

1947

## A Study of Pupil Progress in the Schools of Brookville District

Laura Jeter Parker

*College of William & Mary - School of Education*

Follow this and additional works at: <https://scholarworks.wm.edu/etd>



Part of the [Educational Assessment, Evaluation, and Research Commons](#)

---

### Recommended Citation

Parker, Laura Jeter, "A Study of Pupil Progress in the Schools of Brookville District" (1947). *Dissertations, Theses, and Masters Projects*. Paper 1539272177.

<https://dx.doi.org/doi:10.25774/w4-ssyd-3285>

This Thesis is brought to you for free and open access by the Theses, Dissertations, & Master Projects at W&M ScholarWorks. It has been accepted for inclusion in Dissertations, Theses, and Masters Projects by an authorized administrator of W&M ScholarWorks. For more information, please contact [scholarworks@wm.edu](mailto:scholarworks@wm.edu).

A STUDY OF PUPIL PROGRESS  
//

IN THE SCHOOLS OF BROOKVILLE DISTRICT

by

LAURA JETER PARKER  

---

SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS  
OF THE  
COLLEGE OF WILLIAM AND MARY  
FOR THE DEGREE  
MASTER OF ARTS  
1947

#### ACKNOWLEDGEMENTS

To the members of my committee, Mr. George J. Oliver, Mr. Kenneth H. Cleeton, and Dr. Robert C. Caldwell, I wish to express my sincere thanks for their sympathetic understanding, helpful suggestions, and patient guidance throughout this study. I am especially grateful to Mr. Oliver for suggesting this problem, the study of which has been both interesting and valuable.

I wish to express my appreciation to Miss Lillian Cozart for typing the manuscript.

## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM OF THE STUDY . . . . .	1
Statement of the problem . . . . .	1
Importance of the study . . . . .	3
Scope of the study . . . . .	4
Plan of the study and sources of data . . . . .	5
II. BACKGROUND OF THE STUDY - BROOKVILLE DISTRICT . . . . .	9
The communities in Brookville District . . . . .	11
The schools in Brookville District . . . . .	12
III. REVIEW OF STUDIES OF FAILURES AND WITHDRAWALS . . . . .	14
Drop-outs and retentions in the first grade . . . . .	14
Drop-outs and retentions in Grades V, VI, and VII in Virginia . . . . .	16
Drop-outs in the elementary schools of Danville, Virginia, for the session 1938-1939 . . . . .	19
Factors related to withdrawal from and failure in junior high schools in Minneapolis . . . . .	21
Why high school pupils leave school in Kansas City, Missouri . . . . .	22
Study of pupils dropping out of a midwestern high school	23
Why farm children leave school . . . . .	23

## IV. PROGRESS THROUGH THE ELEMENTARY GRADES OF PUPILS

ENROLLED IN GRADE I IN SEPTEMBER 1935 . . . . . 26

Grade I - Brookville District, 1935-1936 . . . . . 26

Pupils making normal progress through the

elementary school . . . . . 29

Retentions in the elementary schools of Brookville

District . . . . . 31

Retarded pupils who completed the elementary school . 34

Drop-outs in the elementary schools . . . . . 35

Study of parents of drop-outs and of pupils

continuing in school . . . . . 38

## V. PROGRESS MADE THROUGH THE HIGH SCHOOL BY PUPILS

ENROLLED IN GRADE I IN SEPTEMBER 1935 . . . . . 45

Pupils making normal progress . . . . . 45

Drop-outs in the high school . . . . . 46

Subject failures in the eighth grade at

Brookville High School . . . . . 49

Subject failures in Grades IX, X, and XI . . . . . 53

## VI. SUMMARY OF FINDINGS . . . . . 54

## VII. RECOMMENDATIONS . . . . . 61

## BIBLIOGRAPHY . . . . . 68

## APPENDIX . . . . . 69

# LIST OF TABLES

TABLE	PAGE
I. Enrollment in Grade I in Brookville District, 1935-1936, Classified by Sex and School . . . . .	27
II. Age-Sex Distribution of Pupils Enrolled in Grade I, Brookville District, 1935-1936 . . . . .	27
III. Retardation of Pupils Enrolled in Grade I, Brookville District, 1935-1936, Classified by Schools . . . . .	28
IV. Percentage of Pupils Making Normal Progress through the Elementary School, Classified by Sex and School . . . .	29
V. Pupils Who Completed the Elementary and Secondary School within Eleven Years, Classified by Sex and School . . .	30
VI. Percentage of Retentions of 141 Pupils in Brookville District, Classified by Grade and Elementary School . . .	32
VII. Number of Retarded Pupils Who Completed the Elementary School, Classified as to School and Extent of Retardation . . . . .	35
VIII. Retardation of Drop-outs in the Elementary Schools, Classified by School and Number of Years Retarded . . .	36
IX. Age-Grade Distribution of Drop-Outs in the Elementary Schools . . . . .	37
X. Percentage Distribution of Parents of Drop-outs and Pupils in School, Classified as to Marital Status . . .	39

XI.	Percentage Distribution of Parents of Drop-outs and Pupils in School, Classified as to Employment . . . . .	40
XII.	Percentage Distribution of Parents of Drop-outs and Pupils in School, Classified as to Education and Sex . . .	41
XIII.	Percentage Distribution of Living Fathers of Drop-outs and Pupils in School, Classified According to Occupation .	43
XIV.	Reasons for Pupils Withdrawing from High School, Based upon Data Secured from Teachers' Registers and Cumulative Records . . . . .	48
XV.	Percentage of Subject Failures and Withdrawals in the Eighth Grade at Brookville High School, Classified by School and Number of Subjects Failed . . . . .	50
XVI.	Percentage Distribution of Subject Failures in the Eighth Grade at Brookville High School, Classified by School and Subject . . . . .	51
XVII.	Drop-outs from Brookville Elementary School, Classified by Age, Sex, and Grade . . . . .	69
XVIII.	Drop-outs from Forest Hill Elementary School, Classified by Age, Sex, and Grade . . . . .	69
XIX.	Drop-outs from Mountain View Elementary School, Classified by Age, Sex, and Grade . . . . .	70
XX.	Drop-outs from Tyreeanna Elementary School, Classified by Age, Sex, and Grade . . . . .	70



## CHAPTER I

### THE PROBLEM OF THE STUDY

Statement of the problem. Brookville, the largest and most densely populated district in Campbell County, Virginia, lies southeast of the City of Lynchburg. The four communities, Mountain View, Forest Hill, Tyreeanna, and Brookville, developed along highways leading into the city. Although there were a number of small farms in this area, Brookville District could hardly be considered rural, for most of the adults were employed in factories in the city. The communities range from suburban to rural in type.

There were four elementary schools in Brookville District, all of which fed into one consolidated high school. Throughout the years these schools faced many problems. Pupils were constantly transferring from school to school within the district, within the county, and more particularly from the county to the city. Many pupils withdrew before completing the elementary school course. There was a high percentage of failures in the schools in this district. The number of drop-outs and failures in the eighth grade at Brookville High School was higher than in any other high school in the county.

Out of these conditions arose the problem of this study, how should the schools of Brookville District be reorganized so that they would more nearly meet the needs of the pupils and the community. As a reliable basis for recommendations, a study of

pupil progress was made to determine the real obstacles which the pupils in Brookville District encountered in the elementary and secondary schools.

The first phase of this study, a survey of the progress made by the pupils who were enrolled in Grade I in Brookville District in 1935, was conducted for the purpose of determining the percentage of pupils making normal progress through the elementary school and also the extent and causes of retentions and withdrawals. A study was made of the education, occupation, and marital status of the parents to discover the relationship, if any, between these factors and the progress of the child in school.

The four elementary schools in the district varied in size and organization, but not in offerings. A comparison, based on the progress made by the pupils, was made to determine the strength or weaknesses of the respective schools and to discover, if possible, any advantage which might be attributed to size or organization. Further study, based upon progress in high school made by pupils from the four elementary schools served as a means of comparing the preparation of each group for work on the secondary level. Investigations of the schools, the patrons, and the pupils were needed as a background for recommendations for the reorganization of the elementary schools in Brookville District.

The second phase of the problem centered around Brookville High School, the consolidated high school into which the four elementary schools of the district fed. A record of pupil progress

in the secondary school served as a basis for an investigation into the holding power of the high school, the extent of failure, both as to subject field and grade level. An effort was made to discover the cause of pupils' withdrawing from school in the eighth grade. Further study was made of the communities to be served, the attitude of the patrons toward education, the courses which pupils preferred in high school, the types of occupations in which parents were engaged, and indication of the type of work which pupils might pursue after graduation or withdrawal from school.

On the basis of the findings of these studies of the various phases of pupil progress in the elementary and secondary school and the results of investigations into environmental factors affecting the pupil's progress, the recommendations for the reorganization of the school system in Brookville District were presented.

The importance of the study. This study <sup>proved</sup> of value before the entire report of the findings was written in its final form. In 1946, Brookville High School underwent a change in teaching personnel, curriculum, and administrative organization. This study of the progress of one group of pupils in Brookville District served as a means of acquainting the new principal with many problems existing in the schools of the district. Courses were revised; new courses were added; especial study and guidance were given potential drop-outs; each month a study was made of the progress of all eighth grade pupils following the procedure outlined in this investigation.

The findings of this study should prove of value in reorganizing the elementary schools of Brookville District. Studies of problems, such as failure in the primary grades or wholesale promotion of seventh grade pupils, should provide statistical evidence sufficient to prove the need for a revision of the elementary school program. For the first time facts were available to substantiate impressions which had long been held about conditions in the schools of Brookville District. This study led to investigations of conditions in other schools in Campbell County and in the county as a whole.

There was a question of introducing an additional year at the beginning of the secondary school period at Brookville High School. The course offered in this proposed eighth grade would be so designed as to afford the pupil an opportunity to explore his interests and talents through short introductory courses and also refresh his skill in fundamental subjects before entering the regular high school course. It was hoped this study would present facts to substantiate the hypothesis that the addition of such a course would be of great value at Brookville.

The scope of the study. The scope of this study was limited to the progress through school made by those pupils who were enrolled in Grade I in 1935. The area was limited to Brookville District of Campbell County, Virginia. The writer realized the need for a study of conditions in the schools of Brookville District when she was a teacher at Brookville High School and later supervisor of

the high school. She chose a group of pupils whom she had taught in the eighth grade as subjects for the study.

The plan of the study and sources of data. Prior to 1942 in Campbell County the only official record of enrollment and pupil progress by grade and subject was kept by each teacher in her Virginia Teacher's Register. This was a record book, prepared and issued by the Virginia State Department of Education, in which basic information was recorded in a uniform manner by all teachers in the State of Virginia. These registers were sought as the first source of data for this study.

The investigator first examined the records of pupils who made normal progress through school, then traced the repeaters and drop-outs. In many instances the teacher stated that a pupil had "transferred to Concord", for example. These clues were invaluable in tracing a pupil in and out of the district or county. Too often no comment was made as to the child's whereabouts. The one word, "dropped", was all that was given in the register.

Of the 162 pupils enrolled in Grade I in Brookville District in September 1935, the investigator was able to secure a complete record for 141. This information was secured in part from 175 registers kept by ninety different teachers in nine schools in Campbell County. No record was kept of the total number of registers consulted.

A second source of data was the permanent record card

kept for each child enrolled in the school. This cumulative record system was adopted in Campbell County in 1942; therefore, complete records were available only for the pupils in this study who were still in school at that time. Nevertheless, valuable family data were secured from the permanent record cards of brothers and sisters of the pupils who had withdrawn from school prior to 1942. This report, uniform throughout the county, supplied information as to the parent's education, nationality, place of birth and size of the family. A study of the progress of pupils who had transferred into the Lynchburg schools was based on information on the individual record cards on file at Robert E. Lee Junior High School and E. C. Glass High School. At the time of this study, the permanent record card system was not used in the elementary schools of the county.

A third source of information was the school census. The investigator consulted the census reports for Campbell County and for the City of Lynchburg for the years 1935, 1940, and 1945. This census record served as a check on pupil birth dates, parents' full names, occupations, and supplied information as to the last grade attained by the children in a family.

Several pupils were located through the records of the Campbell County Selective Service Board; however, much of the information requested was not made available to the public.

Principals, teachers, parents, classmates, relatives, and close associates of the pupils in this study were interviewed.

They were of most help in giving information concerning pupils who dropped out of school. Teachers usually remembered the "trouble makers".

The vast amount of information secured through the means listed was entered on individual data sheets for each of the 162 pupils included in this study. An individual record, when completed, usually contained the following information:

Pupil's full name

Address (Every change of address was recorded)

Place and date of birth

Age at which entered school

Name of parent or guardian (Every change was recorded)

Address

Name of father

Occupations (All occupations engaged in during eleven-year period)

Nationality

Place of birth

Last grade attended

Name of mother

Occupations

Nationality

Place of birth

Last grade attended

Number of brothers , sisters

## Scholastic record

Year	Grade in which enrolled	Promoted,  retained, withdrawn
------	-------------------------	--------------------------------------

(If retained, all subjects failed were listed  
and grade given.  
If withdrawn, reason was recorded if available.)

Remarks (All miscellaneous comments made by the teacher  
were recored as a part of the record for that  
grade.)

An effort to reach every pupil by mail proved unsuccessful because the mail routes in Brookville District were changed in 1945 and the addresses in school records were no longer in effect. In addition to this difficulty, twenty of the boys were in the armed forces and their addresses were often changed.



## CHAPTER II

### BACKGROUND OF THE STUDY

#### BROOKVILLE DISTRICT

Brookville, the largest district in Campbell County, Virginia, adjoins the City of Lynchburg on the north and Bedford County on the west. The communities in this area developed along main thoroughfares leading into the city and the inhabitants enjoy city transportation facilities. Forest Hill, Mountain View and Tyreeanna, located on Route 460, a main highway from Roanoke to Norfolk, were served by the Greyhound Bus Lines. Inhabitants of the Brookville community had access to the Virginia Trailway Bus Line on Route 29 and the city bus on the Timberlake Road. Although main lines of the Norfolk and Western and Southern Railways ran through the district, there were no stations in this area; consequently, all mail came through the post office in Lynchburg and was delivered by rural carriers.

Health facilities in Brookville District were inadequate. There was no doctor in the district, no school nurse, no county public health unit. Although the Campbell County Board of Supervisors made appropriations for four successive years for a health unit, personnel were not available during the war. The doctors in the city served this section principally through office visits. When it became necessary for a physician to come into a

home, it was difficult to find one who was willing to make the visit. The cost for such service was excessive.

In the spring of 1941 the schools of Campbell County began to hold annual preschool clinics in order that children who were to enter school in the fall might be vaccinated and given the diphtheria toxoid treatment. This clinic was conducted by the first grade teacher with the assistance of a local physician. Although this was the only clinic sponsored by the school, pupils of Brookville District were granted the privilege of attending clinics held under the auspices of the Junior League of Lynchburg.

In 1946 every child in Campbell County, fifteen years of age or older, and all contact or suspicious cases were given free chest x-rays at clinics held through the county and sponsored by the newly organized Lynchburg-Campbell County Tuberculosis Association.

There was no specific provision for wholesome recreation for children in any community in Brookville District at the time of this study. This need was most apparent at Mountain View for the children in this suburban area had few chores at home and spent much of their time playing along the highway or loafing at filling stations. In many instances both parents worked and there was no one at home during the day. In each community the young people gathered around the "jute box" in the filling station and danced. The only other form of entertainment was that provided in the city where theatres and bowling alleys were popular.

The communities of Brookville District. For the purpose of this investigation, communities are grouped as to type and referred to by the names of the elementary schools which serve them. In reality, they are identified by the name of the roads on which they are located. The conditions described are those which existed in 1946.

Mountain View, a suburban community inhabited by workers in the nearby overall factory, cotton mill, or shoe factory, adjoins Fairview Heights, a section of Lynchburg. Few of the families in either community own the cottages in which they live; consequently, there is constant moving within the community and in and out of the city. These communities are so close together, so much alike, and the inhabitants so closely associated that the entire section is usually referred to under the name, Fairview Heights. The conveniences of the city are extended to Mountain View. City buses give twenty-four minute service; telephones are on straight lines, not rural many-party lines; laundries, dairies, ice plants render city service. The principal distinction made between the two communities occurs in the schools which the children attend. Pupils in Campbell County, outside the city limits, attend Mountain View School; those within the city attend Fairview School.

Forest Hill, Brookville, and Tyreeanna are semi-rural communities. The inhabitants, stable, thrifty home-owners, cultivate their small farms and gardens to such an extent that enough

produce is raised in this area to keep the community cannery in operation throughout the summer. However, there are few full-time farmers in this section; most of the men are foremen, machinists, or cutters, the most skilled employees of the factory, or engineers or conductors on the railroad. The citizens in these communities are good home makers, active church workers, and interested and cooperative patrons of the school.

The schools in Brookville District. In 1946, the four elementary schools, located in the principal communities of Brookville District, fed into one consolidated high school. Each school was organized according to a different plan but the offerings were the same.

Tyreeanna was the only white two-room school in Campbell County at the time the pupils in this study were enrolled there. One teacher taught the first four grades and the principal taught the upper grades. Since 1942, students in the upper grades have attended Mountain View School.

At Forest Hill School four teachers offered work in all seven grades. The principal taught the seventh grade and three teachers had combination grades.

Mountain View School, the largest independent elementary school in Campbell County, had a teaching staff of six teachers and the principal. There were no combination grades.

Brookville Elementary and High Schools were housed in one

three-story building. In 1926 the elementary school was opened with an enrollment of 125 pupils and a staff of five teachers. In 1927 two years of high school work were offered to four students who had completed one year of high school. Several of these pupils had been out of school four years. The first graduating class of Brookville High School had four members.

In twenty years Brookville Elementary School grew from an enrollment of 125 to 350. Six teachers were added to the staff. The high school grew in like manner. Two teachers offered all of the high school work in 1927; twelve were employed twenty years later. Four students received diplomas in 1930; thirty-one in 1946.

In Brookville District may be found examples of every type of elementary school organization to be found in Campbell County, namely, a one room school; a four teacher school, offering combination grades; an independent elementary school; a combination of elementary and high school in one building. All of these feed into the largest consolidated high school in the county. This study was conducted for the purpose of determining how these schools should be reorganized so that rich and stimulating experiences which are vitally connected with the life of the community may be offered and, likewise, the pupils helped to find and pursue programs which are appropriate to their needs and in which they can succeed as individuals.

### CHAPTER III

#### REVIEW OF STUDIES OF FAILURES AND WITHDRAWALS

A review of studies of failures and withdrawals served as a basis for determining the extent to which problems found in Brookville District, of Campbell County, Virginia, were typical of problems existing in other rural or suburban school systems in various sections of Virginia and other states.

The Virginia Department of Education had compiled data concerning drop-outs and retentions in the elementary school, but no data were available in 1946 concerning withdrawals or drop-outs in the secondary schools. The studies reviewed in this chapter are those most closely related to the problems arising in Brookville District. Many studies were reported in educational periodicals or in the form of unpublished mimeographed material. All surveys had been made during the years 1935-1946, the period covered by this study of Brookville District.

Drop-outs and retentions in the first grade. In 1937 sixty-one supervisors made a survey of conditions in the first grade in the State of Virginia.<sup>1</sup> This study involved 24,207 first grade

---

<sup>1</sup> "Suggestions for Promoting Learning in the First Grade - Supervisors Conference, August, 1937," (unpublished mimeographed material, Virginia State Department of Education, Richmond, Virginia, 1937) p. 1.

pupils from one-teacher, two-teacher, and consolidated schools. Of this number, 18 per cent dropped out of school during the first year and 18 per cent were retained in the first grade. The supervisors presented data<sup>2</sup> on the causes of these withdrawals and retentions showing that 7 per cent of the pupils enrolled were retained because of immaturity, 4 per cent were unable to read, and 3 per cent were mentally deficient. Other reasons for retention were lack of social experience, sickness, and lack of parental cooperation and understanding of the school's program.

Change of school was found to be the principal reason for withdrawals in the first grade, according to the findings of the study of 24,207 pupils. Sickness accounted for 2 per cent of the drop-outs. Other causes of withdrawal were lack of parental cooperation and understanding of the school's program and, for one per cent, lack of clothing.

The committee of supervisors, in view of the results of the First Grade Study, attributed the high percentage of failures to a lack of consistency in promotion practices and offered the following suggestions for promoting learning in the first grade:

The growth of the whole child should be our concern. We recommend experimental practices which allow the child to progress through a primary period of three years rather than through grades one, two and three before we consider the term "promotion". We also recommend that present non-promotion studies be made available to teachers and administrators and

---

<sup>2</sup>Loc. cit.

that, with the help of teachers, data on this problem be collected. This primary period of growth will be one in which individuals of varying abilities will be guided. When a child moves from one group to another, all available records should accompany him.<sup>3</sup>

In 1943 the State Department of Education prepared data showing trends in retentions and drop-outs or transfers throughout the elementary schools in Virginia as indicated by reports of division superintendents.<sup>4</sup> The following summary of their findings reveals that although the percentage of drop-outs, transfers, and retentions had decreased between 1932 and 1942, the greatest loss continued to occur in the first grade in the counties in Virginia:<sup>5</sup>

	<u>Loss (Drop-outs, Transfers, and Retentions) -- Counties</u>			<u>Difference Over 10-Year Period (1932-33 -- 1942-43)</u>
	<u>1932-33</u>	<u>1941-42</u>	<u>1942-43</u>	
Grade One	37.4	28.7	27.6	-9.8
Grade Two	23.7	19.1	19.1	-4.6
Grade Three	23.6	17.8	19.4	-4.2
Grade Four	25.1	19.4	20.4	-4.7
Grade Five	26.1	18.5	21.7	-4.4
Grade Six	25.0	19.5	21.3	-3.7
Grade Seven	26.9	16.9	20.7	-6.2

Drop-outs and retentions in Grades V, VI, and VII in Virginia.

As a part of the program conducted in 1940 for the improvement of

---

<sup>3</sup>Loc. cit.

<sup>4</sup>"Trends in Retention and Drop-outs or Transfers in State as Indicated by Reports of Division Superintendents" (unpublished mimeographed material, Virginia State Department of Education, Richmond, Virginia, 1943) p. 1.

<sup>5</sup>Ibid., p. 2.



of instruction in Virginia elementary schools, a study was made of drop-outs from the fifth, sixth, and seventh grades in more than fifty rural school divisions.<sup>6</sup> The data secured covered three school years, 1937-1940. The findings for 1939-1940 present conditions existing in the state at the time the pupils in this study of Brookville District were entering the fifth grade. For this reason only data for this year are quoted.

From fifty-four rural school divisions studied, it was found that 8.3 per cent of the pupils enrolled in the fifth, sixth, and seventh grades dropped from school. Of these drop-outs 91 per cent had repeated one or more grades in their school life. The reasons given for dropping are quoted from a report of the results of the study.<sup>7</sup>

<u>Reasons for Dropping</u> (Not exclusive categories)			
	<u>1939-1940</u>		<u>1939-1940</u>
Mobility	37%	Maladjusted	6%
Beyond compulsory school age	21%	Failure of teacher to meet individual needs	6%
Indifference of pupil	18%	Repeating grade	5%
Indifference of parent	12%	Distance from school	3%
Home duties	11%	Death of parent	2%
Farm work	10%	Married	1.3%
Sickness	8%	Self-conscious because of physical handicap	1%
Economic difficulties	6%	Lack of school equipment	1%
Paid employment	6%		

<sup>6</sup>"A Study of the 'Drop-outs' from the Fifth, Sixth, and Seventh Grades," (unpublished mimeographed material from the Virginia State Department of Education, Richmond, Virginia, 1940) p. 1.

<sup>7</sup>Loc. cit.

A study was made of the occupations of 4,104 parents of these pupils who dropped out of school in Grades V, VI, and VII in fifty-four rural school divisions in Virginia in 1939-1940. The results of this investigation showed the three significant groups of occupations were:<sup>8</sup>

Farmer	46%	Laborer	35%
Owner	18%	Unskilled	24%
Tenant	<u>28%</u>	Skilled	<u>11%</u>
Professional		1%	

The high percentage of drop-outs from the homes of farmers and laborers and the small percentage from homes of professional people was to be expected in a rural area, but the difference between the owner and the tenant farmer, the skilled and the unskilled laborer was significant in a study of school problems in rural areas.

The program for the improvement of instruction in Virginia elementary schools included a study of retentions in the fifth, sixth, and seventh grades for 51,232 pupils enrolled in 1939-1940 in fifty-one school divisions. It was found that 6.4 per cent of the pupils were retained, the greatest per cent of retentions occurring in the fifth grade. The reasons for retention were given as follows:<sup>9</sup>

---

<sup>8</sup> Loc. cit.

<sup>9</sup> "Retention of Pupils in the Fifth, Sixth, and Seventh Grades," (unpublished mimeographed material from the Virginia State Department of Education, Richmond, Virginia, 1940) p. 1.

Failed on:		Lack of parental coopera-	
Arithmetic	52%	tion and understanding	12%
History	33%	Immaturity	10.7%
Language	32%	Home duties	9%
Geography	30.9%	Change of schools	7%
Reading	24%	Sickness	7%
Hygiene	11%	Lack of attention to	
Not prepared for		individual needs	6%
H.S.(7th Gr.only)	56%	Lack of books	4%
Poor attendance	21%	Distance from school	2%
Mental deficiency	16%		

It was also found that "Teachers of longest experience retained the largest percentage of pupils in the three years in which the study was made."<sup>10</sup>

The effects of retention of 3,286 fifth, sixth, and seventh grade pupils in fifty-one school divisions were studied and the following report was issued by the Virginia State Department of Education:

Effects of Retention<sup>11</sup>

Marked improvement in knowledge of subject matter	18%
Tried harder	16%
Improved skills	12%
No perceptible improvement	10.2%
Made high school seem more desirable	7.4%
Discouraged	5%
Did not return to school	4%
Felt inferior	3%
Developed undesirable traits	2%

No statement is given as to how these facts were secured.

Drop-outs in the elementary schools of Danville, Virginia,  
for the session 1938-1939. A study that bears relation to the problem

---

<sup>10</sup>Loc. cit.

<sup>11</sup>Ibid., p. 2.

of drop-outs was made by W. Harold Ford<sup>12</sup> in an attempt to determine the causes and conditions which resulted in pupils withdrawing from the elementary schools in Danville, Virginia. Upon his investigation of forty-three drop-outs, he reached the conclusion that, "The four chief or primary reasons why the drop-outs left the schools were: unfavorable economic conditions, physical disability, loss of interest, and failure due to school work being too difficult. These four reasons were the primary causes for eighty-three per cent of the withdrawals."<sup>13</sup> Ford also reported, as a result of a study of home conditions, that

Socio-economic conditions in the lives of the drop-outs appeared to be closely related to their failure to complete their school work. Eighty-six per cent of the parents of the drop-outs were living. Three-fourths of the fathers of the drop-outs were employed as semi-skilled textile workers in the low-wage groups. No drop-out's father belonged to a professional group. One third of the mothers of the drop-outs were employed as semi-skilled textile workers in the low-wage class. Both parents of thirty per cent of the drop-outs were employed in public work. Seventy-five per cent of the drop-outs lived in small low rent homes in neighborhoods made up largely of this type of home. More than two-thirds of the parents of drop-outs had less than eighth grade education. The number of homes of the drop-outs broken by separation and divorce was small.<sup>14</sup>

---

<sup>12</sup>W. Harold Ford, "A Study of Drop-outs in the Elementary Schools of Danville, Virginia, for the Session, 1938-1939," (unpublished Master's thesis, The University of Virginia, Charlottesville, Virginia, 1941) p. 128.

<sup>13</sup>Loc. cit.

<sup>14</sup>Ibid., p. 127.

Factors related to withdrawal from and failure in junior high schools in Minneapolis. Harl R. Douglass and Kate Wind<sup>15</sup> took special note of the difference in age-grade status, mental ability, school marks, and socio-economic status of the pupils who were eliminated from Grades VII, VIII, and IX in Minneapolis. The withdrawals were compared with a group of pupils who remained in junior high school and completed the ninth grade. There were 415 drop-outs and 1,213 pupils in the group remaining in school. "It seems clear from the data of this study," the authors stated, "that the two factors most closely associated with elimination and retention in the Minneapolis junior high schools are retardation and socio-economic status."<sup>16</sup> Further study of the socio-economic status of the drop-out revealed the following conditions:

The withdrawing pupils came most heavily from the homes of laborers. Only two of the 178 children of professional and higher executives and only twenty-four of the 303 children of commercial-service workers and business proprietors failed to remain through junior high school as compared with 258 of the 660 children of laborers included in the investigation.<sup>17</sup>

Harl R. Douglass collaborated with Ina Campbell<sup>18</sup> in an investigation of thirty-seven pupils in a Minneapolis junior high school who were failing in two or more academic subjects.

---

<sup>15</sup>Harl R. Douglass and Kate Wind, "Factors Related to Withdrawal from Junior High Schools in Minneapolis," Elementary School Journal, 37:379, January, 1937.

<sup>16</sup>Loc. cit.

<sup>17</sup>Ibid., p. 378

<sup>18</sup>Harl R. Douglass and Ina Campbell, "Factors Related to Failure in a Minneapolis Junior High School," Elementary School Journal 37: 187 November, 1936.

Twenty-three failing pupils were boys; only fourteen were girls -- a significant sex difference. The failures occurred largely in the beginning semester of Grade VII and in Grade IX. Socio-economic status was found to be more important in differentiating between failing pupils and normal pupils than intelligence test scores. The authors reported that, "The failing pupils came, in large proportions, from homes of the middle or lower class; all but four of the thirty-seven came from homes ranking in the lower third among all homes of Minneapolis junior high school pupils and not one from a home in the upper third."<sup>19</sup>

A study of the occupations of the fathers revealed that

Among the thirty-seven fathers there was not one professional man nor one owner or chief executive in any petty business concerns. The large majority of the fathers would be classified as workers in the various skilled and semi-skilled trades.<sup>20</sup>

Why high school pupils leave school in Kansas City, Missouri. George Melcher,<sup>21</sup> superintendent emeritus of schools in Kansas City, Missouri, found that for the school year 1943-1944, one out of every three pupils entering the Kansas City high schools dropped out before graduation. "What are the main causes of this dislike of school?" was the question he asked the drop-outs. "The answers to this question indicate that there are only two main

---

<sup>19</sup>Ibid., p. 189.

<sup>20</sup>Loc. cit.

<sup>21</sup>"Why High School Pupils Leave Schools," School Review 54:255, May, 1946.

causes, the teacher and the studies."<sup>22</sup> Melcher made the following observations and recommendations:

The seventy-three who left because of teachers, failing grades, dislike of school, and various miscellaneous reasons are the responsibility of the school. Smaller classes, more counseling, better teaching techniques, and more interested and sympathetic teachers would probably have saved from failure and withdrawal from school the major part of these seventy-three pupils.<sup>23</sup>

Study of pupils dropping out of a midwestern high school.

In 1942-43 an attempt was made to determine the causes for pupils dropping out of a midwestern high school in a community of 7,000 located about sixty miles southeast of Chicago.<sup>24</sup> The results of this study would indicate that the only significant differences between pupils dropping out of school and the entire student body are economic status and attitude toward school. "It follows, then," the reporter added, "that the number of pupils dropping out would be smaller if it were possible to rearrange the school program in such a way as to give pupils an opportunity to earn money and allow these pupils who are not scholars to obtain rewards in activities and courses where scholastic ability is not of paramount importance."<sup>25</sup>

Why farm children leave school. No information was

---

<sup>22</sup>Ibid., p. 256.

<sup>23</sup>Loc. cit.

<sup>24</sup>C. B. Smith, "A Study of Pupils Dropping Out of a Midwestern High School," School Review 52:151 March, 1944.

<sup>25</sup>Ibid., p. 156.

available concerning reasons for farm children in Virginia withdrawing from school. Surveys revealed that a large majority of the drop-outs in the state were children of farmers, but no study of the causes of such conditions could be located.

An interesting study, undertaken in the University of Minnesota,<sup>26</sup> was confined to the two counties in that state, Sibley and Morrison, which had in comparison with other counties of the state the lowest percentages of all sixteen- and seventeen-year-olds in school in 1940. A survey of the graduates from Grade VIII during the years 1941-44, inclusive, who did not enter some type of secondary school was made to determine why farm boys and girls do not attend high school. This investigation disclosed that the children who did not enter high school were usually members of large families and were conforming to the educational pattern of their older brothers and sister. According to the final report, it was stated that, "Factors such as lack of interest on the part of pupils, failure to adjust, lack of parental encouragement, and the farm help problem are more often causes for dropping out of high school than the factor of scholastic inability."<sup>27</sup>

The situations described in these brief summaries of the work of investigators were quite similar to those found in Brookville

---

<sup>26</sup>G. F. Elkstrom, "Why Farm Children Leave School," School Review 54: 231, April, 1946.

<sup>27</sup>Ibid., p. 237.



District. The recommendations included in these reports suggested possible solutions to various phases of the problem of this study, the improvement of the schools of Brookville District of Campbell County, Virginia.

## CHAPTER IV

### PROGRESS THROUGH THE ELEMENTARY GRADES OF PUPILS ENROLLED IN GRADE I IN SEPTEMBER 1935

The problem of this study is the reorganization and improvement of the schools in Brookville District of Campbell County, Virginia. It is the purpose of this chapter, therefore, to present the findings with reference to conditions in the elementary schools, as secured through a study of pupil progress. The first part will include data dealing with the group of pupils, enrolled in Grade I in Brookville District in September 1935, who progressed normally through the first seven grades of school. The second part is concerned with the group who did not make normal progress and will deal with the causes and extent of retentions and withdrawals in the elementary schools in this district.

Grade I - Brookville District, 1935-1936. In September 1935, 162 pupils were enrolled in Grade I in the four schools of Brookville District of Campbell County, Virginia. The enrollment by schools is given in Table I. The class of seventy-one at Brookville was divided into two sections. At Mountain View there was only one section, although fifty-four pupils were enrolled during the year. The first and second grades were under one teacher at Forest Hill, and the first four grades were combined under one teacher at Tyreeanna.

TABLE I

Enrollment in Grade I in Brookville District, 1935-1936

Classified by Sex and School			
School	Number of Pupils Enrolled		
	Boys	Girls	Total
Brookville .....	43	28	71
Forest Hill .....	11	12	23
Mountain View .....	29	25	54
Tyreeanna .....	<u>9</u>	<u>5</u>	<u>14</u>
Total	92	70	162

These first grade pupils differed in age from one to seven years. The boys ranged in age from six to thirteen, the girls from six to ten, as shown in Table II.

TABLE II

Age-Sex Distribution of Pupils Enrolled in Grade I

Brookville District, 1935-1936			
Age in Years	Number of Pupils		
	Boys	Girls	Total
Six .....	24	24	48
Seven .....	35	28	63
Eight .....	23	14	37
Nine .....	4	3	7
Ten .....	1	1	2
Eleven .....	2		2
Twelve .....	2		2
Thirteen .....	1		1

Retardation was the principal cause of this difference in age; however, some of these pupils did not enroll until they were eight or nine years of age. In one instance, a boy was kept out of school until his younger sister was old enough to attend so that they might enter together.

Twenty-eight of the 162 pupils had been in the first grade for at least one year prior to 1935. With two exceptions, the repeaters were enrolled at Mountain View and Forest Hill Schools; 72 per cent of these repeaters were boys. Table III shows that these twenty-eight pupils were retarded from one to four years; however, twenty-three had repeated the first grade only once.

TABLE III

## Retardation of Pupils Enrolled in Grade I,

Brookville District, 1935-1936, Classified by Schools

School	Number of Years Retarded			
	One	Two	Three	Four
Brookville .....	1			
Forest Hill .....	4			
Mountain View .....	18	2	2	
Tyreeanna .....				1
Total	23	2	2	1

Complete data on their progress through school was not available for all of the 162 pupils included in the foregoing tables; throughout the remainder of this study, therefore, the discussion will

be based on the records of the 141 pupils for whom data were complete.

Pupils making normal progress through the elementary school.

The first phase of the study of progress through the elementary school was concerned with the pupils who made normal progress. Of the 141 pupils enrolled in Grade I in September, 1935, 29 per cent completed their elementary school course in June, 1942. Table IV shows that 40 per cent of the girls made normal progress but only 20 per cent of the boys were qualified to enter high school at the end of seven years.

TABLE IV

Percentage of Pupils Making Normal Progress through the  
Elementary School, Classified by Sex and School

School	Percentage Making Normal Progress		
	Boys	Girls	All Pupils
Brookville .....	18%	54%	32%
Forest Hill .....	20	45	33
Mountain View .....	17	28	22
Tyreeanna .....	33	20	28
All schools in the district .....	20	40	29

At Brookville, Forest Hill, and Mountain View more girls than boys pursued an uninterrupted course, but at Tyreeanna the order was reversed. There one-third of the boys completed the work

in seven years and only one-fifth of the girls. Forest Hill had the highest percentage of pupils completing the elementary school in seven years, although these pupils were in combination grades. The percentage of pupils making normal progress was lowest at Mountain View, as shown in Table IV.

Further study was made of the group of forty-one pupils who made normal progress through the first seven grades to determine the extent to which they continued to make this progress. Table V shows that only twenty-six, or 63 per cent, continued without interruption until graduation from high school.

TABLE V

## Pupils Who Completed the Elementary and Secondary School

## Within Eleven Years, Classified by Sex and School

School	Number of Pupils Completing					
	Elementary School in 1942			High School in 1946		
	Boys	Girls	Total	Boys	Girls	Total
Brookville .....	7	13	20	3	10	13
Forest Hill ....	2	5	7	0	4	4
Mountain View ..	4	6	10	0	5	5
Tyreeanna .....	<u>3</u>	<u>1</u>	<u>4</u>	<u>3</u>	<u>1</u>	<u>4</u>
Total	16	25	41	6	20	26
Per cent	20%	40%	29%	37%	80%	63%

Again the girls tended to make normal progress and 80 per cent of those entering high school in 1942 graduated in 1946. The four pupils from Tyreeanna were the only ones who completed the

elementary school in seven years and continued, as a class, to progress normally through the secondary school. No boys from Mountain View of Forest Hill graduated in 1946. Only 50 per cent of the pupils who completed the elementary school at Mountain View in the minimum length of time continued such a record in high school.

Retentions in the elementary schools of Brookville District.

A study of the percentage of retentions of 141 pupils in Brookville District revealed that more pupils fail in the primary grades, the first, second and third, than in the upper elementary grades. As has been stated, twenty-eight of the pupils enrolled in 1935 were repeaters. Forty-two failed in 1935-1936. Thus 22 per cent of all who entered the first grade were retained. This percentage is four points higher than the per cent of retentions in the first grade in the State of Virginia in 1937, as quoted on page 15 from a study made by sixty-one supervisors.

Teachers listed the reasons for retaining pupils in the first grade in Brookville District in 1935-1936, as follows:

Inability to read	62%	Change of school	9%
Mental deficiency	15%	Poor attendance	13%.
Other reasons		1%	

In addition to these reasons, it would appear that in each school the first grade teacher was responsible for a group too large to permit the attention to individual pupils which is commonly accepted as a significant factor in normal pupil progress. A review

of enrollments reveals that fifty-four pupils were enrolled in the first grade at Mountain View and placed in one room with only one teacher. A group of seventy-five first grade pupils at Brookville was divided into two sections of approximately thirty-six pupils each. The Forest Hill students were grouped with the second grade pupils and at Tyreeanna one teacher taught the first four grades.

Throughout the first three grades, pupils were promoted "on long standing", according to statements in teachers' reports. After a pupil had been in a grade two years, he was automatically promoted. Table VI shows a tendency at Brookville School to fail fewer pupils in the first grade and make a more careful survey on the third grade level. The other schools in the district seem to retain the greatest number in the first or second grades.

TABLE VI

Percentage of Retentions of 141 Pupils in Brookville District

Classified by Grade and Elementary School					
Percentage by Schools					
Grade	Brookville	Forest Hill	Mt.View	Tyreeanna	All Schools
One	13%	32%	25%	30%	22%
Two	24	10	25	36	24
Three	42	19	19	0	30
Four	29	11	23	12	23
Five	10	14	11	28	12
Six	20	23	8	0	16
Seven	10	0	0		5



Retentions in the fourth grade comprised 23 per cent of the pupils enrolled, with the highest rate at Brookville. For the district as a whole, failure in the fifth and sixth grade was less than for the fourth. Fewer pupils failed the seventh than any other grade. An investigation of this situation revealed that at Mountain View, the principal, who was also the seventh grade teacher, followed a policy of promoting all seventh grade pupils. This group included not only those pupils who had attended Mountain View throughout the elementary school, but also pupils from Tyreeanna who attended Mountain View for the last year of their elementary school course. This policy accounts, in part, for the marked decrease in the number of retentions in the seventh grade as compared with all other grades.

Teachers in the upper elementary grades seldom stated a reason for the retention of a pupil. Usually the scholastic record showed why he was retained. According to the promotion policy in effect in the district at that time, a pupil could fail two subjects and still be promoted, provided these subjects did not include spelling or arithmetic. Academic achievement was the determining factor in promotion.

An analysis of the subject failures of the pupils who were retained in Grades V, VI, and VII disclosed that 80 per cent failed history, 64 per cent failed arithmetic, 56 per cent failed language, and 52 per cent failed geography. Each course involved the use of reading as a tool, reading with comprehension rather

than simply calling words. Few pupils in the three grades failed reading as such, yet failures occurred in courses which demanded reading for information.

Upon further investigation into probable factors leading to the retention of pupils in Grades V, VI, and VII, it was found that 32 per cent of the pupils in this study who failed in the upper elementary grades had changed schools during the year. One extreme case in this group had attended six schools while he was in Grades V, VI, and VII. In 1940, he entered the fifth grade at Rustburg, transferred to Mountain View on February 11, withdrew on March 25, and completed the school year at Brookville.

Retarded pupils who completed the elementary school.

Evidence of the need for a reorganization of the schools in Brookville District is found in the fact that ninety-nine of the 141 pupils studied were retained in at least one grade in the elementary school. No school program can be considered adequate and adjusted to the needs of the pupils when 70 per cent of the pupils are unable to progress normally through the elementary school. A study of the number of retarded pupils is shown in Table VII, together with the extent of retardation. Three girls and one boy, three years retarded, finally completed the elementary school and the boy entered high school, but withdrew in the eighth grade.

TABLE VII

## Number of Retarded Pupils Who Completed the Elementary School

## Classified as to School and Extent of Retardation

Number of Years Retarded	Number of Retarded Pupils				All Schools
	Brookville	Forest Hill	Mt.View	Tyreeanna	
One year	8	3	13	0	24 •
Two years	3	1	1	1	6
Three years	2	1	1	0	4
Percentage of pupils retarded	37%	42%	60%	20%	45%

Drop-outs in the elementary school. Of the 141 pupils for whom data were complete, seventy-five withdrew in the elementary school. With one exception, every drop-out was retarded at least one year; 33 per cent of the drop-outs were retarded three years; one pupil was six years behind his class. Table VIII shows that every pupil who withdrew from Brookville, Forest Hill, and Mountain View was retarded. The fact that 65 per cent of all retarded pupils withdrew from the elementary school would indicate that retardation is a significant factor in pupil elimination; therefore, the problem of retention in the schools of Brookville District needs further investigation.

TABLE VIII

## Retardation of Drop-outs in the Elementary Schools

## Classified by School and Number of Years Retarded

School	Normal Progress	Number of Years Retarded						Per Cent Retarded
		One	Two	Three	Four	Five	Six	
Brookville		1	9	14	4	2		100%
Forest Hill			6		2			100%
Mountain View		4	4	7	2	2		100%
Tyreesanna	1	1	2	1	2	1	1	88%
Percentage of retardation of drop-outs by years		9%	31%	33%	16%	7%	1%	

A distribution according to age and grade attained, as shown in Table IX, revealed that the median age of drop-outs for the district was fifteen years and the grade attained was the fifth. A study of drop-outs grouped according to schools showed that Forest Hill not only had the greatest holding power of the elementary schools but that the pupils were farther advanced in school when they withdrew. Drop-outs from Forest Hill had a median age of sixteen and had attained Grade II. For Brookville and Mountain View the medians were lower, the age was fifteen and the grade fifth. Pupils who withdrew at Tyreesanna had a median age of fifteen, but the median grade reached was only the fourth. In this case, three of the nine drop-outs were reported by the teachers as mentally deficient. The data from which these findings were taken are presented in Tables XVII, XVIII, XIX and XX in the Appendix on pages 69 and 70.

TABLE IX

## Age-Grade Distribution of Drop-outs in the Elementary Schools

Age in Years	Grade in Which Pupil Withdrew							Total	Percentage by Age
	I	II	III	IV	V	VI	VII		
Nine	1							1	1.5%
Ten	1							1	1.5
Eleven		1						1	1.5
Twelve		1						1	1.5
Thirteen		1		2				3	4.5
Fourteen	1		5	4	2	4		16	24
Fifteen		1		4	8	7	4	24	36
Sixteen				2	6	4	2	14	21
Seventeen	—	—	—	—	<u>1</u>	<u>2</u>	<u>2</u>	<u>5</u>	7.5
Total	3	4	5	12	17	17	8	66	
Percentage by grade	4.5%	6%	7.5%	18%	26%	26%	12%		
Median age		15 years			Median grade		V		

Information concerning the reasons for withdrawals from the elementary school was sought from academic records and cumulative files of the pupils, statements in teachers' registers, and interviews with teachers and pupils. There was considerable disagreement between reasons as given by teachers at the time of withdrawal and those given by the pupil several years later. To the question, "Why did you stop school?" the pupils usually answered, "Went to work."

Thus they evaded the question by stating what they did after they stopped school. The data secured were insufficient and not reliable enough to use as a basis for determining the exact reasons for withdrawal; however, a study of the records of the drop-outs revealed that 30 per cent were failing their school work at the time of withdrawal; 27 per cent withdrew soon after reaching the end of the compulsory school attendance period. Withdrawal at this time may have been prompted by failure in school work, indifference, economic difficulties, home influences, or other factors of equal importance to the child concerned. Regardless of the reason for withdrawal, the fact that more than one-fourth of the pupils enrolled in the elementary school withdrew at this age is evidence that there is need for a revision in the elementary school program to the end that pupils will want to continue their school work to its completion.

Study of parents of drop-outs and pupils continuing in school. The reorganization of a school program should be based on a study of the parents of the community as well as the pupils because of the influence of environmental factors on the progress of the child in school. Many of the studies reviewed in Chapter III indicated that socio-economic status of the pupil was a significant factor in pupil elimination. An investigation of the education, occupations, and marital status of the parents of the pupils in this study was made to determine the relationship, if any, between

these factors and the progress of pupils in school in Brookville District. This study also supplied valuable information concerning the social, educational, and economic levels of the community to be served by the Brookville school.

It was found that the mother constituted a significant factor in determining whether the child remained in school. If she was a widow and unemployed, the child often dropped out of school in order to earn a living. Likewise, according to the data presented in Table X, it would appear that the mother offered encouragement for pupils to remain in school, as evidenced by the fact that the mothers of all children still in school were living.

TABLE X

Percentage Distribution of Parents of Drop-outs and  
Pupils in School, Classified as to Marital Status

Marital Status of Parents	Percentage of Parents of	
	Drop-outs	Pupils in School
Both parents living	80%	83%
Father dead	14	16
Mother dead	4	0
Parents divorced	2	4
Mothers remaining widows	13	9
Foster parents	2	2

TABLE XI

Percentage Distribution of Parents of Drop-outs and  
Pupils in School, Classified as to Employment

Employment of Parents	Percentage of Parents of	
	Drop-outs	Pupils in School
Both parents employed	20%	20%
One parent employed	70	73
Father incapacitated	9	0
Neither parent employed	10	7

A study of the relationship between the employment of the parent and the child's stay in school revealed that the father's ability to work was a determining factor. Of the fathers of drop-outs 9 per cent were incapacitated; 14 per cent were dead, as shown in Tables X and XI. Both parents of 20 per cent of the pupils were employed; therefore, this study does not reveal a significant relationship between the fact that the mother was employed away from home and the child's continuation in school.

The third comparison was made of the education of the parents of drop-outs and pupils continuing in school. These data are highly significant. Table XII shows the greatest difference exists in the education of the fathers. Seventy-three per cent of the fathers of pupils still in school had completed the seventh grade; only 47 per cent of fathers of drop-outs had had an equal amount



of schooling. Even more significant is the fact that 13 per cent of the fathers of drop-outs had never been to school. Every father of children still in school had completed at least the first grade and 15 per cent had graduated from high school.

TABLE XII

Percentage Distribution of the Parents of Drop-outs and Pupils in School, Classified as to Education and Sex

Extent of Education of Parents	Percentage of Parents				
	Drop-outs		Pupils in School		
	Father	Mother	Father	Mother	Total
Did not attend school	13%	1%	0	0	7%
Withdrew in elementary school	40	43	27	23	35
Completed elementary school	47	56	73	77	58
Withdrew in high school	10	16	18	35	18
Completed high school	0	3	15	9	6

Four of the 186 parents, for whom data were available, continued their education beyond high school. One mother of a pupil in school completed a four year college course; one father attended business college, and one father attended a military academy. For the drop-outs, one mother attended two college summer sessions. The median grade attained by the fathers of the drop-outs was the sixth; for the fathers of the pupils in school, the median grade was the seventh.

The occupations of parents is considered one of the best indices of the socio-economic status of pupils. The fourth study of the parents of the pupils who entered Grade I in Brookville District in September 1935, was based on the occupations of the living fathers. The occupations were many and varied. In the course of eleven years, the period included in this study, these fathers had engaged in a number of different occupations. From these the writer chose the occupation in which the father was engaged at the time the child withdrew from school and the most recent occupation of the fathers of pupils continuing in school. The school census of 1945 was the most recent and reliable source for this information.

Table XIII shows the occupations grouped under fourteen categories. There was no professional man in the entire group. Only one father owned his own business and he was the only foreigner in the entire group. The greatest percentage of fathers of pupils in this district were engaged in manufacturing. The largest number - fifteen - worked at the Craddock-Terry Shoe Company; six at the paper mill; and four at the Thornhill Wagon Company. All of these industries are in the City of Lynchburg.

Of the fathers engaged in building and construction, eleven were carpenters, three painters, one plumber, one heating contractor, and one "pipe coverer". In the field of transportation, seven men worked on the railroad as engineers, conductors, or section hands. Three fathers were bus drivers and one an airplane mechanic. The two men engaged in personal service were barbers. Seventeen fathers were farmers or dairymen. The unskilled laborers were usually truck drivers.

TABLE XIII

Percentage Distribution of Living Fathers of Drop-outs and  
Pupils in School, Classified According to Occupation

Occupations of Living Fathers	Percentage of Living Fathers		
	Drop-outs	Pupils in School	All
Profession .....	0%	0%	0%
Agriculture .....	18	6	14
Insurance .....	0	3	1
Mining .....	1	0	1
Manufacturing .....	28	31	29
Transportation .....	9	11	9
Garage and Filling Station ..	4	6	4
Retail, wholesale business ...	0	11	3
Office work .....	0	3	1
Building and construction ....	14	20	16
Public service .....	2	6	3
Personal service .....	1	3	2
Unskilled trades .....	14	0	10
Unemployable .....	9	0	6

A study of the relation between the occupation of these fathers and the education of their children, revealed that 88 per cent of the children of farmers, all of the children of unskilled laborers, and all of the children whose fathers were unemployable dropped out of school before graduation. In this survey it was

found that all children of painters and plumbers and 54 per cent of the children of carpenters withdrew. Especial attention was given the progress of those children whose fathers were engaged in transportation and, for this reason, might be away from home a great part of the time. It was found that the children of railroad engineers dropped out; children of conductors made normal progress and graduated; and all of the children of bus drivers withdrew. These findings are of significance only in so far as this study is concerned because they are not based on enough cases to be accorded general application.

## CHAPTER V

### PROGRESS MADE THROUGH THE HIGH SCHOOL BY PUPILS

#### ENROLLED IN GRADE I IN SEPTEMBER 1935

Schools in Campbell County, Virginia, are organized according to the seven - four plan, that is, seven grades in the elementary schools and four years of high school. In Brookville District four elementary schools feed into one consolidated high school. Throughout this chapter the four years of high school will be referred to as the eighth, ninth, tenth, and eleventh grades, the titles used in all records at Brookville High School.

Seventy-five of the 141 pupils in this study completed the elementary school course; six ended their schooling with the completion of this work. The progress of the sixty-nine pupils who entered high school will serve as a basis for this study of the high school program in general. Specific recommendations for the improvement of Brookville High School will be based upon the record of the forty-nine pupils who attended that particular high school.

Pupils making normal progress. Of the sixty-nine pupils who entered high school, twenty-seven, or 40 per cent, graduated in June 1946. Nineteen students completed the high school course without failing a subject; five failed one, and three failed two subjects during the four years.

The twenty-seven graduates received their diplomas in seven schools scattered throughout the State of Virginia:

Brookville High School, Campbell County	19
E.C.Glass High School, Lynchburg	2
Holy Cross Academy, Lynchburg	1
Lovington High School, Nelson County	1
Naruna High School, Campbell County	1
New London Academy, Bedford County	2
Newport High School, Giles County	1

Of the students who graduated in 1946, 70 per cent completed their education in the consolidated high school in Brookville District; only one attended a school out of the district during the eleven years.

In addition to the graduates, twelve students entered their senior year in September, 1946. Of these, six were retarded in the elementary school and six in the high school. Nine are attending Brookville High School, two are seniors at E.C.Glass High School, and one a senior at Amherst High School.

Five students, although more than one year retarded, are continuing their education during the session, 1946-1947. One is enrolled in the ninth grade at Altavista High School, one in the ninth grade at Brookville, and three in the tenth grade at E.C. Glass High School.

Drop-outs in high school. Before recommendations were

made for the reorganization of Brookville High School, surveys were carried on to determine the extent to which the present program was meeting the needs of the high school pupils in Brookville District. A study of drop-outs showed the holding power of the school, the grade in which the greatest percentage of withdrawals occurred, the extent to which the offerings were meeting the needs of boys and girls, and the causes and conditions leading to withdrawal.

If the holding power reflects the extent to which the needs of the pupils are being met, there is evidence to show that the program offered at Brookville High School is inadequate. Thirty-six per cent of all pupils entering high school withdrew before graduation; 41 per cent of those enrolled at Brookville. Especial effort needs to be made to reach the boys, as evidenced by the fact that 50 per cent of the boys who entered high school and all of the boys from Mountain View and Forest Hill withdrew. Of the girls, 26 per cent withdrew before graduation.

The greatest percentage of withdrawals, 68 per cent, occurred in the eighth grade. Of all boys who entered high school, 28 per cent withdrew during the first year, as did 20 per cent of the girls. Of the seventeen drop-outs, one stayed in the grade one week; three were enrolled six weeks, or until reports were issued for the first time; three remained through two six-weeks periods. Four withdrew at the end of the first semester. Four stayed throughout the first year but did not return the following year. One of these would

have been promoted. Only two, a boy and a girl, failed the eighth grade and tried a second time. The boy stayed throughout the second year, failed again and did not return; the girl withdrew at the end of the second six-weeks period, although she was passing all of her work except Mathematics I.

It was exceedingly difficult to cite one cause to which each withdrawal in high school might be attributed. The principal cause given on records and in teachers' registers was "lack of interest." Often lack of interest is the result of failure in class work. 'Although teachers gave "passed the compulsory school attendance period" as a reason for the withdrawal of 8 per cent of the drop-outs in high school, as shown in Table XIV, this cannot be considered a reason because the pupils had passed the compulsory school attendance period when they entered the eighth grade. Prior to 1943, the compulsory attendance law did not apply to pupils who had completed the elementary school course.

TABLE XIV

Reasons for Pupils Withdrawing from High School, Based upon Data

Secured from Teachers' Registers and Cumulative Records

Reasons for Withdrawal	Percentage of Dropouts
Lack of interest .....	36%
Failing school work .....	32
Economic .....	16
Passed compulsory school attendance period .....	8
Entered armed forces .....	4
Married .....	4



The study of drop-outs in the elementary school disclosed that 97 per cent had repeated one or more grades; therefore, retardation was considered an important factor leading to pupil elimination. Some factor or factors in addition to retardation led to pupils withdrawing from high school, for 16 per cent of the drop-outs were making normal progress at the time of withdrawal. Sixty-nine pupils entered high school; twenty-five withdrew before graduation. Twenty-one of the drop-outs were retarded, seventeen for only one year.

Subject failures in the eighth grade at Brookville High School. The study of dropouts in the high school revealed that the greatest loss occurred in the eighth grade. In an attempt to determine the obstacles which pupils encountered in this grade, an investigation was made of the courses offered, the extent of failure both as to subject field and elementary school in which pupils received training.

Forty-nine students in this study were enrolled in the eighth grade at Brookville High School. There were two sections of approximately fifty pupils each. In addition to the regular classroom teachers, two student teachers from Lynchburg College assisted in the English and social studies classes. Every pupil followed an academic program composed of English, social studies, general mathematics, and general science. Only 53 per cent of the eighth grade pupils passed every subject. Table XV shows that 17 per cent

failed only one subject; 10 per cent failed every subject.

TABLE XV

Percentage of Subject Failures and Withdrawals in the Eighth Grade at  
Brookville High School, Classified by School and Number of Subjects Failed

Elementary School	Number of Subjects Failed					Percentage of Pupils	
	None	One	Two	Three	Four	Failing	Withdrawn
Brookville	60%	17%	10%	13%	0%	40%	7%
Forest Hill	66	16	0	0	16	33	33
Mountain View	28	22	6	17	28	72	39
Tyreeanna	100					0	0
All schools	53	17	8	12	10	47	19

When only 53 per cent of the students enrolled in the eighth grade are able to pass all of the work assigned, there is evident need of a reorganization of the program to provide experiences through which pupils might strengthen and further develop abilities in the basic skills and also to include opportunities through which they might explore new areas of work as a means of determining the field of work most appropriate to their needs and interests.

The problem of subject failures was approached from the standpoint of the subject failed in which the greatest percentage of failures occurred. Subject failures in the upper elementary grades, as reported on page 34, were in the field of social studies most often. Failure in arithmetic ranked second. According to data

presented in Table XVI, this order is reversed for the eighth grade. The most decided weakness is in mathematics, especially for pupils from Mountain View. Brookville and Mountain View pupils have difficulty with social studies. However, although the greatest weakness, for the grade as a whole, is in mathematics and social studies, there seems to be definite weakness in every subject field. Such evidence shows the need of a study of both elementary and secondary courses as to subject matter, instruction, and offerings.

TABLE XVI

Percentage Distribution of Subject Failures in the Eighth Grade at  
Brookville High School, Classified by School and Subject

Elementary School Attended	Subject Failed			
	English	Social Studies	Mathematics	Science
Brookville	6%	24%	24%	17%
Forest Hill	16	16	33	16
Mountain View	33	50	77	44
Tyreeanna	0	0	0	0
All schools	15	30	40	24

Significant contrasts appeared when the students from the four "feeder" schools were placed in the same classes under the same instructors and yet varied in their work to the extent revealed in Tables XV and XVI.

Pupils from Tyreeanna who entered high school had an unusual record of no failures, no withdrawals. However, the progress of four students can hardly be a sound basis for conclusions as to the efficiency of the two-room school.

Pupils from Mountain View School made the poorest record in the eighth grade. Of the pupils from this school who entered high school, 72 per cent failed at least one subject; 33 per cent failed all four subjects; 39 per cent withdrew during the eighth grade. Table XVI shows that pupils from Mountain View have difficulty in every subject field. A thorough investigation should be made to determine the cause of such weakness, and such a large percentage of failure and withdrawal. Without exception or condition, every one of these pupils was promoted into high school without having to repeat the seventh grade; nevertheless, only 28 per cent of the same pupils were promoted the following year into the ninth grade. Such conditions should provoke a study of the promotion policies as well as the offerings, instruction, and organization of the Mountain View School.

On the basis of the findings of the study of conditions in the eighth grade at Brookville High School, recommendations are made for the reorganization of the eighth grade program and the elementary school course. Although the needs of boys and girls in the elementary school are more generalized, there is need for an enriched program of studies in addition to the usual subjects

offered in the schools in Brookville District.

Subject failures in Grades IX, X, and XI. There were twenty subject failures in Grade IX, 50 per cent of which were in Mathematics II, an advanced course in algebra usually chosen by students especially interested in the subject or those preparing to enter college. Such a large percentage of failure in an elective subject would indicate a problem in instruction and subject matter included in the course, as well as lack of preparation on the part of the pupils enrolled.

Of the failures in the ninth grade, 25 per cent were in English. There were only three failures in the tenth grade. Two sophomores failed History III, American History, and one junior failed English III, American Literature. So far, no student in the eleventh grade has failed to graduate.

## CHAPTER VI

### SUMMARY OF FINDINGS

This study of the pupils who enrolled in Grade I in Brookville District in 1935 has revealed much interesting and valuable information about the pupils, schools, parents, and communities in the area of Campbell County, Virginia. The communities are similar and the inhabitants are engaged in practically the same types of work. Forest Hill and Brookville are alike in types of homes, occupations of the inhabitants, and the percentage of home-owners. The Mountain View community is composed almost entirely of factory workers who live in small low-rent homes in a crowded neighborhood just outside the city limits of Lynchburg. Tyreeanna is similar to Mountain View in that its inhabitants are principally factory workers; however, these workers own small farms in a less crowded area. The families of Mountain View move most often as evidenced by the large percentage of pupils in this community changing schools.

The schools in Brookville District are of four types, as to organization; Tyreeanna is a two-room school; Forest Hill has four teachers for seven grades; Mountain View has a full staff of seven teachers; Brookville Elementary School, with eleven teachers, is housed in the same building with the high school. The four schools face the same problems but in varying degrees.

The first phase of this study of conditions existing in the schools of Brookville District was a survey of the progress made by pupils enrolled in Grade I in 1935. The investigation was conducted to determine the extent and cause of retention, the extent of withdrawal, and the factors leading to pupil elimination. Only 19 per cent of the pupils made normal progress through both elementary and high school and graduated in 1946. This fact alone indicates that the schools are not adjusted to the needs and abilities of the pupils enrolled.

Ninety-nine of the 141 pupils in this study were retarded at least one year. In the elementary schools, a larger percentage of pupils were retained in the primary grades, Grades I, II, and III, than in all of the upper elementary grades combined. The greatest percentage of retentions, for the district, occurred in the third grade. In the primary grades, promotion was based to a large extent on the pupil's ability to read; therefore, it is recommended that promotion be based on three years of ungraded work in order that provision may be made for the pupils of varying abilities.

In the upper elementary grades few teachers stated reasons for retention because it was understood that no pupil who failed three or more subjects could be promoted. Failure to pass the required courses accounted for most of the retentions. The subjects most often failed were history, arithmetic, language, and geography. For pupils retained in Grades V, VI, and VII change of school and

poor attendance were factors related to retention.

Sixty-six of the 141 pupils enrolled in Grade I in 1935 withdrew before completing the elementary school course; six completed the first seven grades but did not enter high school; twenty-five dropped out of high school before graduation. From the data gathered in this study, the following summaries are drawn concerning the pupils who withdrew before completing their education:

1. The median age of drop-outs was fifteen years. Pupils who withdrew from Forest Hill School were older and farther advanced than the drop-outs from any other elementary school in the district. The percentage of pupils withdrawing was greatest at Mountain View School.
2. Retardation was a strong factor leading to pupil elimination, particularly in the elementary school. The median grade attained was the fifth for the elementary school, the eighth grade for the high school drop-outs.
3. The principal reasons for withdrawal, as given by teachers in the elementary and high school, were failing school work and lack of interest. In high school, 16 per cent of the pupils enrolled withdrew to go to work.

It is recommended that the offerings of the elementary school be broadened to include experiences in which the retarded



child might succeed. The primary emphasis of these schools, in which so many pupils are retarded, should be lightened with regard to academic achievement and expanded to include as well experiences designed to secure development of a well-balanced personality.

An investigation of the education, occupation, and marital status of the parents of the 141 pupils who were enrolled in Brookville District revealed several factors closely related to the child's stay in school. If the mother were a widow and unemployed, the child often dropped out of school. Likewise, the father's ability to work was a determining factor in the child's stay in school. Thus it is evident that the economic status of the pupil is closely related to the pupil's failure to complete his school work.

Relationship was found between the education of the parent and the tendency for the child to drop out of school. The lower the educational level of the parent, the greater was the tendency for the child to withdraw. Investigation of the occupations of the living fathers disclosed that withdrawing pupils came most heavily from the homes of farmers and unskilled laborers. The largest percentage of parents in the study were engaged in manufacturing.

The four elementary schools in Brookville District were compared as to holding power, percentage of pupils making normal progress, percentage of drop-outs, and success of pupils entering high school. Forest Hill had the highest percentage of pupils

completing both elementary and high school; Tyreeanna had the largest percentage making normal progress. Although Mountain View ranked second in the percentage of pupils entering high school, these pupils made the poorest record in every subject in the eighth grade and 54 per cent of them withdrew in this grade. Only 50 per cent of the pupils who completed the elementary school in the minimum length of time continued such a record in high school.

On the basis of the findings of this study of the elementary schools it is recommended that the schools be reorganized in such a way that the classes will be smaller; a more comprehensive program be offered; one principal who has had training and experience as an administrator be made responsible for the entire elementary program for the district, and special provision be made for the social and emotional growth of the child. In schools such as these, in which 70 per cent of the pupils are retarded, the teacher needs to give more individual attention to the pupils; the slow learner demands so much of her time that others in the class suffer. Through a series of successful experiences the slow pupil may overcome his feeling of insecurity. Less emphasis needs to be placed on academic achievement and more on the development of the personality of the child.

A third phase of the reorganization of the schools of Brookville High School centered around the consolidated high school into which the four elementary schools fed. The greatest number of

high school students withdrew in the eighth grade - 28 per cent of the boys and 20 per cent of the girls enrolled. The principal reason given by the teachers was "lack of interest" but no indication was given as to what had led to loss of interest. All pupils were enrolled in the same subjects but only 53 per cent were able to pass all four courses. Seventy-two per cent of the pupils from Mountain View failed at least one subject; 28 per cent failed every subject. Such figures indicate not only a weakness in preparation but also the fact that the high school program needs to be adjusted to the needs and abilities of the pupils enrolled. Brookville High School held only 59 per cent of the high school students and only 50 per cent of the boys enrolled. These facts reveal the need for a reorganization of the entire program in such a way that the offerings will include courses which would appeal to the boys in particular.

Especial reorganization is needed in the eighth grade, as evidenced by the fact that only 53 per cent of the pupils passed all four subjects offered freshmen, and 19 per cent of the pupils withdrew. Guidance in social and personal problems is needed in addition to the traditional educational guidance. An orientation program is recommended as a means of acquainting seventh grade students with high school life and activities before they enter the eighth grade. The limited offering of English, mathematics, general science, and social studies should be expanded to include exploratory courses in vocational fields, fine and practical arts, and the like.

Brookville High School should provide adequate preparation for the college-bound group, prepare pupils for occupations, and assist students in finding programs appropriate to their needs and in which they can succeed. The entire high school may be said to be adequate if it serves all of the pupils and prepares them to be worthy citizens of tomorrow.

## CHAPTER VII

### RECOMMENDATIONS

The findings of this study of pupil progress seem to warrant the following recommendations for the reorganization of the schools in Brookville District:

1. That the emphasis of the schools be placed on the development of a well-balanced personality as well as accomplishment in subject matter fields.
2. That promotion in the primary grades be made at the end of the third year, thus allowing three years in which pupils may mature, become adjusted to school, develop satisfactory work habits, and learn to read and write. Pupils should move along at their own speed under the guidance of a teacher carefully selected and assigned to a small group for the three year period.
3. That the elementary schools of Brookville District be reorganized so that the teaching load may be reduced, combination grades eliminated, and the entire program adjusted to the needs and abilities of the pupils to be served. Preparation in the tool subjects should be improved, particularly reading with comprehension. A well-rounded balanced educational experience should be provided in an elementary school program, such as

outlined by the Virginia Department of Education, in which time would be provided for routine and maintenance activities, work around social problems, creative and cultural activities, physical education, practice in the skills, and the solution of personal problems of boys and girls.<sup>1</sup> Furthermore, it is recommended that through courses in music, art and manual training, home economics, and agriculture retarded pupils participate in experiences in which they may succeed and thus overcome a feeling of insecurity and failure. The entire program should be flexible enough to allow pupils to participate in activities in which they may grow emotionally and socially. By thus salvaging the lives of these "problem children" - the feeble-minded, emotionally retarded, delinquent, precocious, prepsychotic - the school would have a part in eliminating annoying symptoms of disturbances in behavior and aid in the restoration of the family unit. Such a program would be of service to the community, the state and the nation.

---

<sup>1</sup>Dabney S. Lancaster, George J. Oliver, and Helen Ruth Henderson, "Course of Study for Virginia Elementary Schools, Grades I - VII," Bulletin of State Board of Education, Vol. 25. Richmond, Virginia: Virginia State Department of Education, 1943. p. 7.

4. That an adequate guidance program be introduced to supplement the traditional educational guidance offered in the high school. The teacher in every grade should work more closely with the parent in planning cooperatively the course which the child follows. It is recommended that particular attention be given the orientation of pupils entering high school, in order that the adjustment which many students undergo upon entering a large departmentalized school may be lessened. Guidance on the secondary level should include vocational guidance. Exploratory courses in the eighth grade should offer experiences in many fields of work from which the student with the help of the instructor may make his choice. Guidance in personal and social problems is of importance, particularly in the eighth grade when many students are having to make adjustments to physical as well as environmental changes. The freshman homeroom teacher, chosen because of her interest in and understanding of adolescents, should be assigned a small group of pupils and provided an opportunity to carry on uninterrupted conferences on problems of concern to her students.
5. That Brookville High School offer a comprehensive educational program, which should include the following:

- a. A broad and varied program of general education that will provide an opportunity for high school pupils to study and work toward the solution of their personal and social problems.
  - b. Advanced academic courses which would prepare pupils to pursue successfully work in college.
  - c. General shop work through which pupils would develop manipulative skills and become acquainted with trades and industries.
  - d. Vocational training in agriculture, home economics, diversified occupations, and commercial courses.
  - e. Study and training in the fine arts, including vocal, band, instrumental, and choral music, painting, drawing, dramatics, speech, and the like.
  - f. Adequate instruction in health and physical education, including athletics, with provision for space and necessary equipment.
  - g. A variety of activities and organizations through which the talents and interests of pupils may be stimulated and developed.
  - h. Specialized training in all areas for those who possess interest and aptitude and do not expect to pursue their education after high school.
6. That the eighth grade be revised to include further



training in the basic skills through courses such as English, reading, mathematics, and the social studies. Short introductory courses in the fine arts and practical arts should provide an opportunity for pupils to explore their interests and talents and thus plan a four-year course toward definite goals and based upon needs and interests. Throughout the eighth grade an effort should be made to assist pupils making the transition from elementary to high school through guidance and the study of personal and social problems. It is recommended that especial study be made of potential drop-outs, such as retarded pupils, and every effort be made to guide them into programs in which they could succeed.

7. That the schools of Brookville District maintain a close relationship between home and school through direct contact with the home and through parent-teacher associations, a visiting teacher, welfare workers, and the like. A parent-teacher association recognizes the home and school as interdependent educational agencies. Such an organization would provide an opportunity for parents and teachers to study problems, such as child development, guidance, family life, and derive a better understanding of the child and the responsibilities of school

and home in training the child. Parent education should be one of the functions of the school.

A visiting teacher, trained and experienced in the fields of education and social service, should serve as a liaison officer between the home and school, interpreting the school to the parent and the home situation to the teacher. As the social worker of the school staff, she should be concerned with problems and conditions which promote or interfere with the success of the child in school. From the parent she secures information about the child's out-of-school life. She informs both parents and teachers of the services of organizations, such as the Campbell County Health Unit, Guidance Clinics, X-Ray Clinics, which are available for child and parent.

8. That the school, through its own educational program and through cooperation with other community agencies, make every possible contribution to raising the standard of living, socially and economically, in the homes of the community. The study has revealed some conditions affecting the quality of living in the community which the school may well attack directly; other conditions appear also which the school might attack in cooperation with other community agencies.

Brookville District offers a challenge to the schools to modify and enrich their program to such an extent that the needs of the pupils will be met, pupils will remain in school longer, and will be better prepared to do the job for which they are best fitted. The school program may be considered adequate when it provides the community with well-adjusted individuals who will accept their responsibilities as citizens. It is the ambition of the author that this study will provide the basis for a plan of action by which the schools of Brookville District may be reorganized to serve the pupils and the community.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

- Douglass, Harl R. and Campbell, Ina, "Factors Related to Failure in Minneapolis Junior High Schools," Elementary School Journal, 37:186-9, November, 1936.
- Douglass, Harl R. and Wind, Kate, "Factors Related to the Withdrawal from Junior High Schools in Minneapolis," Elementary School Journal, 37:375-80, January, 1937.
- Ekstrom, G. F., "Why Farm Children Leave School," School Review, 54:231-7, April, 1946.
- Ford, Wister Harold, "A Study of Drop-outs in the Elementary Schools of Danville, Virginia, for the session 1938-1939," Unpublished Master's thesis, University of Virginia, Charlottesville, 1941. 136 pp.
- Lancaster, Dabney S., Oliver, George J., and Henderson, Helen Ruth, "Course of Study for Virginia Elementary Schools, Grades I - VII," Bulletin of State Board of Education, Vol. 25. Richmond, Virginia: Virginia State Department of Education, 1943. 553 pp.
- Smith, C. B., "A Study of Pupils Dropping out of a Midwestern High School," School Review, 52:151-6, March, 1944.
- "Retention of Pupils in the Fifth, Sixth and Seventh Grades." Unpublished mimeographed material from the Virginia State Department of Education, Richmond, Virginia, 1940. 2 pp.
- "A Study of 'Drop-outs' from the Fifth, Sixth, and Seventh Grades." Unpublished mimeographed material from the Virginia State Department of Education, Richmond, Virginia, 1940. 2 pp.
- "Suggestions for Promoting Learning in the First Grade - Supervisors Conference, August, 1937." Unpublished mimeographed material from the Virginia State Department of Education, Richmond, Virginia, 1937. 3 pp.
- "Trends in Retention and Drop-outs or Transfers in State as Indicated by Reports of Division Superintendents." Unpublished mimeographed material from the Virginia State Department of Education, Richmond, Virginia, 1943. 2 pp.
- "Why High School Pupils Leave School," School Review, 54:255-6, May, 1946.

## APPENDIX

TABLE XVII

Drop-outs from Brookville Elementary School,

Classified by Age and Grade								
Age in Years	Grade in Which Withdrawn							Total
	I	II	III	IV	V	VI	VII	
Nine	1							1
*								
Thirteen				1				1
Fourteen			4	2	1	1		8
Fifteen				2	5	1	1	9
Sixteen				2	4	2	1	9
Seventeen	—	—	—	—	—	—	2	2
Total	1		4	7	10	4	4	30
Median age 15				Median grade V				

\*There were no drop-outs ten, eleven, or twelve years of age.

TABLE XVIII

Drop-outs from Forest Hill Elementary School,

Classified by Age and Grade								
Age in Years	Grade in Which Withdrawn							Total
	I	II	III	IV	V	VI	VII	
Ten	1							1
*								
Fourteen						1		1
Fifteen					1	1	1	3
Sixteen					1		1	2
Seventeen	—	—	—	—	—	1	—	1
Total	1	0	0	0	2	3	2	8
Median age 16				Median grade VII				

\*There were no drop-outs eleven, twelve, or thirteen years of age.

TABLE XIX

Drop-outs from Mountain View Elementary School,

Classified by Age and Grade

Age in Years	Grade in Which Withdrawn							Total
	I	II	III	IV	V	VI	VII	
Eleven		1						1
Twelve								0
Thirteen		1		1				2
Fourteen				1	2			3
Fifteen				2	2	3	1	8
Sixteen	—	—	—	—	2	2	1	5
Total	0	2	0	4	6	5	2	19
Median age			15	Median grade			V	

TABLE XX

Drop-outs from Tyreeanna Elementary School,

Classified by Age and Grade

Age in Years	Grade in Which Withdrawn							Total
	I	II	III	IV	V	VI	VII	
Twelve		1						1
Thirteen								0
Fourteen	1		1	1				3
Fifteen		1				2		3
Sixteen								0
Seventeen	—	—	—	—	1	1		2
Total	1	2	1	1	1	3		9
Median age			15	Median grade			IV	



VITA

LAURA JETER PARKER

Born June 1, 1911, in Bedford, Virginia

Attended Bedford High School. Graduated from the College of William and Mary in 1932

Taught at M. E. Marcuse High School, Big Island, Virginia; Fairfax High School, Fairfax, Virginia; supervisor of student teachers from Lynchburg College at Brookville High School, Campbell County, Virginia; taught at Robert E. Lee Junior High School, Lynchburg, Virginia, and is now high school supervisor in Campbell County, Virginia.