drop-out. It is necessary to find how each contributed to the complex cause of dropping

out and develop an instrument of prediction. Gragg then goes on to state, "....., we must recognize that dropping out is a complex problem; there are many causes for withdrawal and several factors may operate together in individual cases." (16, p.72) He found the following factors to be significant in varying degrees.

Gragg in his study found that the factors great enough in tested differences to distinguish between graduates and drop-outs were:

1. Retardation in school amounting to two or more grades.
2. An intelligence, aptitude, or achievement score on a standardized test which placed the pupil in the lowest decile among the pupils tested.
3. Absence from school for more than one-third of the total number of school days in the year immediately prior to the time the pupil reached the maximum age of compulsory school attendance.
4. Failure in school marks in more than two subjects in the year immediately prior to the time the pupil reached the maximum age of compulsory school attendance.

It is significant to note that each of these four items is closely related to the work of the teacher. Lesser degrees of association between elimination and certain other factors were discovered.

1. Male sex.
2. Low achievement in reading, measured by a standardized reading achievement test.

3. Membership in a home broken by separation or divorce.
4. Lack of participation in extra-class activities.
5. Membership in a family with relatively little education.
6. Living in a home of low rental value

The study from which these conclusions were derived showed the following items to have such a weak relationship to dropping out that they should be regarded as insignificant or non-causal.

1. Number of times pupils were tardy in reporting to school in any of their last three years of attendance.
2. Tenure of residence in terms of ownership or rental.
3. Academic marks attained in junior high school based on evaluation of achievement in terms of pupil's abilities.
4. Number of physical defects listed in pupils' health records.
5. Over-crowding as indicated by dwellings having in excess of 1.5 occupants per room.
6. Number of persons living in household.

In the study by Santo (31) in which Hand's student opinionnaire was used for the interview, he reported with findings stated in general terms. For example,

"Drop-outs reported that they were getting less from school, that their subjects were less useful, that they were more dissatisfied with the variety of subjects, that they were learning less, that they received less help

from teachers, that they were more dissatisfied with teaching methods, that they had too much work to do, that they did less homework, and that they spent less time on homework than did the non-leavers." (31, p.71)

After reporting findings in that manner, he then stated the implication of the study,

"There are many curricular implications to be drawn from an analysis of the things boys and girls said. In the first place, a large number of the students have the feeling that much of the subject matter which they are studying is meaningless to them. If our content need not be changed, then it is apparent that our approach to this content must be changed to make it more meaningful in the lives of boys and girls in our secondary schools."

It can be seen that studies using these general terms can add but little in solving the drop-out problem. Their greatest contribution has been in finding factors that contribute to the problem of leaving school. If they are to solve the drop-out problem, they must deal in terms of causes, factors and solutions of individual pupils that can be measured and then, when they make a change in them, they should be able to measure the effect of that change.

One of the few attempts to develop some method of using factors to predict drop-out was attempted at a work shop on the Detection and Retention of Early School Leavers and reported at the Fifteenth Annual Conference on Educational and Vocational Guidance at Syracuse

University, New York, July, 1950. (6) Those attending the workshop collected many of the relevant studies on drop-out that had been made, and after a survey, came to the conclusion that,

"It was apparent that whereas various studies had isolated different factors which were closely associated with dropping-out, very little had been done in devising ways in which these factors could be used to predict drop-outs early enough for something to be done about it."

They then summarized the many factors which they found in these studies which had been associated with dropping out of school. They were:

1. Intelligence Quotient.
2. Composite score on standardized achievement test.
3. Standardized reading test score where I.Q. is based on group test.
4. Membership in a home with only one parent (divorce or death)
5. Parents' occupation.
6. Health defects.
7. Racial and national background.
8. Absences.
9. Failures.
10. Frequent school transfer history.
11. Parental attitude toward school completion.
12. Pupil intention to complete school.

13. Teacher prediction of staying power.
14. Pupil participation in extra-curricular activities.
15. Elementary school retardation.
16. Socio-economic status of family.
 - a. Educational level of parents.
 - b. Income.
 - c. Number of children in family.
 - d. Geographic location of home.
17. Sociometric techniques.
18. Pupil ratings on citizenship mark or point award system.
19. Teacher evaluation on personality traits.
20. Teacher listing from memory of class members of preceding year (pupils not named may include many school leavers not previously detected.)
21. Tardiness.
22. Drop-out history of other family members.
23. Community characteristics that might encourage school leaving.
24. Overt behavior.
25. Seasonal or summer jobs that are likely to lead to dropping out.

From these factors, they selected the ones that were most available to the school personnel and developed an experimental summary instrument covering seventeen items, the first ten of which could be obtained from the cumulative records. The name of each pupil was to be entered, and under each factor, pertinent information was to be checked. Critical scores were to be developed

for each factor for the school. Then, if the pupil was below the critical score, that factor was to be circled. The circled scores could then be totaled and the pupils with the high total scores should be given early and intensive counseling. They suggested that the data be collected in the eighth grade and the counseling be done at the end of the eighth, or in some schools where it is necessary, in the ninth. The factors would have to be modified in light of the particular school situation.

Although this procedure has possibilities, there are several defects which would have to be solved. First, some of the factors are stated in such broad terms that the rating of those factors would have to be merely rough subjective measures. Second, is any one factor more important than any other in causing the drop-out, and if so, how do they determine this? Is it an all-or-none factor or does its influence vary the farther away from the critical score? Finally, how do they add these scores together to determine those pupils who are more likely to drop-out?

Whereas the majority of studies have made an effort to ascertain the causes and to apply remedial procedures or isolate different factors which are closely associated with dropping out, very little has been done to show inter-relationships of factors or to

devise methods by which these factors could be used early enough while the pupil is still in school to predict drop-out for something to be done about it.

In a message from Commissioner Earl G. McGrath, read to representatives of school systems in cities of more than 200,000 population at a work conference on life adjustment education, he summed up the literature very well when he stated:

"Yet the truth of the matter is that, although we schoolmen have many good hunches about effective ways to hold boys and girls in school, we have little valid evidence as to what will really do the job." (38, p.3)

In the same conference, proposals for schools to improve holding power and pupil adjustment were suggested. The following quotation gives further opinion as to the status of present research:

"Although considerable research into the drop-out problem has been carried on, no conclusive evidence is available. Local schools are encouraged in continuing the study of this problem to establish a research design which offers promise of yielding valid answers in such areas as the educational needs of early school leavers and the effectiveness of the new program or services introduced to meet those needs." (38, p.6)

CHAPTER III

FINDINGS OF THE STUDY

In presenting the findings, first the definition and limitation of each factor as well as the frequency of each category of each factor, is presented. Then the degree of relationship between factors is presented. Finally the results are summarized and interpretations are given.

Definitions

This study attempts to determine the factors which contribute to the cause of dropping out of school. As there are many possible factors, it is first necessary to distinguish the possible factors which may be studied. Many of the factors in this study have been identified as being associated with dropping out of school by other studies of drop-outs. The interviewers suggested others; they felt a further knowledge would be of importance in performing their duties.

The following are the definitions and frequency of each factor studied. Because of the large number of factors and to assist in the reading of the study, the number that was used to code each factor for the International Business Machine punch card has been used throughout the entire study. It will be noticed that

some numbers are missing. These numbered items, while desired by the school, are not pertinent to this study.

In a study of this type in which a distribution is divided into intervals or categories for example, level of occupation, it is necessary to study a large enough group that there will be in each interval or category a frequency large enough to be statistically significant. For instance, in this study there were five drop-outs having parents at the professional level for the factor of occupation of father. It is obvious that one cannot draw conclusions from that number. So, in making any comparison referring to occupation of father, it by necessity is limited to those two groups--skilled and unskilled workers. The following are the definitions and established limits of each factor, and the frequency of each category within the factor.

7. Grade level. This is the grade level at which the dropping out of school occurred.

Ninth grade - 78	Eleventh grade - 182
Tenth grade - 258	Twelfth grade - 77

8. Age. This is the age at which the dropping out of school occurred.

16 years - 791	18 years - 121
17 years - 166	19 years - 23

9. Occupation of father. There were only two groups large enough to be statistically significant--that of unskilled and skilled fathers.

Unskilled - 247	Skilled - 136
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11. Birthplace of parents and child. This factor is limited to two groups; one when both parents and the child were born in the United States, and the other when both parents were foreign born and the child was born in the United States.

All United States - 404 Parents foreign born - 101

12. Home language. This factor is limited to two groups; English speaking, and bi-lingual speaking homes.

English - 531

Bi-lingual - 48

13. Residence change. This refers to the number of times the family changed residence since the child entered elementary school.

None - 124

Three - 69

One - 94

Four - 41

Two - 92

Five or more - 50

14. School change. This factor is the number of excessive changes the child made above what he would have made if he had remained at a permanent residence. For this study a change from elementary to high school is not considered a school change.

None - 44

Four - 75

One - 48

Five - 42

Two - 106

Six or more - 43

Three - 111

17. Total elementary failures. In Detroit, an entering first grade pupil may start school either in September or February, and passing is on a two term a year basis. This factor is the total number of half grades failed in the elementary school.

None - 177

Three - 35

One - 90

Four or more - 21

Two - 54

21. Total high school subjects failed. Failure in high school is by subjects, and this factor refers to the number of high school subjects failed before dropping out of school.

None to two subjects - 169 Three to five subjects - 177

Six to eight subjects - 118 Nine or more - 73

- 22. Ninth grade absences. This refers to the total number of whole day absences, before dropping out, for those who dropped out in the ninth grade, and for the whole year for those who remained in school longer.

None to nine days	- 174
Ten to nineteen days	- 94
Twenty to twenty-nine days	- 48
Thirty or more days	- 74

26. Total high school absences. This is the number of accumulative absences since starting the ninth grade until the pupil dropped out of school regardless of grade.

None to twenty-nine days	- 244
Thirty to fifty-nine days	- 177
Sixty to eighty-nine days	- 79
Ninety or more days	- 45

27. Intelligence rating. All pupils are given the Detroit General Aptitudes Examination in the last term of the eighth grade. The Intelligence section of that test which is reported in letter ratings, was used for this study.

A's and B's - 49 C's - 235 D's and E's - 206

31. Citizenship rating. A composite rating of school records. They were rated above average, or below average.

Above average - 35 Average - 185 Below average - 67

32. Physical defects. If pupils have defects that are serious enough that they should have medical attention, they are checked on the pupils' health cards. The following defects were found: cardiac, gland, hearing, nutrition, orthopedic, respiratory, skin, speech, teeth, and vision. These are all combined under the heading of physical defects for this study.

None - 267

Physical defects - 64

- 33. Non-school agencies. This factor refers to welfare agencies that supply funds or materials for the support of the family.
- None - 280 Non-school agencies - 41
- 34. Out-of-school employment. This factor refers to those pupils who had out-of-school employment while attending school and carrying a full pupil load.
- yes - 155 No - 204
35. Discipline case. If the school had asked for aid from the attendance department, psychological clinic, guidance and placement department, or another agency because of pupil behavior, the pupil was considered a discipline case.
- Yes - 113 No - 334
- 36. Participation in extra-curricular activities. Refers to those activities that are not a part of the school curriculum, but are under the supervision of the school and elected by the students.
- Yes - 44 No - 344
37. With whom living. This factor has two groups; those living with both natural parents and the other group includes all other arrangements.
- Both parents - 371 Others - 193
- 44. Others in home not in family. This factor has two groups; those with none but the parents and brothers and sisters if any, and the other group, some relative or roomer.
- None but family - 271 Others - 66
45. Well-adjusted home. After the interviewer talked to one or both parents and the drop-out, he made a subjective judgment--either yes or no.
- Yes - 433 No - 86
46. Is one of the parents in the home during the day?
- Yes - 421 No - 119

58. Did the drop-out have a sense of belonging in the high school situation? This refers to his feeling and attitude while he was in the school situation. Consensus of opinion of teachers and counselors.

Yes - 233

No - 238

59. School spirit. This refers to the drop-out's attitude toward the school--does he say my or our school, and show any loyalty.

Yes - 95

No - 296

60. Outside-of-school activities. This refers to Church, Y.M.C.A., or other desirable organized activities not under the school's supervision.

Yes - 95

No - 296

61. Highest grade reached by father. This is the highest educational grade the father of the drop-out attained in school. Those educated in foreign schools were not included.

Elementary graduation or less	- 204
Dropped out in high school	- 132
High school graduation or more	- 52

62. Highest grade reached by mother. This is the highest educational grade the mother of the drop-out attained in school. Those educated in foreign schools were not included.

Elementary graduation or less	- 211
Dropped out in high school	- 156
High school graduation or more	- 65

65. Drop-out level of brothers and sisters. This refers to the grade of drop-out of brothers and sisters.

Ninth grade or less	- 43	Eleventh grade	- 63
Tenth grade	- 91	Twelfth grade	- 22

66. Attitude of parents toward education and high school. This is the interviewer's opinion of the parents' attitude toward education and the high school the drop-out attended.

Good - 282 Fair - 166 Poor - 15

Because of the small number of "poor" rating, they were combined with the "fair", which resulted in only two categories.

67. Parents' attitude toward teachers. This is the interviewer's opinion of the parents' attitude toward the teachers of the school last attended by the drop-out.

Good - 352 Fair and Poor - 162

69. Did the student have a career plan at the time of drop-out?

Yes - 341 No - 137

70. Does the drop-out wish to complete high school? This is the opinion of the interviewer after he had interviewed the student.

Yes - 142 No - 387

71. Has the drop-out secured employment? This refers to the employment status of the drop-out at the time the interviewer contacted the pupil or parent after the pupil had dropped out of school.

Yes - 380 No - 147

The next step was the selecting of factors between which a relationship could exist that would assist in understanding the drop-out problem. This study attempts to determine those factors which may be contributing to the cause of dropping out of school. If they can be identified, they can possibly be used to determine what measures the schools might take to increase their holding power. Therefore, those relationships selected for study were those, in most instances, between factors generally found on cumulative records, with the school having possible power to change them. In that way, if factors are found that are related to the drop-out problem, it may be possible for the school to do something about it. Other factors, although not so easily obtainable and the school having little influence to change, for example, non-school agencies, were selected because of results of other studies giving indication of relationships to the drop-out problem.

Using the categories that were defined, and setting limits to insure a large enough cell frequency for acceptable statistical confidence in the results, the following relationships between factors were computed, using Chi-square. The relationships found are presented by dividing them into three levels. First, those relationships found when the calculated Chi-square

value exceeded the tabulated one per cent value, these to be considered very significant; second, when the calculated Chi-square value fell between the one and five per cent value, these to be considered significant; and third, when the calculated Chi-square value was less than the tabulated five per cent value, these considered not to have significance.

Grade Level. The following factors are compared to the grade level at which the drop-out occurred. (7) These factors were found to be very significant:

8. The higher the age of drop-out, the higher the grade attained before dropping out.
17. The larger the number of half-grades failed, the lower the grade of drop-out.
22. The higher the number of ninth grade absences, the lower the grade of drop-out.
27. The lower the intelligence, the lower the grade of drop-out.
34. Those who had out-of-school employment dropped out of school at a higher grade than those who did not.
35. Those who were discipline cases dropped out of school at a lower grade than those who were not discipline cases.
36. Those who participated in extra-curricular activities, left school at a higher grade than those who did not.
58. Those who had a sense of belonging in the high school situation left school at a higher grade than those who did not.

59. Those who had school spirit dropped out of school at a higher grade than those who did not.
60. Those who participated in out-of-school activities dropped out of school at a higher grade than those who did not.
66. The better the general attitude of the parents toward education and the high school (opinion of interviewer), the higher the grade of drop-out.
67. The better the parents attitude toward teachers (opinion of interviewer), the higher the grade of drop-out.
69. Those who had a career plan dropped out of school at a higher grade than those who did not.
70. Those pupils who stated a wish to complete high school reached a higher grade before dropping out than those who did not.

This factor was found to be significant:

45. Those who came from a well-adjusted home dropped out of school at a higher grade than those who did not.

These factors were found to have no significance:

9. Occupation of father.
11. Birthplace of parents and child.
12. Home language.
13. Residence change.
14. School change.
21. Total high school subjects failed.
31. Citizenship rating.
32. Physical defects.

- 33. Non-school agencies.
- 37. With whom living.
- 44. Others in home not in family.
- 46. Is one of the parents in the home during the day?
- 47. Does the pupil have a room of his own?
- 48. Did the drop-out have a suitable place to study?
- 49. Out-of-school friends.
- 51. Opinion of parents - financial ability to keep child in school.
- 55. Residence ownership.
- 56. Opinion of interviewer - did the drop-out get along well with his family?
- 57. Opinion of interviewer - did the drop-out get along well with teachers and pupils?
- 61. Highest grade reached by father.
- 62. Highest grade reached by mother.
- 65. Drop-out level of brothers and sisters.
- 71. Has the drop-out secured employment?

Age. The following factors are compared to the age at which the drop-out occurred. (8) These factors were found to be very significant:

- 7. The higher the age of drop-out, the higher the grade obtained before dropping out.
- 14. Pupils at the sixteen year level who did not have any change, or had five or more changes of school remained in school in greater proportion compared to those having one to four changes of school. This was reversed at the seventeen year level.

17. The larger the number of half grades failed in elementary school, the higher the age of drop-out.
21. The larger the number of high school subjects failed, the higher the age of drop-out.
22. The larger the number of absences in the ninth grade, the lower the age of drop-out.
27. Those who had low intelligence ratings dropped out of school at a higher age than those with higher test ratings.
34. Those who had out-of-school employment dropped out of school at a higher age than those who did not.
36. Those who participated in extra-curricular activities left school at an older age than those who did not.
58. Those who had a sense of belonging in the high school situation remained in the school to a later age than those who did not.
59. Those who had school spirit remained in school to a later age than those who did not.

These factors were found to be significant:

32. Those who had physical defects dropped out of school at a higher age than those who did not have physical defects.
35. Those who were discipline cases dropped out of school at an earlier age than the non-discipline cases.
60. Those who participated in out-of-school activities dropped out of school at a later age than those who did not.
70. Pupils who wished to complete high school (opinion of interviewer), left school at a higher age than those who did not.

These factors were found to have no significance:

9. Occupation of father.
11. Birthplace of parents and child.
12. Home language.
13. Residence change.
31. Citizenship rating.
33. Non-school agencies.
37. With whom living.
45. Well-adjusted home.
46. Is one of the parents in the home during the day?
47. Does the pupil have a room of his own?
48. Did the drop-out have a suitable place to study?
55. Residence ownership.
56. Opinion of the interviewer - did the drop-out get along well with his family?
57. Opinion of the interviewer - did the drop-out get along well with teachers and pupils?
61. Highest grade reached by father.
62. Highest grade reached by mother.
65. Drop-out level of brothers and sisters.
66. Opinion of interviewer - attitude of parents toward education and high school.
67. Opinion of interviewer - parents' attitude toward teachers.

69. Did the pupil have a career plan at the time of drop-out?

71. Has the drop-out secured employment?

Occupation of Father. The following factors are compared to the occupation of the father. (9) These factors were found to be very significant:

- 27. Pupils whose fathers were skilled were below average intelligence less frequently than pupils whose fathers were unskilled.
- 31. Pupils whose fathers were skilled had better citizenship rating than those pupils whose fathers were unskilled.
- 48. A greater proportion of children of skilled fathers had a suitable place to study than the children of unskilled fathers.
- 56. A greater proportion of children of unskilled fathers get along well with their family than the children of skilled fathers.
- 59. A greater proportion of children of skilled fathers have school spirit than children of unskilled fathers.

These factors were found to have no significance:

- 7. Grade level.
- 8. Age.
- 14. School change.
- 17. Total elementary failures.
- 21. Total high school subjects failed.
- 34. Out-of-school employment.
- 35. Discipline case.
- 36. Participation in extra-curricular activities.

- 45. Well-adjusted home.
- 49. Out-of-school friends.
- 51. Opinion of parents - financial ability to keep the child in school.
- 57. Opinion of interviewer - Did the drop-out get along well with teachers and pupils?
- 58. Did the drop-out have a sense of belonging in the high school situation?
- 60. Outside-of-school activities.
- 67. Opinion of interviewer - parents' attitude toward teachers.
- 69. Did the pupil have a career plan at the time of drop-out?
- 70. Opinion of interviewer - does the drop-out wish to complete high school?
- 71. Has the drop-out secured employment?

Birthplace of Parents and Child. The following factors are compared to the birthplace of parents and child. (11)

This factor was found to be very significant:

- 49. Pupils of parents born in the United States had out-of-school friends with greater frequency than those pupils of foreign-born parents.

This factor was found to be significant:

- 27. Pupils of parents born in the United States had above average and below average intelligence in greater proportion than pupils of foreign-born parents.

These factors were found to have no significance:

7. Grade level.
8. Age.
14. School changes.
17. Total elementary school failures.
21. Total high school subjects failed.
31. Citizenship rating.
33. Non-school agencies.
34. Out-of-school employment.
35. Discipline case.
36. Participation in extra-curricular activities.
45. Well-adjusted home.
46. Is one of the parents in the home during the day?
51. Opinion of parents - financial ability to keep the child in school.
56. Opinion of interviewer - did the drop-out get along well with his family?
57. Opinion of interviewer - did the drop-out get along well with teachers and pupils?
58. Did the drop-out have a sense of belonging in the high school situation?
59. School spirit.
60. Outside-of-school activities.
65. Drop-out level of brothers and sisters.
66. Opinion of interviewer - attitude of parents toward education and high school.
71. Has the drop-out secured employment?

Home Language. The following factors are compared to home language. (12)

This factor was found to be significant:

49. Pupils from English-speaking homes were rated as having out-of-school friends with greater frequency than those from bilingual homes.

These factors were found to have no significance:

7. Grade level.
8. Age.
21. Total high school subjects failed.
35. Discipline case.
45. Well-adjusted home.
58. Did the drop-out have a sense of belonging in the high school situation?
65. Drop-out level of brothers and sisters.
66. Opinion of interviewer - attitude of parents toward education and high school.
71. Has the drop-out secured employment?

School Change. The following factors are compared to the number of times the pupil changed schools. (14)

This factor was found to be very significant:

8. Pupils at the sixteen-year level who did not have any change, or had five or more changes of school remained in school in greater proportion compared to those having one to four changes of school. This was reversed at the seventeen-year level.

These factors were found to be significant:

17. The larger the number of school changes, the greater the number of half grades failed.
45. If no change or five or more school changes were made, the home was well-adjusted less frequently than if from one to four changes were made.
58. The larger the number of school changes the greater the frequency of having a sense of belonging in the high school situation.

These factors were found to have no significance:

8. Grade level.
9. Occupation of father.
11. Birthplace of parents and child.
21. Total high school subjects failed.
27. Intelligence rating.
31. Citizenship rating.
35. Discipline case.
36. Participation in extra-curricular activities.
49. Out-of-school friends.
57. Opinion of interviewer - did the drop-out get along well with teachers and pupils?
59. School spirit.
66. Opinion of interviewer - attitude of parents toward education and high school.
71. Has the drop-out secured employment?

Elementary Failures. The following factors are compared to the total number of failures in elementary school. (17)

These factors were found to be very significant:

7. The larger the number of half-grades failed, the lower the grade of drop-out.
8. The larger the number of half-grades failed in elementary school, the higher the age of drop-out.
27. The larger the number of half-grades failed, the lower the intelligence rating.
32. Those who had physical defects failed more often than those who did not have physical defects.

These factors were found to be significant:

14. The larger the number of school changes, the greater the number of half-grades failed.
21. The greater the number of elementary failures, the greater the number of pupils dropping out with five or less high school failures. The greater the number of elementary failures, the smaller the number of pupils dropping out with six or more high school failures.

These factors were found to have no significance:

9. Occupation of father.
11. Birthplace of parents and child.
22. Ninth grade absences.
31. Citizenship rating.
35. Discipline case.
36. Participation in extra-curricular activities.

- 45. Well-adjusted home.
- 49. Out-of-school friends.
- 56. Opinion of interviewer - did the drop-out get along well with his family?
- 58. Did the drop-out have a sense of belonging in the high school situation?
- 59. School spirit.
- 66. Opinion of interviewer - attitude of parents toward education and high school.
- 67. Opinion of interviewer - parents' attitude toward teachers.

High School Failures. The following factors are compared to the total number of high school failures. (21)
These factors were found to be very significant:

- 8. The larger the number of high school subjects failed, the higher the age of drop-out.
- 31. The better the citizenship rating, the lower the number of failures.
- 35. Those who were discipline cases failed more subjects than those who were not.
- 36. Those who participated in extra-curricular activities failed more subjects than those who did not participate.
- 49. Those who had out-of-school friends failed more often than those who did not.

These factors were found to be significant:

- 17. The greater the number of elementary failures, the greater the number of pupils dropping out with five or less high school failures. The greater the number of elementary failures, the smaller the number of students dropping out with six or more high school failures.

- 22. Those who were absent more in the ninth grade had a tendency to fail more subjects.
- 56. Those who got along well with family failed less often than those who did not.
- 58. Those who had a sense of belonging in the high school situation had less failures.

These factors were found to have no significance:

- 7. Grade level.
- 9. Occupation of father.
- 11. Birthplace of parents and child.
- 12. Home language.
- 13. School change.
- 27. Intelligence rating.
- 32. Physical defects.
- 34. Out-of-school friends.
- 45. Well-adjusted home.
- 46. Is one of the parents in the home during the day?
- 48. Did the drop-out have a suitable place to study?
- 57. Opinion of interviewer - did the drop-out get along well with teachers and pupils?
- 59. School spirit.
- 60. Outside-of-school activities.
- 71. Has the drop-out secured employment?

Total High School Absences. The following factors are compared to the total number of high school absences. (26)

This factor was found to be very significant:

35. Those who were absent more, were more likely to be discipline cases.

These factors were found to be significant:

27. Those who were absent more, were likely to be above average intelligence.
32. Those who had physical defects were absent less often than those who did not have physical defects.

These factors were found to have no significance:

31. Citizenship rating.
34. Out-of-school employment.
36. Participation in extra-curricular activities.
45. Well-adjusted home.
46. Is one of the parents in the home during the day?
49. Out-of-school friends.
51. Opinion of parent - financial ability to keep the child in school.
52. Opinion of drop-out - financial ability to keep the child in school.
56. Opinion of interviewer - did the drop-out get along well with his family?
57. Opinion of interviewer - did the drop-out get along well with teachers and pupils?
58. Did the drop-out have a sense of belonging in the high school situation?
59. School spirit.
60. Outside-of-school activities.

66. Opinion of interviewer - attitude of parents toward education and high school.

71. Has the drop-out secured employment?

Intelligence Rating. The following factors are compared to the intelligence rating of the pupil. (27)

These factors were found to be very significant:

- 7. The lower the intelligence, the lower the grade of drop-out.
- 8. Those who had low intelligence ratings, dropped out of school at a higher age than those with higher test ratings.
- 17. The larger the number of half grades failed, the lower the intelligence rating.

These factors were found to be significant:

- 9. Pupils whose fathers were skilled were below average intelligence less frequently than pupils whose fathers were unskilled.
- 11. Pupils of parents born in the United States had above average and below average intelligence in greater proportion than pupils of foreign-born parents.
- 26. Those who were absent more, were likely to be above average intelligence.

These factors were found to have no significance:

- 14. School change.
- 21. Total high school subjects failed.
- 35. Discipline case.
- 45. Well-adjusted home.
- 49. Out-of-school friends.

- 58. Did the drop-out have a sense of belonging in the high school situation?
- 60. Outside-of-school activities.
- 66. Opinion of interviewer - attitude of parents toward education and high school.
- 71. Has the drop-out secured employment?

Citizenship Rating. The following factors are compared to the citizenship rating of the pupil. (31)

These factors were found to be very significant:

- 21. The better the citizenship rating, the lower the number of high school failures.
- 35. The higher the citizenship rating, the lower the frequency of discipline cases.

These factors were found to be significant:

- 9. Pupils whose fathers were skilled, had better citizenship ratings than those pupils whose fathers were unskilled.
- 58. The higher the citizenship rating, the greater the proportion of pupils who had a sense of belonging in the high school situation.

These factors were found to have no significance:

- 7. Grade level.
- 8. Age.
- 11. Birthplace of parents and child.
- 14. School change.
- 17. Total Elementary failures.
- 26. Total high school absences.

Physical Defects. The following factors are compared to physical defects. (32)

These factors were found to be very significant:

17. Those who had physical defects, failed more often than those who did not have physical defects.
45. Those who had physical defects came from well-adjusted homes less frequently than those who had no physical defects.
66. Parents of pupils who had physical defects had a poorer attitude toward education and high school than parents of pupils who had no physical defects.

These factors were found to be significant:

8. Those who had physical defects dropped out of school at a higher age than those who did not have physical defects.
26. Those who had physical defects were absent less often than those who did not have physical defects.

These factors were found to have no significance:

7. Grade level.
21. Total high school subjects failed.
35. Discipline case.
58. Did the drop-out have a sense of belonging in the high school situation?
59. School spirit.
60. Outside-of-school activities.
71. Has the drop-out secured employment?

Discipline Case. The following factors are compared to discipline cases. (35)

These factors were found to be very significant:

7. Those who were discipline cases dropped out of school at a lower grade than those who were not discipline cases.
21. Those who were discipline cases failed more subjects than those who were not discipline cases.
26. Those who were absent more, were more likely to be discipline cases.
31. The higher the citizenship rating, the lower the frequency of discipline cases.
45. Discipline cases came from well-adjusted homes with less frequency than non-discipline cases.
49. Discipline cases had out-of-school friends with greater frequency than non-discipline cases.
56. The frequency of discipline cases who did not get along well with their families was greater than that of non-discipline cases.
57. The frequency of discipline cases who did not get along well with teachers and pupils was greater than that of non-discipline cases.
58. The frequency of discipline cases who did not have a sense of belonging in the high school situation was greater than that of non-discipline cases.
59. The frequency of discipline cases who were rated as not having school spirit was greater than that of non-discipline cases.

60. The frequency of discipline cases who did not participate in out-of-school activities was greater than that of non-discipline cases.

This factor was found to have significance:

8. Those who were discipline cases dropped out of school at an earlier age than the non-discipline cases.

These factors were found to have no significance:

9. Occupation of father.
11. Birthplace of parents and child.
12. Home language.
14. School change.
17. Total elementary failures.
27. Intelligence rating.
32. Physical defects.
36. Participation in extra-curricular activities.
46. Is one of the parents in the home during the day?
66. Opinion of interviewer - attitude of the parents toward education and high school.
71. Has the drop-out secured employment?

With Whom Living. The following factors are compared to with whom living. (37)

These factors were found to be very significant:

45. Those who had a well-adjusted home lived with both parents with greater frequency than those who did not.

- 56. Those who got along well with their family group lived with both parents with greater frequency than those who did not.
- 58. Those who had a sense of belonging in the high school situation lived with both parents with greater frequency than those who did not.

These factors were found to have no significance:

- 7. Grade level.
- 8. Age.
- 49. Out-of-school friends.
- 57. Opinion of interviewer - did the drop-out get along well with teachers and pupils?
- 66. Opinion of interviewer - attitude of parents toward education and high school.

Well-Adjusted Home. The following factors are compared to a well-adjusted home. (45)

These factors were found to be very significant:

- 32. Those who had physical defects came from well-adjusted homes less frequently than those who had no physical defects.
- 35. Discipline cases came from well-adjusted homes with less frequency than non-discipline cases.
- 37. Those who had a well-adjusted home lived with both parents with greater frequency than those who did not.
- 58. Those pupils who had a well-adjusted home showed greater frequency of sense of belonging in the high school situation than those who did not.

These factors were found to be significant:

7. Those who came from well-adjusted homes dropped out of school at a higher grade than those who did not.
14. If no change or five or more school changes were made, the home was well-adjusted less frequently than if from one to four changes were made.

These factors were found to have no significance:

8. Age.
9. Occupation of father.
11. Birthplace of parents and child.
12. Home language.
17. Total elementary failures.
21. Total high school subjects failed.
26. Total high school absences.
27. Intelligence rating.
31. Citizenship rating.

Summary of Data

The following summary of data includes only those relationships which are classified as significant or very significant. Those factors that were found not to be related with factors in this summary are listed in the findings of this study.

Grade Level. Of the thirty-eight relationships studied between grade of drop-out and other factors,

there were fourteen relationships found to be very significant, and one found to be significant.

The very significant relationships were: the higher the grade of drop-out, the higher the age of drop-out (8), the higher the intelligence (27), the greater the frequency of having out-of-school employment (34), the greater the frequency of participation in extra-curricular activities (36), the greater the frequency of those having a sense of belonging in the high school situation (58), the greater the frequency of those having school spirit (59), the greater the frequency of those participating in out-of-school activities (60), the better the attitude of the parents toward education and the high school (66), the better the attitude of the parents towards teachers (67), the greater the frequency of those who had a career plan (69), and the greater the frequency of those having a wish to complete high school (70).

Other very significant relationships were: the lower the grade of drop-out, the larger the number of half-grades failed in the elementary school (17), the higher the number of ninth grade absences (22), and the greater the frequency of discipline cases (35).

The significant relationship was: those who came from a well-adjusted home (45) dropped out of school

at a higher grade level than those who did not.

Age. Of the thirty-eight relationships studied between age of drop-out and other factors, there were ten found to be very significant, and four found to be significant.

The very significant relationships were: the higher the age of drop-out, the larger the number of half-grades failed in the elementary school (17), the larger the number of high school subjects failed (21), the smaller the number of absences in the ninth grade (22), and the lower the intelligence rating (27). Other very significant relationships were: the higher the age of drop-out, the higher the grade of drop-out (7), the greater the frequency of out-of-school employment (34), the greater the frequency of participation in extra-curricular activities (36), the greater the frequency of those having a sense of belonging in the high school situation (58), and having school spirit (59).

Significant relationships were: the higher the age of drop-out, the greater the frequency of those having physical defects (32), participation in out-of-school activities (60), and a desire to complete high school (70). The factor of discipline case (35) dropped out of school at an earlier age than those who were not

discipline cases.

Occupation of Father. Of the twenty-five relationships studied between pupils whose fathers were unskilled or skilled, there were two found to be very significant, and five found to be significant.

The very significant relationships were: pupils whose fathers were skilled workers left school at a higher grade (61), and had a better attitude toward education and high school (66) than those having unskilled fathers.

The significant relationships were: pupils whose fathers were skilled were more intelligent (27), had better citizenship ratings (31), had a suitable place to study (48), and had school spirit (59), in greater proportion than pupils whose fathers were unskilled. Pupils whose fathers were unskilled got along well with their family (56), in greater proportion than pupils whose fathers were skilled.

Birthplace of Parents and Child. Of the twenty-three relationships studied between birthplace of parents and child (11) and other factors, only one was found to be very significant, and one was found to be significant.

The very significant relationship was: pupils of

parents born in the United States had out-of-school friends (49) with greater frequency than pupils whose parents were foreign born.

The significant relationship was: pupils of parents born in the United States had both above and below average intelligence (22) in greater proportion than pupils whose parents were foreign born.

Home Language. Of the ten relationships studied between home language (12) and other factors, only one was found to be significant.

The significant relationship was: pupils from English-speaking homes had out-of-school friends (49) with greater frequency than pupils from bilingual homes.

School Change. Of the seventeen relationships studied between school change (14) and other factors, one was found to be very significant, and three were found to be significant.

The very significant relationship was: pupils at the sixteen-year level who did not have any or had five or more school changes remained in school to a higher age compared to those having one to four school changes. This was reversed at the seventeen-year level. (8)

The significant relationships were: the greater the number of school changes, the greater the number of half-grades failed (17), and the greater the frequency of having a sense of belonging (58). The relationship between school change and well-adjusted family (45) was complex: if there were none or five or more changes, the home was well-adjusted less frequently than from one to four changes.

Total Elementary Failures. Of the nineteen relationships studied between elementary failures (17) and other factors, four were found to be very significant, and one was found to be significant.

The very significant relationships were: the more elementary failures, the lower the grade of drop-out (7), the higher the age of drop-out (8), and the lower the intelligence rating (27). Those who had physical defects (32) failed more often than those who did not have physical defects.

The significant relationship was: the greater the number of elementary failures, the greater the number of pupils dropping out with five or less high school failures, and the smaller the number with six or more high school failures. (21)

Total High School Subjects Failed. Of the twenty-four relationships studied between high school subjects failed and other factors, five were found to be very significant, and three were found to be significant.

The very significant relationships were: the greater the number of high school subjects failed the higher the age of drop-out (8), the less frequent rating of good citizenship (31), the greater the number of discipline cases (35), the larger the number participating in extra-curricular activities (36), and the larger the number having out-of-school friends (49).

The significant relationships were: the larger the number of failures, the larger the number of absences in the ninth grade (22), got along less well with their families (56), and less frequently had a sense of belonging in the high school situation (58).

Total High School Absences. Of the nineteen relationships studied between total high school absences (26) and other factors, there was one found to be very significant, and two found to be significant.

The very significant relationship was: the larger the number of absences, the greater the frequency of discipline cases (35).

The significant relationships were: the greater

the number of absences, the greater the frequency of above average intelligence (27), and the lower the frequency of pupils with physical defects (32).

Intelligence Rating. Of the sixteen relationships studied between intelligence (27) and other factors, there were three found to be very significant, and four found to be significant.

The very significant relationships were: the higher the intelligence of the pupil, the higher the grade of drop-out (7), the lower the age of drop-out (8), and the smaller the number of half-grades failed in the elementary school (17).

The significant relationships were: the higher the intelligence of the pupil, the greater the frequency of having a skilled father (9), the greater the number of high school absences (26), and the higher the grade of drop-out of brothers and sisters (65). In the relationship between intelligence and birthplace of student and parent (11), it was found that pupils of parents born in the United States had both above and below average intelligence in greater proportion than pupils of foreign-born parents.

Citizenship Rating. Of the fourteen relationships studied between citizenship rating (31) and

other factors, two were found to be very significant, and two were found to be significant.

The very significant relationships were: the better the citizenship rating, the lower the number of high school failures (21), and the lower the frequency of discipline cases (35).

The significant relationships were: the pupils whose fathers were skilled had better citizenship ratings than those pupils whose fathers were unskilled (9), and the better the citizenship rating, the greater the proportion of pupils who had a sense of belonging in the high school situation (58).

Physical Defects. Of the thirteen relationships studied between physical defects (32) and other factors, three were found to be very significant, and three were found to be significant.

The very significant relationships were: those pupils having physical defects had a greater number of elementary failures (17), and came from well-adjusted homes (45) less frequently than those who had no physical defects. Parents of pupils having physical defects had a poorer attitude toward education and high school (66) than the parents of pupils who had no defects.

The significant relationships were: those who had physical defects dropped out of school at a higher age (18), had less high school absences (26), and had out-of-school friends (49) more often than those who had no defects.

Discipline Cases. Of the twenty-two relationships studied between discipline cases (35) and other factors, eleven were found to be very significant, and one was found to be significant.

The very significant relationships were: discipline cases dropped out of school at a lower grade (7), failed more high school subjects (21), were absent more (26), had poorer citizenship ratings (31), came from well-adjusted homes less frequently (45), had out-of-school friends with greater frequency (49), and did not get along as well with their families as non-discipline cases (56). The discipline cases did not get along as well with teachers and pupils (57), did not have a sense of belonging in the high school situation (58), did not have school spirit (59), and did not participate in out-of-school activities (60) with as great a frequency as non-discipline cases.

The significant relationship was: discipline cases dropped out of school at an earlier age (8) than

non-discipline cases.

With Whom Living. Of the eight relationships studied between with whom living (37) and other factor, three were found to be very significant.

The very significant relationships were: Those living with both natural parents came from a well-adjusted home (45), got along well with their families (56), and had a sense of belonging in the high school situation (58) with greater frequency than those having other arrangements.

Well-adjusted Home. Of the fourteen relationships studied between well-adjusted home (45) and other factors, four were found to be very significant, and two were found to be significant.

The very significant relationships were: those coming from well-adjusted homes had physical defects less frequently (32), were discipline cases (35) less frequently, lived with both natural parents (37) and had a sense of belonging in the high school situation (58) with greater frequency than those who did not.

The significant relationships were: those who came from well-adjusted homes dropped out of school at a higher grade level (7), than those who did not.

It was found that those pupils coming from well-adjusted homes had from one to four school changes (14).

Interpretation of Data

In interpreting the results it is necessary to establish some criteria of holding power or hastening power. For the interpretation of this study it will be assumed that it is desirable for all youth to complete high school. In attempting to hold the pupils in school until graduation, it would be holding them until they have completed the twelfth grade and, in most cases, until some time in the eighteenth year. The two factors, grade level and age, are related by the nature of school organization. If a pupil does satisfactory work each year he advances one grade for each year he spends in school. The criteria of progress in school is based on grades and subject units passed in school, and not age. For this reason, the criterion of holding power or hastening power is based upon grade alone. The results indicate that age related to certain factors might be considered a good criterion for holding power, but when related to other factors, it becomes a criterion for hastening power. Using the factor, grade level of drop-out, as the criterion of holding or hastening power, those factors that hold pupils to a higher grade are

considered as having holding power, and those factors that hasten the pupils leaving school at an earlier grade are considered to be factors of hastening power.

In considering factors having holding or hastening power when related to grade, if at the same time one considers the same factors as related to age, they can be classified in several ways. In some instances a factor would be related to holding the pupil in school to a higher grade as well as a higher age. This was found to be true of the following factors: out-of-school employment while attending school, participation in extra-curricular activities, having a sense of belonging in the high school situation, having school spirit, participation in out-of-school activities, and stating a wish to complete high school. These could be considered to be good factors of holding power, as the factors all seem to be desirable and hold the pupil in school to a higher age as well as a higher grade. This may indicate a type of pupil making normal progress through school.

There are two factors that are related to both a lower age as well as a lower grade of drop-out. These were: a large number of absences in the ninth grade, and being a discipline case. These two factors are hastening power factors and probably are two of the more

important factors in pupils dropping out of school. They also might be considered factors indicating poor personal adjustment.

Another combination found between age and grade of drop-out were those factors related to a lower grade and a higher age of drop-out. There were two factors in this category; those of half-grades failed in elementary school, and low intelligence. This gives indication that some pupils although they may fail and be retarded, do adjust to the school situation and stay on until a higher age than the average drop-out. This indicates that holding to a high age would be a poor criterion of holding power. There could be a point of diminishing returns under these conditions and would be undesirable, both from the point of view of the pupil, as well as the school.

There were other factors that were studied in relationship to both age and grade of drop-out that had a significant or very significant relationship to one factor and had no relationship to the other factor. The factors having holding power at the very significant level as related to a higher grade were: the attitude of the parents toward education and the high school, the parents' attitude toward the teachers, having a career plan; and at the significant level, the drop-out coming

from a well-adjusted home. Factors that were related to keeping the pupil in to a higher age were: high school subjects failed, and having physical defects. It appears that the majority of desirable factors are related to a higher grade of drop-out.

The study includes factors that were not related directly to the criteria, grade of drop-out. But these factors were related to other factors which were related to the criteria. These are considered to be contributing factors and must be recognized to gain further insight into the problem.

Although the occupation of the father did not show any significant difference to the age and grade of drop-out, it did show contributing significant difference. The pupils whose parents had a good general attitude toward education and high school remained in school to a higher grade than those whose parents had a poor attitude. It was found that fathers in skilled occupations had a better attitude toward education and high school than fathers employed in unskilled labor. It is questionable the amount of influence this type of significant difference has, nevertheless, it probably has influence on the final resulting behavior. Other contributing factors related to holding power and occupation of father at the significant level were in favor of skilled

parents--their children were more intelligent and had school spirit with greater frequency than unskilled fathers.

The factor of school change is a complex factor and needs further study before accurate interpretation could be given. It is related directly to age of drop-out, but is a complex relationship. In its relationship to elementary failures, it is found the greater the number of school changes the greater the number of failures. This would indicate possibly a difficulty of educational adjustment, but the question arises--does intelligence have anything to do with it. Taking another relationship, that of a sense of belonging in the high school situation, it is found the greater the number of school changes, the greater the frequency of having a sense of belonging in the high school situation. The sense of belonging has been found to be a desirable factor, holding the student to both a higher grade and age. Does school change give greater social mobility and make the pupil more adaptable to new situations? It seems logical too many changes would be bad, but how many are too many? This question might be partially answered in the relationship of another factor, where it was found that if no change or five or more changes were

made, the home was well-adjusted less frequently than if from one to four changes were made. The factor, school change, needs further study to understand its effect on holding or hastening power.

Elementary failure is one of the important factors related to dropping out; it is related to a lower grade and a higher age of drop-out. Here again we need further study. There are indications that some of the pupils that have a large number of failures, leave school as soon as possible, as the greater the failure in elementary school, the less the failure in high school. Then there are a greater proportion of pupils staying in high school with elementary failure to a higher age than would be expected. The contributing factors to elementary failure are low intelligence and physical defects.

It has been found the higher the number of high school failures the later the age of drop-out. The very significant related factors to a greater number of failures were: poor citizenship rating, discipline cases, and having out-of-school friends. The significant related factors to a greater number of failures were; absence in the ninth grade, getting along poorly with their family, and not having a sense of belonging in the high school situation. Here again is indication of the complexity of the problem and further study in

understanding certain factors. For instance, excessive absence in the ninth grade is related to a lower age of drop-out; it is also related to high school failure, which in turn is related to a higher grade of drop-out. This indicates patterns of factors causing a pupil to leave school at an early age, and other patterns of factors, some of which may be undesirable, staying in school to a later age.

The factor, total high school absences, was not related directly to the criterion, grade of drop-out, but was related to being a discipline case. It was found that those who were absent more were likely to have above average intelligence and not have physical defects. Here is indication of a pattern of factors related to poor adjustment to school, and not necessarily related to failure or retardation.

Citizenship was not related to the criteria of holding power, but is a contributing factor, as the higher the citizenship rating the lower the frequency of discipline cases, and the greater the proportion of pupils having a sense of belonging in the high school situation. Both of these factors were related to a higher grade of drop-out.

The parents of pupils who had physical defects had a poorer general attitude toward education and high

school than parents of pupils who had no defects. This in turn was related to a lower grade of drop-out.

The factor of discipline case is related to a lower grade of drop-out to establish it as a hastening power factor. It is related to high school subject failures, high school absences, poor citizenship rating, coming from poorly-adjusted homes, having out-of-school friends, getting along poorly with his family, teacher and pupils, and not having a sense of belonging in the high school situation, not having school spirit, and non-participation in out-of-school activities. It is understandable why discipline case is one factor of hastening power significance. Some of these relationships indicate the beginning of the problem long before the child enters high school. Others indicate that the problem may have its beginning other than at the school. Before we can hope to solve the drop-out problem, some of these questions will have to be answered.

The factor, with whom living, was not related directly to the grade of drop-out, but those living with both parents had a sense of belonging in the high school situation with greater frequency than those who did not. This factor was related to a higher grade of drop-out.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In light of the evidence presented in this study, the following conclusions may be drawn. Dropping out of school is a very complex problem. There are many factors that contribute to the cause of drop-out and several factors may operate together to contribute to the cause. Because of the complexity of the problem; that the same factors may influence different pupils in different ways and with the possibility that a factor may affect the same pupil in different ways at different times, it is questionable if a program attempting to solve the drop-out problems of a large group of potential drop-outs will have much effect unless it is approached from an individual basis of the drop-out. The problem of the drop-out must be attacked not only in the high school, but in the intermediate and elementary school as well. To increase the school's holding power, the school must work with the potential drop-out while he is still in school. The schools need accurate and distinguishing data such as a cumulative record of the pupil from the time he starts school until he leaves. Even if it were

possible to know all the factors as to why pupils drop out of school, some of the causal factors are beyond the direct control of the school.

I. In light of the evidence presented in this study, the following factors can be said to be related to dropping out of school:

9. Occupation of father.
17. Total elementary failures.
21. Total high school subjects failed.
22. Ninth grade absences.
26. Total high school absences.
27. Intelligence rating.
31. Citizenship rating.
32. Physical defects.
34. Out-of-school employment.
35. Discipline case.
36. Participation in extra-curricular activities.
37. With whom living.
58. Did the drop-out have a sense of belonging in the high school situation?
59. School spirit.
60. Outside-of-school activities.
66. Attitude of parents toward education and high school.
69. Did the pupil have a career plan at time of drop-out?

70. Does the drop-out wish to complete high school?

II. The following factors were related to the criterion, age of drop-out. Therefore, they are considered of primary importance to dropping out of school.

A. The following are holding power factors:

- 34. Out-of-school employment.
- 36. Participation in extra-curricular activities.
- 58. Having a sense of belonging in the high school situation.
- 59. Having school spirit.
- 60. Participation in out-of-school activities.
- 66. Good attitude of parents toward education and high school.
- 67. Good attitude of parents toward teachers.
- 69. The pupil having a career plan.
- 70. A desire to complete high school.

B. The following are hastening power factors:

- 17. Elementary school failures.
- 22. Absences in the ninth grade.
- 27. Low scholastic aptitude.
- 35. Being a discipline case.

III. The following factors were not related directly to the criterion, age of drop-out, but were found to have a relationship to another factor that was related to the

criterion and are therefore considered contributing factors and factors of secondary importance:

A. The following are holding power factors:

- 9. Skilled father in preference to unskilled.
- 31. Good citizenship rating.
- 37. Living with both natural parents.

B. The following are hastening power factors:

- 21. High school subject failure.
- 26. High school absences.
- 32. Physical defects.

Recommendations

1. Although the improvement of the holding power of a school or school system is essentially a local problem, standardized definitions of factors and terms usable and acceptable in all studies, regardless of what school system completed, should be developed by a group such as the United States Office of Education.

2. A longitudinal study should be made of those factors which contribute to dropping out of school and should begin from the time the pupil enters school until he reaches the compulsory age limit. Such a study would give indication of the time of appearance, and indication of their importance.

3. A technique of observation and keeping records

of factors to aid in the identification of the potential drop-out at an early age should be developed.

4. Provision should be made in each school for a counseling service to

- (a) offer assistance to the pupils frequently during their high school career,
- (b) assist pupils to become oriented to the school, its activities, resources and regulations,
- (c) identify educational, occupational and personal pupil needs and plan appropriate programs to care for those needs at the pupil's level,
- (d) identify pupil problems and plan remedial procedures.

5. Records of those pupils who are working while attending school should be maintained, and the effect upon school work and holding power studied.

6. The effect of various types of physical defects on school work should be studied.

7. Parents should be better informed of the work of the school and thereby gain their cooperation.

8. Greater effort should be expended by the schools to cope with solving the problems of retardation and discipline.

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A P P E N D I X
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DETROIT PUBLIC SCHOOLS

REPORT FOR DROP-OUT STUDY

Form II - INFORMATION FROM SCHOOL RECORDS

The following information can be
secured from Forms 936, 1002, 1005, 1036

Name _____
Last Name First Name Middle Male Female

Address _____
Number Street Zone Telephone Number Grade

Place of Birth _____ Date of Birth _____
Month Day Year

Name of Parents _____ Occupation of Father _ Mother _____

Country of Birth _____
Student Father Mother

Home Language _____

School Entered from _____ Date _____

Number of times student has changed residence since he
entered elementary school _____

Number of times student has changed schools since he
entered elementary school _____

Elementary Grade Failures (Please be specific) _____

Subject failures in high school (Please be specific) _____

Number of Absences _____
Ninth Tenth Eleventh Twelfth

Test Ratings (Highest) _____
Intelligence Mechanical Clerical

Reading Ratings _____

Remedial Measures Taken _____

Citizenship Ratings (most frequent) _____

Physical Defects (Please describe briefly) _____

List any non-school social agencies that have been in
contact with the family _____

Record of out-of-school employment _____

Do the school records give any evidence that the student
was a discipline case? _____

Has the student participated in any extra-curricular
activities? (Please be specific) _____

DETROIT PUBLIC SCHOOLS
REPORT FOR DROP-OUT STUDY

Form III - INFORMATION FROM PERSONAL INTERVIEWS

Name _____
Last Name First Name Middle

On the basis of interviews with students, family, teachers, counselors, and others secure as much information as possible on the student. (Please use check marks whenever possible.)

I. HOME AND FAMILY BACKGROUND

With whom living? (Please check)

Both parents _ Father only _ Mother only _

Step-father and Mother _ Father and Step-mother _

Relative (Please specify) _____

Guardian (Relationship) _____

Others (Please specify) _____

Number of other children living in the home:

Brothers: Older _ Younger _ Number Working _

Sisters: Older _ Younger _ Number Working _

Are there any other people in the home not in the immediate family? Please specify.

Does the home convey the impression of a reasonably happy and well adjusted family? (Please check)

Yes _ No _

(Please cite evidence of any conflict) _____

Is one of the parents with the child during the day?

Yes _ No _

Comment: _____

Does the student have a room of his own? (Please
check) Yes _ No _

Comment: _____

Does the student have a suitable place to study?

(Please check) Yes _ No _

Comment: _____

Does the student have friends who are out-of-school
youth? Yes _ No _

Comment: _____

Does the student spend a great deal of time with his
friends who have dropped out of school?

Yes _ No _ Comment: _____

II. SOCIAL - ECONOMIC STATUS OF FAMILY

Is the father regularly employed? Yes _ No _

Comment: _____

Is the mother regularly employed? Yes _ No _

Comment: _____

Are there other members of the family regularly
employed? Please specify _____

In the opinion of the parent is the family financially able to keep the child in school?

Yes ☐ No ☐ Comment: _____

In the opinion of the child is the family financially able to keep him in school?

Yes ☐ No ☐ Comment: _____

In the opinion of the interviewer is the family financially able to keep the child in school?

Yes ☐ No ☐ Comment: _____

Type of residence: (Please check one) Single ☐ Flat ☐

Duplex ☐ Terrace ☐ Rooming house ☐ Apartment ☐

Housing Project ☐ Owned ☐ Rented ☐ Furnishings:

Good ☐ Fair ☐ Poor ☐

Comment: _____

III. SOCIAL RELATIONSHIPS

In the opinion of the interviewer, does the student get along well with the family?

Yes ☐ No ☐ Comment: _____

In the opinion of the interviewer, does the student get along well with others who might be living in his home:

Yes ☐ No ☐ Comment: _____

In the opinion of the interviewer, does the student get along well with the teachers?

Yes _ No _ Comment: _____

In the opinion of the interviewer, does the student get along well with other students?

Yes _ No _ Comment: _____

(In any of foregoing cases please cite evidence of conflict, using names of others involved, only if you think the information will be helpful in the light of the purpose of this study.)

Does the student have a "sense of belonging" in his school situation?

Yes _ No _

Does he appear to like school in the sense of showing school spirit and of referring to "My School" or "Our School" rather than "It" or "They?" Please comment: _____

Does the student give evidence of participation in any social or hobby clubs or church sponsored organizations outside of his school program?

Comment: _____

IV. EDUCATIONAL STANDARDS AND ATTITUDES

What was the highest grade reached by the father? _____

What was the highest grade reached by the mother? _____

How many brothers and sisters finished high school? _____

How many brothers and sisters left high school? _____

At what school levels did drop-outs occur? _____

In the opinion of the interviewer, what seems to be the general attitude of the parents toward education?

Good _ Fair _ Poor _ Comment: _____

In the opinion of the interviewer, what seems to be the general attitude of the parents toward the high school?

Good _ Fair _ Poor _ Comment: _____

In the opinion of the interviewer, what seems to be the general attitude of the parents toward the teachers?

Good _ Fair _ Poor _ Comment: _____

V. EDUCATIONAL PROGNOSIS

Please indicate, and ask others to do so, your idea of the best educational objective for this student:

College _ High School _ Business School _

Trade School _ Leave Now _

Comment: _____

What is the student's career plan? _____

In the opinion of the interviewer, does the student wish to complete high school? Yes _ No _

Comment: _____

Date marked "Left": _____

Dates of home interviews: _____

Dates of school interviews: _____

Has student secured employment: Yes _ No _

Comment: _____

_____ High School

_____ Attendance Teacher

_____ Date

_____ Principal

Name _____
 Last Name First Name Middle

VI. REASONS FOR LEAVING SCHOOL

What is the reason given by the student for leaving school? (Please use exact words if possible, quoting all reasons if he gives several, unless they are obviously repetitive. If his statements are inconsistent, try by further questioning to learn real or most important factor and if necessary make your own best interpretation of what he means.)

What is the reason given by parent? (Please use approach suggested above.)

In the opinion of the faculty member who knows the student best, what was the real reason for leaving school? (If several persons such as the assistant principal, counselor, attendance teacher, or one or more class room teachers are well acquainted with the

student, their views may all be included, but if possible the one or major reason should be selected as the opinion of the school.)

High School

Attendance Teacher

Date

Principal