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A STUDY OF DROPOUTS AT THE MATTHEW WHALEY SCHOOL

A Thesis

Presented to

the Faculty of the Department of Education

College of William and Mary

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Jean Genelle Caldwell

August 1951

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The writer also expresses her appreciation for their guidance during this study to the members of her committee: Dr. H. K. Holland, chairman; Dr. G. J. Oliver, Dr. R. W. Kernodle, and Dr. R. L. Martin.

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CHAPTER I

INTRODUCTION TO STUDY

PURPOSE OF STUDY

The purpose of this exploratory study was to discover certain personal and environmental characteristics of the sixty-five secondary pupils who withdrew from the Matthew Whaley School, Williamsburg, Virginia, during the five-year period, 1944-45 through 1948-49. More specifically, answers were sought to the following questions:

1. What was the general school background of pupils who withdrew from school during this five-year period?
2. What were the mental abilities, reading abilities, levels of social adjustment, interests and aptitudes, physical status, and home backgrounds of these dropouts?
3. In what jobs, community activities, and leisure time activities were dropouts engaged at the time of this study?
4. What did dropouts believe to be the reasons for their withdrawal from school, and what were their suggestions for improvement of the school?

DEFINITION OF TERMS

Dropout. The term dropout used in this study refers to a pupil who withdrew from the Matthew Whaley School

before graduation and did not continue further formal formal education.

Transfer. A transfer is a pupil who came to the Matthew Whaley School from another school at any time during his school experience.

SIGNIFICANCE OF STUDY

The Matthew Whaley faculty has indicated an awareness and concern over the fact that it loses a portion of the student body each year in dropouts. It is hoped that the findings of this study will suggest to the staff some means of modification of the curriculum and guidance services to meet better the needs of students enrolled in the Matthew Whaley School.

LIMITATIONS OF STUDY

This study deals with the dropouts who withdrew from the Matthew Whaley School, Williamsburg, Virginia, during the academic years, 1944-48, inclusive. The study does not attempt to differentiate the dropouts from other pupils by means of contrasts; instead, it points to characteristics of this particular group of pupils which suggest educational needs which according to its stated philosophy the school should undertake to meet.

The amount of school data available depended on the length of the child's stay at the school. In several

instances, data were unavailable because of lack of follow-up in testing and in getting information from absentees. In one instance, the child was unable to read well enough to take standardized tests.

SOURCES OF DATA

Data for this study were gathered from personnel folders in the Matthew Whaley files, teachers' registers, personal interviews, literature on the subject, and a statement of the Matthew Whaley School philosophy.

The following sources of information were found in the personnel folder: (1) elementary records, (2) high school informal records, (3) report cards, (4) interest questionnaires, (5) permanent record cards, (6) standardized test sheets, and (7) Grids for Evaluating Physical Fitness.

PROCEDURE

The following steps were taken in securing data for this study:

1. Literature on dropouts and the philosophy of the Matthew Whaley faculty were reviewed.

2. Pupil folders in the Matthew Whaley files were examined to find names of dropouts during the five-year period studied.

3. The annual reports of the Superintendent of Schools on enrolment in the areas served by the school were

examined to find the total number of different pupils attending the school during the five-year period of this study and the number of pupils attending from each area.

4. Teachers' registers for the five-year period of this study were examined to find the total number of pupils enrolled by sex.

5. Five personnel folders from the Matthew Whaley files were examined to find kinds of information available about children.

6. General areas for study of children were listed.

7. A form¹ was mimeographed to facilitate organizing the data concerning dropouts.

8. Data from the files were recorded for each dropout on forms described above.

9. An interview schedule² was made in order to secure additional information about the dropouts.

10. Personal interviews were held with the dropouts who lived in this vicinity at the time of the study.

11. The characteristics of the group of pupils under study were summarized, analyzed, and recommendations developed on the basis of the analysis.

¹See Appendix, p. 36.

²See Appendix, p. 88.

ORGANIZATION OF STUDY

This study, presented in tables and in a written account, is organized in five chapters. Chapter I deals with the problem of the study and reviews related studies about young people out of school. Chapter II presents data relative to the school background of withdrawals at the Matthew Whaley School during the five-year period of this study. Data about personal and environmental characteristics of dropouts found through a study of school records are found in Chapter III, and data about personal and environmental characteristics of dropouts gathered from interviews with dropouts in this vicinity at the time of the study are found in Chapter IV. Chapter V presents conclusions and recommendations based on the findings of this study.

RELATED STUDIES

The study of children not attending school has gained momentum since the depression years following 1929. In the early depression years, the attention swung from studies of child labor to those of out-of-school youth who could not find employment in an economic system in the throes of a depression.³

³Walter S. Monroe, Encyclopedia of Educational Research, The Macmillan Company, New York, 1941, p. 1335.

In 1937, the American Youth Commission of the United States Office of Education published 166 surveys of out-of-school youth that had been made in local communities scattered throughout the United States. Seventy studies were reported for the year 1935, thirteen of which were aided by the Committee on Youth Problems of the United States Office of Education.⁴

Not only were studies made, but techniques of how to make surveys of youth were published. One important text was by Chambers and Bell.⁵ The purpose of this text was to help educators and lay people study the adjustment of youth who dropped out of school before graduation or who did not continue formal education after high school.

Subjects in the Bell study⁶ pertinent to the topic of this thesis are (1) why students left school before completion of schooling, (2) occupations of fathers of dropouts, (3) relationship between leaving school and size of families, (4) the use of leisure time of dropouts, and (5) participation in community groups by youth.

⁴Ibid., p. 1336.

⁵M. M. Chambers and H. M. Bell, How to Make a Community Survey, American Council on Education Studies, Series IV, American Youth Commission, Vol. III, No. 2, 1938.

⁶Howard M. Bell, Youth Tell Their Story, American Council on Education, Washington, D. C., 1938.

Bell found that 54 per cent of the Maryland youth who discontinued their schooling before or after graduation from high school did not pursue further formal education because of economic reasons. He listed lack of family funds, necessity of working at home, and desire to earn own money as specific causes for discontinuing study. Lack of interest or disciplinary difficulties were given as reasons for discontinuing study by 24.6 per cent of the youth, while 13.2 per cent stated as their reason the feeling of completion of education upon graduation. Marriage or poor health brought an end to formal education for 8.2 per cent of the Maryland youth.

Bell's study showed that 86.3 per cent of the fathers of dropouts were farm laborers and 7.6 per cent were either professional or technical workers. A high relationship was found between early school leaving and (1) large parental families and (2) early marriage of children in the family. The ability to use leisure time wisely was in direct proportion to the grade attained by the students before leaving school. Bell also found that only 10 per cent of the students who completed the elementary school belonged to a club in the community while 30 per cent of the high school graduates were members of such clubs.

Other studies showing the economic factor as most important among reasons for withdrawing from school were

made in Douglas County, Wisconsin; in Houston, Texas; and in Mount Vernon, New York.⁷

Eckert and Marshall,⁸ in their study of characteristics of pupils who leave the secondary schools either by graduation or withdrawal, found that the New York pupils studied (1) had too few contacts with adults, (2) had little home life, (3) usually discontinued immediately the lines of educational and recreational activity started in school, and (4) had very little contact of any kind with the school after leaving. They also found evidence which indicated that the school should (1) place more emphasis upon the problems of immediate and practical living, (2) make more provision for individual differences, and (3) learn more about the out-of-school lives of their pupils.

The New York State Education Department Summary Report of 1947 reviewed what out-of-school young people want the schools to provide. Listed were refresher courses and post-graduate courses, night school classes, guidance services, access to school plant, and opportunity to complete diploma requirements.⁹

⁷Monroe, op. cit., p. 1514.

⁸Ruth E. Eckert and T. C. Marshall, When Youth Leave School, McGraw-Hill, 1938, pp. 310-315.

⁹Monroe, Revised Edition, op. cit., p. 1514.

Smith,¹⁰ in his study of pupils withdrawing from a midwestern high school, found that the only significant differences between the dropout and the entire student body were economic status and attitudes toward school.

The United States Department of Labor sponsored a study of out-of-school youth in Louisville, Kentucky, in 1947. In this study, Johnson and Legg¹¹ attempted to obtain up-to-date information on employment problems among youth. It was hoped that their findings might prove useful to other communities in planning for youth. Areas in which Johnson and Legg presented information about young people were (1) educational background, (2) reasons for leaving school, (3) work experiences, (4) ambitions, and (5) problems of young people in finding satisfying work careers. Johnson and Legg concluded that the schools have a responsibility to find better ways of working with this group of young people in the schools.

The National Child Labor Committee sponsored an extensive study of dropouts in 1949 under the direction of

¹⁰C. B. Smith, "Study of Pupils Dropping out of a Midwestern High School," School Review, 52:151-6, March, 1944.

¹¹E. S. Johnson and C. E. Legg, "Why Young People Leave School," National Association of Secondary School Principals Bulletin, 32:14-24, November, 1948.

Harold J. Dillon.¹² Dillon and his associates studied the following areas about school leavers: Their personal characteristics, their reasons for withdrawing from school, and their adjustment to jobs. In concluding his study, Dillon summarized what appeared to him to be symptoms of vulnerability to early school leaving and proposed recommendations to school people in working with the potential dropout.

At a meeting of the National Commission on Life Adjustment held June 5, 1951, in New York City, three studies were discussed concerning why pupils leave school and the kind of school programs that will best meet their needs. The Illinois study, soon to be published under the title "Education and National Defense," indicated that the fundamental reason for children's leaving school was the lack of a sense of belonging. School people working on this report are attempting to modify the curriculum to the changing times and to the realities about children as brought out in the study.¹³

¹²Harold J. Dillon, Early School Leavers, a Major Educational Problem, National Child Labor Committee, New York, 1949.

¹³News story from the New York Times, June 6, 1951.

The second study discussed by the National Commission was the Connecticut study, unpublished at this time, which reports that dropouts were the students most neglected by the counseling services in the schools.¹⁴

The New York Fund for Children has appropriated \$15,000 for a study which will attempt to find out whether intensive guidance services and curriculum modification will reduce the number of pupils withdrawing from New York City public schools. This study will begin September 1, 1951. One thousand youth in four academic and vocational high schools will be divided equally into a "control group" which will have normal guidance services, and an experimental group which will have many guidance services and a curriculum based more on pupil interests and capabilities.¹⁵

Though the findings of the studies reviewed in this chapter may differ in some respects according to the communities in which they were made, they show that some local communities are studying their own school populations, trying to find the characteristics of boys and girls who leave school and why they leave. In several instances, school people are experimenting to discover better ways of working with these potential school leavers.

¹⁴Loc. cit.

¹⁵Loc. cit.

The Matthew Whaley School has been concerned for a period of years with adjusting its curriculum to meet the needs of all boys and girls who attend the school. Yet the school continues to have dropouts each year. The next chapter deals with the general school background of pupils dropping out of the Matthew Whaley School during the period covered by this study.

CHAPTER II

GENERAL SCHOOL BACKGROUND OF DROPOUTS AT THE MATTHEW WHALEY SCHOOL

The study of the general school background of withdrawals at the Matthew Whaley School involved the examination of the statement of philosophy of the school, the examination of the number, sex, and age of dropouts, the grade attained by dropouts, and the proportion of dropouts who transferred from another school to Matthew Whaley.

The philosophy of the Matthew Whaley School was used in this study to serve as background data for interpreting information about dropouts. It seemed logical to assume that the philosophical principles of the school should shed light upon the institution from which dropouts were separating themselves.

PHILOSOPHY OF THE MATTHEW WHALEY SCHOOL

We believe that the school is one agency of society whose purpose is the appreciation, perpetuation, and improvement of that society.

We believe that individuals differ physically, mentally, emotionally, and socially; and that experiences should be so varied that provisions are made for the maximum growth of each individual.

We believe that the educational program of the school should provide opportunities for each individual to experience a feeling of personal worth and achievement.

We believe that the ultimate goal of the school is the understanding and development of the total personality of each individual--his mental, physical, emotional, and social growth.

We believe that growth is continuous and individual, and that growth comes through the continuing interaction between individuals and society.

We believe that the utmost growth in individuals takes place when pupils, teachers, and parents recognize basic needs, understand conditions under which learning best takes place, and, through co-operative planning, execution, and evaluation, attempt to meet these needs.

We believe that the school has responsibility for developing growth in the use of media of communications, such as speech, reading, writing, and mathematics.

We believe that the school has a definite responsibility for the development of economic and vocational competence.¹

PERCENTAGE OF DROPOUTS FROM THE MATTHEW WHALEY SCHOOL

In order to arrive at the percentage of dropouts from the Matthew Whaley School (Table I), it was first necessary to ascertain the number of different pupils who had been enrolled in the high school division of the Matthew Whaley School during the five-year period studied. The total number of enrollees for each geographic area served by the school was ascertained by beginning with the total enrolments of grades seven through eleven for the academic year 1944 as recorded in the annual reports of the superintendent of

¹Statement of Philosophy, The Matthew Whaley School, 1949-50.

Williamsburg public schools. Subsequent similar reports were studied to determine the additional new pupils who enrolled in the Matthew Whaley high school division during the academic years, 1945 through 1948. Annual reports for the academic years 1947 and 1948 included the enrolment of the twelfth grade which was added to the school program in 1947. The number and the names of dropouts were found from a study of pupil folders on file at the Matthew Whaley School.

The Matthew Whaley School served pupils from the City of Williamsburg and the districts of James City and York Counties near the city during the period of this study. Table I, below, shows the number of different pupils enrolled at the Matthew Whaley School by area, and the number and per cent of dropouts from the total school enrolment and from each area during the five-year period of this study.

TABLE I

TOTAL NUMBER OF DIFFERENT PUPILS ENROLLED
AT THE MATTHEW WHALEY SCHOOL BY AREA AND THE NUMBER
AND PER CENT OF DROPOUTS FROM THE TOTAL SCHOOL ENROLMENT AND
FROM EACH AREA DURING THE ACADEMIC YEARS, 1944 THROUGH 1948*

Area served by school	No. pupils enrolled	No. pupils who withdrew	Per cent
Williamsburg	311	22	7.1
James City County	204	36	17.6
York County	119	7	5.9
Totals	634	65	10.3

*Per cent of dropouts is based on the total of 634 pupils.

Table I, above, reveals that of the six hundred thirty-four different pupils who attended the high school division of the Matthew Whaley School during the five-year period studied, sixty-five or 10.3 per cent became dropouts. Table I reveals further that the largest per cent of dropouts were from the James City County area served by the school. The per cent of dropouts from the Jamestown area was proportionately two and one-half times greater than that of either the Williamsburg or York County areas.

The 1940 report of the United States Office of Education revealed that approximately 50 per cent of the fifth graders in the United States in 1936-37 had withdrawn from school by the year 1940-41.² Dillon, in his study of dropouts, states, "Evidence indicates that, in the average public school system, 50 per cent of the students who enter high school drop out before graduation."³ The National Commission on Life Adjustment, in studying plans for the experiment beginning September 1, 1951, involving potential dropouts in New York City, reviewed the following data about withdrawals in the schools of that city: Sixty per cent of

²Harold Spears, The High School for Today, American Book Company, 1950, p. 14.

³Harold J. Dillon, Early School Leavers, A Major Educational Problem, National Child Labor Committee, 419 Fourth Avenue, New York, 1949, p. 9.

all students who enter vocational schools withdraw before graduating and 40 per cent who enter academic high schools withdraw before graduation.⁴

The comparison of the figures mentioned in the preceding paragraph with the 10.3 per cent of dropouts from the Matthew Whaley School indicates that the percentage of dropouts from the Matthew Whaley School was considerably less than that of the average public school system.

PERCENTAGE OF MATTHEW WHALEY DROPOUTS BY SEX

To determine the total number of enrollees by sex of the Matthew Whaley School during the five-year period studied, a systematic check, by name of pupil, was made of teachers' registers for the years studied. Table II, below, shows the number and per cent of dropouts from the Matthew Whaley School by sex.

TABLE II

NUMBER AND PER CENT OF MATTHEW WHALEY DROPOUTS BY SEX
DURING THE ACADEMIC YEARS, 1944 THROUGH 1948*

	Total no. pupils enrolled	No. dropouts	Per cent
Male	327	35	10.7
Female	307	30	9.8
Totals	634	65	10.3

*Per cent is based on number of male and female enrollees.

⁴News story from the New York Times, June 6, 1951.

Table II, above, reveals, that only .9 per cent more boys withdrew from school than girls. The evidence shows, therefore, that the proportionate number of dropouts by sex from the Matthew Whaley School during the five-year period was approximately the same.

In contrast to the findings mentioned above, Dillon⁵ found in his study that 8 per cent more boys than girls left school. This difference may be accounted for by the fact that Dillon's study included five different communities over a one-year period while the present study was concerned with only one community over a five-year period. Communities included in Dillon's study may differ markedly from the one community included in the present study.

GRADE LEVELS AT WHICH WITHDRAWALS OCCURRED

Table III, below, shows the number and per cent of male and female dropouts who withdrew from each grade level in terms of the total number of dropouts and also in terms of total enrolment of each grade level during the five-year period studied.

⁵Dillon, op. cit., p. 23.

TABLE III

NUMBER AND PER CENT OF MATTHEW WHALEY DROPOUTS BY SEX
WHO WITHDREW FROM EACH GRADE LEVEL,
DURING THE ACADEMIC YEARS, 1944 THROUGH 1948

Grade level	No. of male dropouts	No. of female dropouts	Total	Per cent of total no. dropouts	Per cent of total grade enrolment
7	6	1	7	10.8	2.4
8	8	5	13	20.0	4.9
9	12	11	23	35.4	7.9
10	5	8	13	20.0	5.4
11	4	5	9	13.8	5.1
12	0	0	0	--	--
Totals	35	30	65	100.	

Table III, above, indicates that the greatest number of withdrawals from the Matthew Whaley School occurred at the ninth grade level both in terms of per cent of total number of dropouts and in terms of per cent of enrolment withdrawing at each grade level. Twenty-three or 35.4 per cent of the sixty-five dropouts withdrew from the ninth grade level, and 7.9 per cent of the pupils enrolled at the ninth grade level withdrew from school. Examination of the number of male and female dropouts reveals that the largest group of boys withdrawing in any one year, twelve of the thirty-five male dropouts, as well as the largest group of girls, eleven of the thirty female dropouts, withdrew from school at the ninth grade level. The combination of the percentages of the total number of dropouts reveals that

66.2 per cent of the sixty-five dropouts had withdrawn from school by the close of the tenth grade. Likewise, the combination of the percentages of withdrawals in terms of enrolment by grade indicates that the majority of the dropouts had left school by the end of the tenth grade.

Table III shows that in terms of percentage of total dropouts from each grade level, the eighth and tenth grades followed the ninth grade in frequency of dropouts, though in terms of enrolment at grade levels, the tenth and eleventh grades followed the ninth grade in percentage of dropouts.

The findings of this study relative to the number of dropouts from the various grade levels presented in the preceding paragraph differed from the findings of Dillon's study. Dillon⁶ found in his study of five communities in Michigan, Ohio, and Indiana that the largest number of pupils left from the tenth grade level and the next largest number of pupils left from the ninth grade level.

The majority of dropouts from the Matthew Whaley School withdrew from school before the close of the tenth grade, as was found to be true in the study of New York dropouts.⁷

⁶Ibid., p. 25.

⁷Ruth E. Eckert and T. C. Marshall, When Youth Leave School, McGraw-Hill, 1938, p. 39.

AGES AT WHICH WITHDRAWALS OCCURRED

Table IV, below, shows the age and sex of Matthew Whaley dropouts at the time of withdrawal.

TABLE IV

AGE AND SEX OF MATTHEW WHALEY DROPOUTS AT TIME OF WITHDRAWAL AND THE NUMBER AND PER CENT WITHDRAWING AT EACH AGE DURING THE ACADEMIC YEARS, 1944 THROUGH 1948

Ages dropouts withdrew	No. boys withdrawing	No. girls withdrawing	Total	Per cent
14	2	0	2	3.1
15	9	10	19	29.3
16	7	9	16	24.6
17	6	8	14	21.5
18	3	2	5	7.7
19	7	0	7	10.8
20	1	0	1	1.5
21	0	1	1	1.5
Totals	35	30	65	100.

The age of compulsory attendance at school in the state of Virginia during the period of this study was sixteen. Table IV, above, shows by adding the number of dropouts who withdrew from school at the ages of fourteen and fifteen that twenty-one, or 32.4 per cent, of the sixty-five dropouts withdrew from school before the minimum school-leaving age set by the compulsory attendance law.

The number of dropouts withdrawing from school at the ages of fourteen, fifteen, and sixteen, as shown in Table IV, indicates that thirty-seven, or 57 per cent, of the

sixty-five dropouts had withdrawn from school at or by the age of sixteen. The remaining twenty-eight, or 43 per cent, of the dropouts withdrew from school at the ages of seventeen to twenty-one, inclusive. Dillon⁸ found in his study that "the large majority," 64 per cent, of the dropouts studied had terminated their education by the time they reached sixteen years of age. The comparison of the findings of Dillon's study and the findings of this study reported in the preceding paragraph shows a smaller proportion of dropouts withdrawing from the Matthew Whaley School by the time they reached sixteen years of age.

NUMBER OF TRANSFER PUPILS AMONG DROPOUTS

The number of transfer pupils among the sixty-five dropouts was investigated to find out how long these pupils had been a part of the Matthew Whaley School program before withdrawing from school.

⁸Dillon, op. cit., pp. 26-27.

TABLE V
 GRADE IN WHICH DROPOUTS FIRST ENROLLED
 AT THE MATTHEW WHALEY SCHOOL BY NUMBER AND PER CENT
 DURING THE ACADEMIC YEARS, 1944 THROUGH 1948

Grade in which first enrolled	No. dropouts	Per cent
1	17	26.2
2	5	7.7
3	3	4.6
4	5	7.7
5	13	20.0
6	4	6.1
7	7	10.8
8	5	7.7
9	3	4.6
10	3	4.6
11	0	--
12	0	--
Totals	65	100.

Table V, above, shows that seventeen, or 26.2 per cent, of the sixty-five Matthew Whaley dropouts started their school experience in the first grade at the Matthew Whaley School. Table V further shows, by adding the number and per cent of dropouts who transferred to the school in grades two through ten, that forty-eight, or 73.8 per cent, of the sixty-five dropouts were transfers to the Matthew Whaley School from other schools. The total number of Matthew Whaley dropouts who entered the school in grades 1, 2, 3, 4, and 5, however, was forty-three, or 66 per cent, of the sixty-five dropouts. Thus, approximately two-thirds of the dropouts had entered the Matthew Whaley school in or before reaching the fifth grade.

This evidence points to the fact that the majority of the sixty-five dropouts had attended the Matthew Whaley School at least two or more years before withdrawal.

Dillon⁹ found that 97.7 per cent of the dropouts in his study had experienced one or more changes of schools. The percentage of transfer pupils among Matthew Whaley dropouts was less than that found in Dillon's study, although the findings of both studies showed a high percentage of transfer pupils among dropouts.

⁹Ibid., p. 28.

CHAPTER III

PERSONAL AND ENVIRONMENTAL CHARACTERISTICS OF DROPOUTS FROM THE MATTHEW WHALEY SCHOOL AS REVEALED BY SCHOOL RECORDS

This chapter deals with the personal and environmental characteristics of the sixty-five dropouts from the Matthew Whaley School as revealed by the study of school records. The following areas were investigated to discover personal characteristics of these dropouts: (1) mental ability, (2) reading ability, (3) progress in classwork, (4) social adjustment, (5) participation in extra-curricular activities, (6) interests and aptitudes, and (7) physical status. The following areas also were investigated to discover certain characteristics of the environments of the dropouts studied: (1) occupation of parents, (2) education of parents, (3) marital status of parents, (4) size of family, and (5) responsibilities of the child to the home.

The investigator chose the areas listed above for study because they seemed to be areas which might give a picture of certain aspects of the life of the child during the period of his school experience, and because data about these areas were available in the school files.

MENTAL ABILITY

Test results from the use of the Terman-McNemarr Test of Intelligence served as a basis for estimating mental

ability. Test data from the school files were available for fifty-four of the sixty-five dropouts. While it is generally accepted that classifications of intelligence scores do not conclusively describe mental ability, the classification of scores set up by Conklin and Freeman¹ have been used in this section of the study for purposes of interpretation of data.

According to Conklin and Freeman, intelligence scores ranging from 110-120 denote "above average" mental ability; from 100-109, "average" mental ability; from 90-99, "low average" mental ability; from 80-89, "dull and backward" mental ability; and below 80, "borderline" or "moronic" mental ability.

TABLE VI

INTELLIGENCE QUOTIENTS AND GRADE DISTRIBUTION
OF 54 MATTHEW WHALEY DROPOUTS BASED
ON TERMAN-McNEMMARR TEST OF INTELLIGENCE

Grade level	I. Q. 110-114	I. Q. 100-109	I. Q. 90-99	I. Q. 80-89	I. Q. below 80	Total
7	0	0	0	0	6	6
8	0	0	0	0	11	11
9	0	3	4	8	5	20
10	0	1	3	3	3	10
11	1	1	4	0	1	7
Totals	No. 1	5	11	11	26	54
	% 1.8	9.3	20.4	20.4	48.1	100

Table VI, above, shows that twenty-six, or 48.1 per cent of the fifty-four dropouts for whom data were available

¹Edmund S. Conklin and Frank S. Freeman, Introduction to Psychology for Students of Education, The Macmillan Company, New York, p. 475.

had intelligence quotients below 80. This table further shows that all dropouts from grades 7 and 8 had intelligence quotients below 80. Thus, according to Conklin and Freeman's classification, about one-half of the total number of dropouts for whom data were available and all of the dropouts from grades 7 and 8 for whom data were available were of "borderline" or "moronic" mental ability. In addition, it may be noted that the cumulative total of the number and per cent of intelligence quotients of fifty-four dropouts falling between 80-89 and below 80 was thirty-seven, or 68.1 per cent. Thus, a majority of the fifty-four dropouts for whom data were available were of "dull and backward," "borderline," or "moronic" mental ability.

As revealed by Table VI, the cumulative total of the number and per cent of dropouts falling into the 90-99, 100-109, and 110-114 classifications was seventeen, or 31.5 per cent, of the fifty-four dropouts. According to Conklin and Freeman, this 31.5 per cent of the fifty-four dropouts were of "low average" or "above average" mental ability, a fact which suggests that this group of dropouts should have been educable in an average academic school program.

READING ABILITY

Reading scores, based on the Iowa Silent Reading Test, were available in the school files for sixty-one of the

sixty-five Matthew Whaley dropouts. Table VII, below, shows the number and per cent of sixty-one Matthew Whaley dropouts who were reading below grade level during the last year of their stay in school.

TABLE VII

NUMBER, PER CENT, RANGE OF READING LEVEL,
AND MEDIAN READING LEVEL OF 61 MATTHEW WHALEY DROPOUTS
READING BELOW GRADE LEVEL AT TIME OF WITHDRAWAL

Grade level	No. dropouts in grade	No. reading below grade level	Per cent	*Range of reading level	*Median reading level
7	7	7	100.	0 to 6-8	4-5
8	12	12	100.	2-8 to 6-9	5-6
9	22	19	86.4	4-1 to 13	7-4
10	11	9	81.8	6-6 to 11-9	6-6
11	9	6	66.6	7-2 to 13	10-2
Totals	61	53	86.9		6-6

*Reading levels expressed in years and months in school; i. e., 6th year, 8th month.

This table shows that fifty-three, or 86.9 per cent, of sixty-one dropouts for whom reading scores were available were reading below grade level at the time of withdrawal from school. The remaining eight, or 13.1 per cent, of the sixty-one dropouts were reading at or above grade level at the time of withdrawal.

An examination of the per cent of dropouts reading below grade level from each grade shows that all seventh and eighth grade dropouts and the majority of the dropouts from

grades nine through eleven were reading below grade level during their last year in school. An examination of the per cent of dropouts reading below grade level for each grade level shows that the higher the grade level, the smaller the digression of the reading scores from the normal reading level of the grade.

The median reading level of each grade shown in Table VII subtracted from the normal reading level for each grade level reveals that the median reading level for dropouts was about two years below the norm for the grade.

This evidence shows that reading below grade level was characteristic of the large majority of sixty-one Matthew Whaley dropouts.

PROGRESS IN CLASSWORK

Data for study of the progress of dropouts in classwork were taken from the duplicates of reports to parents, from elementary records, and from quartile rating sheets. The quartile rating sheets were records of the progress in subjects of each pupil in the high school division.

As indicated by teachers on these reports, dropouts from grades seven and eight for whom data were available were making slow progress in classwork. One pupil did not remain in school long enough to receive a report card. Three of the seven pupils withdrawing from the seventh grade

level were repeating the seventh grade for the third time; one was repeating for the second time. Two had been placed in the seventh grade because of age, but were termed "ungraded," and one was receiving below average ratings on his progress, with a record of frequent truancy.

Further teacher evaluation of these students indicated that of the thirteen pupils withdrawing in grade eight, three had repeated the seventh grade, and eight had been given a social promotion to the eighth grade because of size and age. Two children were new to the school, and of these, one remained in school only one month, and the other failed during his stay.

The intelligence scores of these seventh and eighth grade dropouts indicated the borderline and moronic mental abilities of this group of dropouts.²

The number of dropouts from the senior high school, which comprised grades nine through twelve, was forty-five of the sixty-five dropouts. Table VIII, below, shows the progress in classwork of these forty-five Matthew Whaley dropouts from the senior high school.

²Supra, p. 26.

TABLE VIII

PROGRESS IN CLASSWORK OF 45 MATTHEW WHALEY DROPOUTS
IN THE SENIOR HIGH SCHOOL

	Grade 9	Grade 10	Grade 11	Grade 12	Total	Per cent
No. of dropouts	23	13	9	0	45	100.
No. repeating one or more grades	13	5	3	0	21	46.6
No. failing one or more subjects	7	6	3	0	16	35.6
No. passing all school subjects	3	2	3	0	8	17.8

It may be noted that the cumulative total of the number and per cent of forty-five dropouts in senior high school who had either repeated one or more grades during their school experience or who had failed one or more subjects during senior high school was thirty-seven, or 82.2 per cent. Of the group of forty-five senior high school dropouts, 17.8 per cent had passed all grades and subjects during their school experience. Thus, repetition of one or more grades, or failure in one or more subjects, appeared characteristic of the majority of the senior high school dropouts. Approximately one-fifth of the forty-five dropouts from senior high school were passing all work.

SOCIAL ADJUSTMENT

The social adjustment of dropouts was studied on the basis of teacher comments about the social behavior of

pupils in the school classes to which they belonged. This study involved the examination of each dropout's record of social adjustment. This record had been contributed to by his successive teachers during the period of years the dropout attended the school. At the close of each year during this study, each elementary teacher and each high school teacher wrote a statement concerning the social adjustment of pupils in his or her group on the basis of personal observation. Thus, there was an account of the teachers' estimates of the progressive social development of the pupil during his stay at the school. The records of social adjustment in the school files were available for sixty-four of the sixty-five Matthew Whaley dropouts.

The quoted descriptive words used in this part of this study, which denote socially well-adjusted and poorly adjusted pupils have come from teachers' comments on the records of these pupils and denote the reactions of these teachers to the degree of pupil adjustment. The term well-adjusted refers to a pupil who was "well-liked," "well-balanced," or who "got along well with classmates." The term poorly adjusted refers to the pupil who was "timid," "withdrawn," "self-conscious," "too aggressive," who "had difficulty making friends," or whose "ability to fit in with the group was poor."

On the bases of these teacher comments about dropouts, fifty-six of the sixty-four dropouts, or 87.5 per cent, for whom data were available were poorly adjusted socially in their school environment. Eight of the sixty-four dropouts, or 12.5 per cent, appeared well-adjusted socially in the school environment. This evidence suggests that, in terms of teachers' judgments, poor social adjustment at school was common among the majority of dropouts. In the opinion of the teachers, approximately one-eighth of these dropouts appeared well-adjusted at school.

PARTICIPATION OF SENIOR HIGH SCHOOL DROPOUTS IN EXTRA-CURRICULAR PROGRAM

Data concerning extra-curricular activities of senior high school dropouts were taken from informal records filled out by teachers about pupils in their homeroom groups at the end of each year. The senior high school records were used for study of this area since no out-of-school activities were scheduled in the school program for seventh and eighth graders at the time of this study. Data concerning extra-curricular activities were available for the forty-five dropouts from senior high school.

TABLE IX

NUMBER AND PER CENT OF MATTHEW WHALEY DROPOUTS IN SENIOR HIGH SCHOOL WHO PARTICIPATED IN THE ACTIVITY PROGRAM AND THE NUMBER PARTICIPATING IN EACH ACTIVITY

No. dropouts in senior high school	No. participating in activity program	Per cent
45	29	64.4

Activities in which dropouts participated	No. participating
Sports	11
School paper	6
Choir	6
Dramatics	4
Home Economics Club	1
Student Council	1
Library Club	1
Total	30

Table IX, above, shows that twenty-nine, or 64.4 per cent of the forty-five dropouts from the senior high school participated in an extra-curricular activity. The total number of activities in which twenty-nine participants engaged was thirty; thus, only one dropout from senior high school participated in more than one activity. This evidence suggests that participation in no more than one extra-curricular activity was characteristic of most Matthew Whaley dropouts in the senior high school during the period of this study. Approximately two-fifths of the forty-five upper grade dropouts did not participate at all in the activity program.

Dillon³ found that 73 per cent, or approximately three-fourths of the dropouts in his study had not participated in any extra-curricular activities. Though the number of activities in which Matthew Whaley senior high school dropouts participated was limited, a comparison of the findings of this study and Dillon's study shows that proportionately more Matthew Whaley dropouts participated in the activity program than did the dropouts in Dillon's study.

INTERESTS AND APTITUDES

In order to find the interests and aptitudes of the sixty-five dropouts, elementary records and high school informal records of each dropout were examined for the period of years of his attendance at the school. All interests and aptitudes of the dropouts mentioned by their various teachers during their school experience were collected as data for this study.⁴ Data concerning interests and aptitudes of dropouts were available in the files for sixty-four of the sixty-five Matthew Whaley dropouts.

³Harold J. Dillon, Early School Leavers, A Major School Problem, National Child Labor Committee, New York, N. Y., p. 44.

⁴Data did not differentiate between interests and aptitudes.

TABLE X

KINDS AND FREQUENCY OF MENTION OF INTERESTS AND APTITUDES
OF 64 MATTHEW WHALEY DROPOUTS AS RECORDED BY TEACHERS

35 boys		29 girls	
Kind of interest and aptitude	Frequency of mention	Kind of interest and aptitude	Frequency of mention
Shop	23	Home economics	13
Sports	11	Dramatics	9
Arithmetic	6	Music	8
Dramatics	6	Story and poetry	
Drawing	6	writing	6
Farming	3	Dancing	5
Music	1	Drawing	5
Story and poetry		Reading	2
writing	1	Arithmetic	1
Dancing	1	Sunday School	1
None	8	Sports	1
		None	2

Table X, above, shows the varied interests and aptitudes of sixty-four dropouts for whom information was available, based on records filled in by teachers. Most boys, twenty-three out of thirty-five, had interest in and aptitude for shop activities. Teachers were unable to record interests and aptitudes for eight of the thirty-five boys.

An examination of Table X indicates that there was no single interest or aptitude among a majority of the girls; home making activities led in frequency of mention, however, for thirteen of the twenty-nine girls studied. Teachers were unable to record interests and aptitudes for two girls.

The academic subjects mentioned by teachers as interests of boys were arithmetic and story and poetry

writing. Six of the thirty-five boys had aptitude for arithmetic, and one of the thirty-five boys had interest and aptitude for story and poetry writing. Approximately one-fifth of the male dropouts had interest and aptitude in an academic subject, and the strength was, for the most part, arithmetic.

The academic subjects listed by teachers as interests of nine girls were either story and poetry writing, reading, or arithmetic. Six of the nine girls had interest and aptitude for story and poetry writing. Thus, about one-third of the girls had an interest and aptitude in an academic subject, and the greatest interest of this one-third of the girls was story and poetry writing.

PHYSICAL FITNESS

Data for discovering the physical fitness of dropouts came from the Grid for Evaluating Physical Fitness⁵ on which the physical defects of each pupil were recorded by the school nurse and, in some instances, by school doctors. Health grids were available for sixty-four of the sixty-five dropouts.

⁵Grid for Evaluating Physical Fitness, published by NEA Service, Inc., Cleveland, Ohio.

TABLE XI

PHYSICAL DEFECTS OF 64 MATTHEW WHALEY DROPOUTS BY SEX
DURING YEAR OF WITHDRAWAL FROM SCHOOL

	Total no. cases	No. with defects	Eyes	Teeth	Throat	Ears
Male	35	21	4	18	9	1
Female	29	17	1	10	6	0
Total	64	38	5	28	15	1
Per cent		59.1	7.8	43.8	23.5	1.6

Table XI, above, shows that thirty-eight, or 59.1 per cent, of the sixty-four dropouts had one or more physical defects during the year of withdrawal from school. This evidence shows that physical defects were present among approximately three-fifths of the sixty-four dropouts. Defective teeth constituted the most frequent physical defect among the dropouts.

OCCUPATIONS OF PARENTS

Data concerning occupations of parents came from the permanent record sheets of the students in the school files. Information about occupations was available for fifty-nine fathers. Occupations in which fifty-nine fathers were engaged are shown in Table XII.

TABLE XII

OCCUPATIONS OF FATHERS OF MATTHEW WHALEY DROPOUTS

Occupations	Number Engaged	Occupations	Number Engaged
Saw mill worker	6	Cook	1
Carpenter	6	Bricklayer	1
Farmer	5	Fisherman	1
Store clerk	4	Marine	1
Truck driver	3	Filter operator	1
Electrician	3	Railroad engineer	1
Plumber	3	"Jack of all trades"	1
Mechanic	3	Pumping station operator	1
Painter	3	Boiler firer	1
Nightwatchman	2	Ordnance man	1
Firefighters	2	Mattress maker	1
Steamfitter	2	Linesman	1
Government clerk	1	Athletic director	1
Machinist	1		

An examination of the number of fathers engaged in occupations in Table XII, above, shows that fifty-eight of the fifty-nine fathers of dropouts were engaged in the skilled or unskilled trades, and that one of the fifty-nine fathers was a professional worker. Thus, the large majority of the fathers of fifty-nine dropouts were engaged in the trades.

Davis, Bredemeier, and Levy⁶ have pointed out that the social class to which a family belongs has a relationship to the number of years of schooling of the children in

⁶Kingsley Davis, Harry C. Bredemeier, Marion J. Levy, Jr., Modern American Society, Rinehart & Company, Inc., New York, p. 424.

the family. These authors have found that, "Taking all the nation's 17 year olds together, 70 percent of the boys and 79 percent of the girls from families in the highest economic bracket have completed at least eleven grades. At the other end of the status scale only 19 percent of the boys and 27 percent of the girls met this standard."⁷

Data from the school files showed that there were fifty-eight living mothers of the sixty-five dropouts at the time of the dropouts' withdrawal from school. Table XIII shows the occupations of the mothers of the dropouts who were employed outside of the home.

TABLE XIII
OCCUPATIONS OF MOTHERS OF MATTHEW WHALEY DROPOUTS

Occupations	Number Engaged
Clerk at Five and Ten Cent Store	5
College laundress	3
Boarding house keeper	2
Telephone operator	2
Taxi driver	2
Canteen worker	1
Seamstress	1
Mattress maker	1
Restaurant owner	1
Total	18

Eighteen, or 31 per cent, of the fifty-eight mothers of dropouts were engaged in the skilled or unskilled pursuits

⁷Loc. cit.

listed in Table XIII, above. Among the fifty-eight mothers of dropouts, forty, or 69 per cent, were housewives not engaged in work outside of the home.

EDUCATION OF PARENTS

Data relative to the education of parents of dropouts were collected from the permanent record sheets in the school files. Recorded on the permanent record sheet was the attendance of the parents at elementary school, high school, college or business school. This information did not reveal whether or not the parent had completed the work in any of these school levels. Data concerning education of parents of dropouts were available for 121 parents. Table XIV shows the level of education of these 121 parents.

TABLE XIV

EDUCATION OF PARENTS OF MATTHEW WHALEY DROPOUTS BASED ON SCHOOL RECORDS

	Fathers	Mothers	Totals
No. cases	60	61	121
No. attending grade school	29	22	51
Per cent	48.3	59.0	42.2
No. attending high school	29	36	65
Per cent	48.3	59.0	53.7
No. attending college or business school	2	3	5
Per cent	3.3	4.9	4.1

The total per cent of 121 parents of dropouts who completed their schooling at the elementary level according to Table XIV indicates that approximately two-fifths of the parents of dropouts did not go beyond possibly the seventh grade. Data did not show the grade levels which comprised elementary schools which parents attended. A further examination of this table indicates that over 50 per cent of the parents of dropouts had attended high school, but the data did not show the grade level attained by parents in high school. The percentages of fathers and mothers who attended the various grade levels indicate that mothers of dropouts had a slightly higher level of education than fathers.

MARITAL STATUS OF PARENTS

Data for determining the marital status of parents came from the permanent record sheets in the school files.

Forty-six, or 70.8 per cent, of the sixty-five dropouts came from homes with both father and mother living together; nineteen, or 29.2 per cent, came from broken homes.

Dillon⁴ found that 71 per cent of the dropouts in his study lived with both parents.

⁴Dillon, op. cit., p. 19.

SIZE OF FAMILIES OF DROPOUTS

Data concerning the number of children in the family were available for the sixty-five Matthew Whaley dropouts.

TABLE XV

NUMBER OF CHILDREN IN FAMILIES OF MATTHEW WHALEY DROPOUTS

Size of family	No. of families	Per cent
1 child	3	4.6
2 children	10	15.4
3 children	13	20.0
4 children	5	7.7
5 children	12	18.3
6 children	7	10.8
7 children	8	12.3
8 children	2	3.1
9 children	3	4.6
10 children	2	3.1
Totals	65	100.

Table XV, above, shows the number of children in the families of the sixty-five Matthew Whaley dropouts. The combination of the numbers of families with four and more children in them shows that thirty-nine, or 60 per cent, of the families of dropouts had from four to ten children. Thus, it appears that membership in a family of four or more children was characteristic of most dropouts under study. Bell⁵ found that a high positive correlation existed between the number of children in the family and the incidence of dropouts.

⁵

Cf. ante, p. 7.

RESPONSIBILITIES OF DROPOUTS TO THEIR HOMES

Pupils were asked in the Interest Questionnaire included in each personnel folder to name the home duties for which they were regularly responsible. Data were available for sixty-four of the sixty-five dropouts. This evidence showed that 66 per cent, or twenty-two, of the thirty-five male dropouts and 93 per cent, or twenty-seven, of the twenty-nine female dropouts for whom data were available had definite home responsibilities. These data indicated that some type of work at home was common to most dropouts. Table XVI, below, shows the kinds of jobs dropouts had at home.

TABLE XVI

HOME RESPONSIBILITIES OF MATTHEW WHALEY DROPOUTS

Kinds	No. persons mentioning	Kinds	No. persons mentioning
Washing dishes	22	Milking	2
Cleaning house	19	Shopping	2
Cleaning own room	10	Cutting grass	2
Feeding animals	9	Bringing in oil	2
Bringing in wood	9	Burning paper	1
Cutting wood	8	Driving tractor	1
Bringing in water	7	Caring for brothers and sisters	1
Cooking	7	Caring for blind parents	1
Gardening	3		
Bringing in coal	3		

CHAPTER IV

PERSONAL AND ENVIRONMENTAL CHARACTERISTICS OF DROPOUTS REVEALED THROUGH INTERVIEWS

In order to discover other personal and environmental characteristics of dropouts who withdrew from the Matthew Whaley School during the five-year period covered by this study, interviews were held with the thirty-nine dropouts who were living in this vicinity during the summers of 1950 and 1951. Nine of the twenty-six dropouts whom the writer was unable to contact were members of the Armed Forces, fourteen of the twenty-six had moved to other communities, and three of the twenty-six had died from injuries received in accidents.

The specific purpose of the interviews was to gather additional data about the life of dropouts (1) at the time they attended the Matthew Whaley School and (2) after their withdrawal from school. The interview schedule (see Appendix) used in the interview with each of the thirty-nine dropouts contained questions about the two areas just mentioned.

In the interview, answers were sought to questions about the following subjects: (1) frequency of attendance at school parties while enrolled in the school, (2) highest grade level attained in school by parents, (3) conveniences

in the homes of dropouts at the time they attended school and at the time of the interview, (4) reasons of dropouts for withdrawal from school, (5) attitudes of parents toward their children's withdrawal from school, (6) attitudes of dropouts toward their own withdrawal from school, (7) suggestions of dropouts for improvement of the school, (8) employment of dropouts, (9) participation of dropouts in community activities, (10) leisure time activities of dropouts, and (11) reading materials in the homes of dropouts at time of interview.

The subjects listed in the preceding paragraph for investigation were chosen because they appeared to give a more complete picture of the lives of dropouts while at school and to suggest characteristics of the lives of dropouts since their withdrawal from school.

FREQUENCY OF ATTENDANCE OF DROPOUTS AT SCHOOL PARTIES

The thirty-nine dropouts interviewed were asked how often they attended school parties when they were enrolled in the school in order to discover the degree of participation in this type of school social function. During the five-year period covered by this study, pupils in grades seven through twelve were invited to these parties which were held on an average of twice a month. Table XVII shows the frequency of attendance at school parties of the thirty-nine dropouts interviewed.

TABLE XVII

FREQUENCY OF ATTENDANCE OF 39 MATTHEW WHALEY DROPOUTS
AT SCHOOL PARTIES DURING THEIR STAY IN SCHOOL

Frequency	No. male dropouts	No. female dropouts	Total	Per cent
Often	5	3	8	20.5
Seldom	6	5	11	28.2
Never	9	11	20	51.2
Totals	20	19	39	100.

As revealed in Table XVII, above, the cumulative total of the number and per cent of dropouts who attended school parties "seldom" or "never" was thirty-one, or 79.5 per cent, of the thirty-nine dropouts who were interviewed. Thus, it was characteristic of four-fifths of the dropouts interviewed to participate in this type of school function "seldom" or "never."

HIGHEST GRADE LEVEL ATTAINED IN SCHOOL

BY PARENTS OF 36 DROPOUTS

The thirty-nine dropouts interviewed were asked the highest grade level attained in school by their parents. These data were gathered in order to clarify the data about education of parents in the school records, which did not reveal the grade level attained by the parents. Table XVIII shows the grade levels attained by parents of thirty-six of the thirty-nine dropouts interviewed. Three of the dropouts

interviewed did not know the grade level attainment of their parents.

TABLE XVIII
HIGHEST GRADE LEVEL ATTAINED IN SCHOOL
BY PARENTS OF 36 MATTHEW WHALEY DROPOUTS*

Highest grade level attained	Fathers	Mothers	Total	Per cent
5	5	4	9	12.5
6	1	3	4	5.5
7	13	7	20	27.8
8	6	6	12	16.7
9	6	5	11	15.3
10	0	4	4	5.5
Finished high school	3	4	7	9.7
Finished business school	0	2	2	2.8
Finished college	1	0	1	1.4
Finished State Blind School	1	1	2	2.8
Totals	36	36	72	100.

*Percentages are based on the total number, 72.

The cumulative total of the number and per cent of the seventy-two parents who dropped out of school from grades five through eight shows that forty-five, or 62.5 per cent, of the parents of the dropouts interviewed had themselves dropped out of school by the end of the eighth grade. As revealed by Table XVIII, the cumulative sum and per cent of the parents of dropouts interviewed who had either (1) completed high school, (2) attended business school, (3) finished college, or (4) finished State Blind School was twelve, or 16.7 per cent.

Thus, the majority of the parents of the dropouts interviewed withdrew from school by the close of the eighth grade, and more than four-fifths of these parents dropped out of school before completing high school.

CONVENIENCES IN HOMES

In order to secure a suggestion of the economic level of the families of dropouts, the thirty-nine dropouts who were interviewed were asked if their homes were equipped with the following conveniences while they attended the school: running water, electricity, and telephone. In order to obtain a suggestion of the economic level of the families of dropouts since their withdrawal from school, the thirty-nine dropouts interviewed were asked if the same conveniences were in their homes at the time of the interview. Table XIX shows the conveniences in the homes of thirty-nine dropouts during their stay in school, and Table XX shows the conveniences in the homes of thirty-nine dropouts at the time of the interview.

TABLE XIX

NUMBER OF HOMES OF 39 MATTHEW WHALEY DROPOUTS
WITH OR WITHOUT RUNNING WATER, ELECTRICITY, OR TELEPHONE
WHEN DROPOUTS WERE IN SCHOOL*

	With		Without	
	No.	Per cent	No.	Per cent
Running water	22	56.4	17	43.6
Electricity	24	61.5	15	38.5
Telephone	11	28.3	28	71.7

*Percentages are based on total number of homes, 39.

Table XIX, above, shows that 28.3 per cent of the homes of the thirty-nine dropouts had telephones. This evidence indicates possibly the good or fair economic level of this percentage of homes represented. This table further shows that 71.7 per cent of the homes did not have telephones, a fact which indicates possibly the fair or low economic level of these homes. Approximately 40 per cent of the homes of the thirty-nine dropouts did not have running water and electricity, a fact which suggests the low economic level of this group of homes. In summary, it appears from these data that the homes of the majority of the thirty-nine dropouts interviewed were of fair or low economic level.

TABLE XX

NUMBER OF HOMES WITH OR WITHOUT RUNNING WATER,
ELECTRICITY, OR TELEPHONE OF 39 MATTHEW WHALEY
DROPOUTS AFTER THEIR WITHDRAWAL FROM SCHOOL*

	With		Without	
	No.	Per cent	No.	Per cent
Running water	31	79.5	8	20.5
Electricity	37	94.9	2	5.1
Telephone	8	20.5	31	79.5

*Percentages are based on total number of homes, 39.

According to Table XX, thirty-one, or 79.5 per cent, of the homes of the thirty-nine dropouts interviewed had running water at the time of the interview, and thirty-seven, or 94.9 per cent had electricity. The fact that approximately 79 per cent of the homes of the thirty-nine dropouts interviewed did not have telephones, but that the large majority had running water and electricity, possibly indicated the fair economic level of approximately three-fourths of the thirty-nine dropouts interviewed since their withdrawal from school.

As judged by the presence of these three conveniences, the comparison of the economic level of the homes of the dropouts interviewed at the time of their attendance at school with the economic level of the homes of dropouts after they had withdrawn from school shows that there may have been a rise in economic level of these homes after the withdrawal of dropouts from school.

WHAT DROPOUTS BELIEVE TO BE REASONS
FOR THEIR WITHDRAWAL FROM SCHOOL

The thirty-nine dropouts who were interviewed were asked their reasons for having withdrawn from school. This question was asked in an attempt to find school or environmental influences in the life of the dropouts which brought about their withdrawal. Possible reasons for withdrawal listed on the interview schedule were read to dropouts by the interviewer, and each dropout was requested to choose any of the reasons for his withdrawal mentioned or to add others not mentioned by the interviewer. Table XXI shows the reasons given for leaving school by the thirty-nine dropouts and the frequency of mention of each.

TABLE XXI

REASONS FOR LEAVING SCHOOL GIVEN BY 39 MATTHEW WHALEY
DROPOUTS AND THE FREQUENCY OF MENTION

Reasons for withdrawal	Frequency of Mention		
	Boys	Girls	Total
Subjects too difficult	14	6	20
Lack of interest	10	3	13
Marriage	2	8	10
Lack of funds	0	3	3
Disciplinary difficulties	2	0	2
"I don't know"	1	2	3
Desire for independence	0	1	1
Suggestion of a teacher	0	1	1
Shyness in school	0	1	1
Advice of a mother	1	0	1

According to Table XXI, above, the reasons most often given for withdrawal from the Matthew Whaley School by thirty-nine dropouts who were interviewed were (1) subjects too difficult, (2) lack of interest, and (3) marriage. The two most frequent reasons for leaving school given by male dropouts were subjects too difficult and lack of interest. The two most frequent reasons for withdrawal given by female dropouts interviewed were marriage and subjects too difficult.

Most of the dropouts interviewed had further comments to make about why they withdrew from school. Their quoted comments follow:

We had a hard time getting along.

My mother and father were divorced and my mother had to support two of us (children) by sewing. We just couldn't make ends meet.

My father was sick and I had to help support the family.

I wasn't learning anything so I quit. (This type of comment was made by six dropouts.)

I got behind in my studies on account of absences and I couldn't catch up. I had failed a year anyway and my classmates were ahead of me. Then, too, I got into an English and history course that I couldn't do because the teachers I'd had before hadn't taught me anything.

I got a job one summer and wanted to keep on making my own money. You know the last year I was in school I didn't know whether I was in the seventh or eighth grade. It was one of those funny groups.

I just couldn't learn. (This type of comment was made by four dropouts.)

I had to do all the housework at home and had no time to study. I didn't have anyone to help me either with my lessons. It had been so long since my mother was in school that she couldn't help me. One of the teachers hurt my feelings, too, because I wasn't learning. I couldn't help it if I couldn't learn.

I saw I was failing and so I just quit.

I was bashful in school and a friend of mine told me she could get me a good job in Richmond. I had failed a couple of classes anyway and so I took the job. The funny thing was, though, that I worked one day and quit, because there were bedbugs on the bed at the house where I was staying. I came back home.

I hated English and history.

One of the teachers thought it would be best if I quit. I stayed until I was twenty-one.

I was running around with older boys and I wanted to be independent.

I thought I knew enough and wanted to get married.

I just wasn't interested in the subjects I was taking.

I knew enough for the kind of life I would lead and I wanted to get married.

I wanted to get married. Now I have a frigidaire and electric stove and running water. It's so much better.

I just didn't get along with the people or the subjects.

I hated a teacher I got.

The teachers sent me out of the room when I giggled and I couldn't take it any longer. Besides, the teachers didn't make me work. They always told me in the middle of the year that I was failing.

These direct comments of dropouts about their reasons for leaving school revealed the failure encountered in classwork by some dropouts, the inclination of some dropouts to shift the blame for their failure to the school, the low economic level of several of these families, and the desire for marriage on the part of several dropouts.

ATTITUDES OF PARENTS TOWARD THEIR CHILDREN'S
WITHDRAWAL FROM SCHOOL

The thirty-nine dropouts interviewed were asked the attitude of their parents toward their withdrawal from school. Possible attitudes listed on the interview schedule were read to the dropouts by the interviewer. Each dropout was asked to mention any other attitudes applicable in his case that may not have been read to him. Table XXII shows the attitudes of parents toward their children's withdrawal from school as given by thirty-eight of the thirty-nine dropouts interviewed. Both parents of one of the thirty-nine dropouts interviewed were deceased at the time of the dropout's leaving school.

TABLE XXII

ATTITUDES OF PARENTS OF 38 DROPOUTS TOWARD
THEIR CHILDREN'S WITHDRAWAL FROM SCHOOL*

Attitude of parents	Times mentioned	Per cent
Shown little interest whether or not child continued	21	55.3
Encouraged child to continue	11	28.9
Encouraged child to stop	4	10.5
Resigned to circumstances	2	5.3
Totals	38	100.

*Percentages are based on the number, 38.

According to their children's statements, Table XXII reveals that the parents of twenty-five, or 65.8 per cent, of the dropouts showed little interest in whether or not their children continued in school or encouraged their children to stop school. Table XXII also reveals that over one-fourth of the parents encouraged their children to remain. Two, or 5.3 per cent, of these parents were resigned to the circumstances of their children's need for withdrawal from school since each one had a daughter who was pregnant at the time of withdrawal.

Thus, according to their children, the majority of the parents of dropouts interviewed either showed little interest in whether or not their children remained in school or encouraged them to withdraw from school.

ATTITUDES OF DROPOUTS TOWARD
THEIR OWN WITHDRAWAL FROM SCHOOL

The thirty-nine dropouts interviewed were asked if they regretted having left school before completing work for graduation. Fifteen, or 41 per cent, of the thirty-nine dropouts interviewed stated that they regretted having withdrawn from school before graduation, and twenty-four, or 59 per cent, of these dropouts stated that they did not regret having left school before graduation. The majority of the thirty-nine dropouts interviewed, therefore, said they did not regret leaving the Matthew Whaley School before graduation.

IMPROVEMENTS DROPOUTS WOULD LIKE TO SEE
AT THE MATTHEW WHALEY SCHOOL

The thirty-nine dropouts who were interviewed were asked to give suggestions for improvement of the school in order to discover the kinds of feelings they had experienced in the school situation. Fourteen, or 37 per cent, of the thirty-nine dropouts did not have suggestions for improvement of the school. The typical comment from this group of dropouts was, "It is all right as it is." Twenty-five, or 63 per cent, of the thirty-nine dropouts had suggestions for improvement of the school. The suggestions made by these twenty-five dropouts are listed below:

One year I had four different teachers. No wonder I didn't learn. I wish they'd do something about that.

The teachers had too many students to give everybody enough attention. There ought to be fewer students in classes.

The schools ought to teach all boys how to get into unions.

I wasn't made to learn anything, but I sure hope my girl will be. (This type of comment was made by four dropouts.)

Put children who don't do a subject well--like math-- in a group with others like them and let them go more slowly. The others whizzed by me.

More training for real work.

Bring in new teachers.

More specific skills such as mechanics or shop for boys and home ec. department for girls like those at Bruton Heights.

Less emphasis on past history. We spent too much time on what happened 200 years ago.

More individual help instead of just get it if you are smart enough and if you weren't it's just bad for that one. More true interest in each child to see that each and everyone understands what the teacher is trying to explain. If a teacher can't do that, she is just suited for some other kind of work.

More continued attention for all students.

More individual attention for those who don't learn good.

I'm glad to hear the girls are having more inter-school sports. We didn't have enough of that when I was there. I hope they keep it up.

I wish that little groups in classes would be made to like each other. The city children look down on the country children.

I think more people ought to be included in the planning of parties, not just one little crowd all the time.

I think they ought to put boys and girls who don't feel right and who don't do anything at the head of some of the activities. They need to be made to feel that they can do something.

I don't think a teacher ought to make you think she's better than her students.

If a teacher would find a thing a child likes and does well at, give him a chance to do that, and to do it more than once.

The teachers ought to take a personal interest in all the children and not just in a couple of them. Some of them had pets and everybody knew about it.

You learn more when somebody has an interest in you but also makes you do like you're supposed to do.

I think the school ought to see that boys and girls stay there. They're too young to know what they're doing when they quit.

I think girls ought to be taught not to run around with older boys out of school. If they went with their own school crowd, they would not be running off and getting married.

I think the school ought to teach the Bible because the salvation of the world depends on it.

I don't intend to send my children to Matthew Whaley.

The comments quoted above appear to reveal the following feelings among some of the dropouts while they were in school: (1) a sense of frustration at being faced with subject matter which they were unable to master, (2) a desire for more attention in classwork from teachers, (3) a desire for a larger part in the social life of the school, (4) a

desire to excel in some phase of school life, (5) a desire for approval from teachers and from their peers, (6) a desire for more guidance in their personal life, (7) a desire for the type of learning they knew they could handle--such as mechanics and home economics, and (8) a desire to learn.

EMPLOYMENT OF DROPOUTS

In order to find the status of employment of dropouts since they withdrew from school, the thirty-nine dropouts interviewed were asked (1) the kind of work in which they were engaged at the time of the interview, (2) how they learned to do the work in which they were engaged, (3) why they had chosen the particular kind of work in which they were engaged, and (4) the number of jobs which they had held since leaving school. The twenty boys interviewed were employed, and six of the nineteen girls interviewed were employed. Twelve of the nineteen girls interviewed were housewives not employed outside of the home, and one of the nineteen girls who was single was not employed, but kept house for her family.

Jobs Held by Dropouts at Time of Interview. Table XXIII, below, shows the jobs held by the twenty male dropouts at the time of the interviews.

TABLE XXIII
KINDS OF JOBS AND THE FREQUENCY HELD
BY 20 MATTHEW WHALEY MALE DROPOUTS

Kinds of Jobs Held	Frequency
Trades:-	
Mechanic's helper	5
Electrician's helper	2
Saw mill worker	2
Carpenter's helper	2
Butcher's helper	1
Painter	1
Total	<u>13</u>
Transportation:	
Truck driver	2
Taxi driver	1
Total	<u>3</u>
Selling:	
Soda clerk	1
Service station attendant	1
Apprentice insurance salesman	1
Stock room clerk and sales clerk	1
Total	<u>4</u>

Table XXIII, above, shows that the twenty boys interviewed were engaged in either the trades, transportation, or selling. Thirteen of the twenty boys interviewed were engaged in the trades, three were engaged in transportation, and four were engaged in selling. Data showed that all boys were in the unskilled classification in the jobs in which they were engaged at the time of the interview.

Among the six girls of the nineteen interviewed who were working outside of the home, there were two telephone operators, two waitresses, one soda clerk, and one nursemaid.

How dropouts learned to do job they held at the time of the interview. The twenty-six employed dropouts were asked where they were trained to do the particular jobs in which they were engaged at the time of the interview. Of this group, one had received training in mechanics under the supervision of the school, and twenty-five had received all training on the job. Thus, almost all of the twenty-six dropouts interviewed had received their training on the job.

Why 26 Matthew Whaley dropouts chose kind of work in which they were engaged at the time of interview. The twenty-six Matthew Whaley dropouts who were employed were asked why they had chosen the particular jobs in which they were engaged at the time of the interview. Fourteen of the twenty-six stated that they had chosen their jobs because they were interested in learning the particular kind of work. Seven of the twenty-six stated that they had chosen their work because they were the only jobs they knew about at the time they needed them. Three of the twenty-six employed dropouts had chosen the particular kind of work in which they were engaged because their fathers were in it. One of the twenty-six had chosen his particular job on the advice of a friend, and another had chosen his job on the advice of his father.

Number of different jobs held by dropouts since leaving school. Table XXIV, below, shows the number of different jobs held by the 26 dropouts since their withdrawal from school.

TABLE XXIV

NUMBER OF DIFFERENT JOBS HELD BY 26 MATTHEW WHALEY
DROPOUTS SINCE LEAVING SCHOOL*

	Boys	Girls	Total	Per cent
One job	4	1	5	19.2
Two jobs	4	1	5	19.2
Three jobs	7	3	10	38.5
Four jobs	5	1	6	23.1
Totals	20	6	26	100.

*Percentages are based on total number, 26.

In Table XXIV, the cumulative total of the number and per cent of the twenty-six employed dropouts who had held three or four jobs since their withdrawal from school was sixteen, or 61.5 per cent. This evidence shows that the majority of employed dropouts had been engaged in three or four jobs since leaving school.

PARTICIPATION IN COMMUNITY ACTIVITIES

In order to find out the part dropouts played in the life of the community, the thirty-nine dropouts interviewed were asked to name the community activities in which they participated, the positions of responsibility which they had

held or held at the time of the interview in these organizations, and whether they had voted, if of age.

It was found that eighteen, or 44.9 per cent, of the thirty-nine dropouts interviewed belonged to one or more community organizations, and that twenty-five, or 55.1 per cent, of the thirty-nine dropouts belonged to no community organizations. The organizations to which eighteen of the thirty-nine dropouts interviewed belonged and the frequency of mention of organizations were as follows: church, 15; 4-H Club, 2; baseball club, 1; National Guard, 1; Moose Club in Newport News, 1.

The eighteen dropouts interviewed who belonged to community organizations were asked if they had held or held at the time of the interview any position of responsibility in these groups. One of these eighteen dropouts was an usher at church, and another of these eighteen dropouts had been a treasurer of her Sunday School class several years before the interview.

Seventeen of the thirty-nine dropouts interviewed were twenty-one years of age or over at the time of the interview and none of the seventeen had registered to vote.

Thus, the evidence relative to community participation of the thirty-nine dropouts interviewed revealed that (1) a majority of these dropouts belonged to no community organizations; (2) the church was the most frequently

mentioned organization to which those who were affiliated with community activities belonged; (3) two of the eighteen dropouts who belonged to community organizations had held positions of responsibility in those organizations; and (4) none of the seventeen dropouts twenty-one years of age or over had registered to vote.

LEISURE TIME ACTIVITIES IN WHICH DROPOUTS
ENGAGED MOST OFTEN

The thirty-nine dropouts interviewed were asked in what activities they engaged most often in their leisure time. Table XXV, below, shows the activities in which the thirty-nine dropouts engaged most often and the frequency of each activity mentioned.

TABLE XXV

LEISURE TIME ACTIVITIES IN WHICH 39 MATTHEW WHALEY DROPOUTS
PARTICIPATED MOST OFTEN AND THE FREQUENCY OF MENTION

Leisure time activity	Frequency	Leisure time activity	Frequency
Attend movies	16	Swim	2
Loaf	13	Attend ball games	2
No spare time	5	Watch television	2
Hunt	4	Play piano	1
Fish	3	Work in garden	1
Sew	3	Play cards	1
Read	2		

Table XXV shows that the leisure time activities most often mentioned by the thirty-nine dropouts interviewed

were attending movies and loafing. Five stated that they had no spare time.

READING MATERIALS IN THE HOMES

In order to determine the extent to which reading materials were available in the homes of dropouts since their withdrawal from school, the thirty-nine dropouts interviewed were asked (1) if they had bookcases in their homes, and if so, the titles of several of the books which they enjoyed; (2) the titles of magazines to which they or their families subscribed; and (3) if their families subscribed to newspapers. Table XXVI, below, shows the frequency with which bookcases, magazines, and newspapers were found in the homes of the thirty-nine dropouts interviewed.

TABLE XXVI

NUMBER BOOKCASES IN HOMES OF 39 DROPOUTS,
NUMBER FAMILIES SUBSCRIBING TO MAGAZINES,
AND NUMBER FAMILIES SUBSCRIBING TO NEWSPAPERS

		Bookcases	Magazines	Newspapers
Number of homes	with	4	9	33
	without	35	30	6

The data about reading materials in the homes of dropouts indicate that the newspaper was found in the large majority of homes of the thirty-nine dropouts interviewed,

and that books and subscriptions to magazines were lacking in the majority of these homes.

The four dropouts who had bookcases in their homes, as shown in Table XXVI, were asked to name several titles of the books which they enjoyed. One of the four dropouts mentioned the following books: Child's Garden of Verses, Wonder World of Science, Funk and Wagnall's Encyclopedia, Heidi, and Princess and the Goblin. Another one of the four dropouts who had bookcases mentioned these books: the Bible, Pilgrims' Progress, and A Treasury of Early American Homes. The remaining two of the four dropouts who had bookcases in their homes stated that they did not enjoy any of the books in their bookcases.

The name of the magazine and the frequency of mention as subscribed to by the nine homes of the thirty-nine dropouts follow: Readers Digest, 2; Progressive Farmer, 2; Country Gentleman, 1; Hunting and Fishing, 1; Gospel News, 1; Life, 1; Good Housekeeping, 1; American Home, 1; and Better Homes and Gardens, 1.

CHAPTER V

SUMMARY OF SIGNIFICANT FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

GENERAL SCHOOL BACKGROUND

1. The philosophy of the Matthew Whaley School expresses the point of view that it is the responsibility of the school to meet the needs of all children enrolled in the school.

2. The Matthew Whaley School lost 10.3 per cent of its pupils in dropouts during the five-year period studied. Related studies reported in this study showed an approximately 50 per cent loss of pupils in the average high school in the country in general.

3. The Jamestown area served by the school had proportionately two and one-half times as many dropouts as the Williamsburg or York County areas.

4. There was less than one per cent difference between the percentages of boys and girls dropping out of the Matthew Whaley School during the period of this study.

5. Percentages of dropouts leaving each grade level were as follows: ninth grade, 35.4 per cent; tenth grade, 20 per cent; eighth grade, 20 per cent; eleventh grade, 13.8

per cent; and seventh grade, 10.8 per cent. Percentages of dropouts leaving from the total enrolment of each grade showed that the ninth, tenth, and eighth grades in descending order lost most pupils.

6. The percentages of dropouts withdrawing from school at various ages were as follows: age fifteen, 29.3 per cent; age sixteen, 24.6 per cent; age seventeen, 21.5 per cent. The remaining 24.6 per cent of the dropouts withdrew at the ages of fourteen, eighteen, nineteen, twenty, or twenty-one. All of the sixty-five dropouts who withdrew from school at the age of fifteen dropped out before the minimum age designated by law.

7. Sixty-six per cent of the Matthew Whaley dropouts had entered the Matthew Whaley School by the time they had reached the fifth grade.

PERSONAL CHARACTERISTICS

1. As measured by one intelligence test, (1) 68.5 per cent of fifty-four dropouts from the Matthew Whaley School had dull or backward, borderline, or moronic intelligence; (2) all of the seventh and eighth grade dropouts for whom there was information were of borderline or moronic intelligence; (3) approximately one-fifty of the dropouts were of low average intelligence; and (4) only one-tenth of the dropouts were of average or above average intelligence.

2. All of the dropouts from grades seven and eight for whom there was information had either failed a grade or had been given "social" promotions to the grades in which they were enrolled at the time of withdrawal. Of the forty-five dropouts from senior high school, 82.2 per cent had either repeated a grade or had failed one or more subjects before withdrawal.

3. According to teacher comments, fifty-six of sixty-four dropouts were not well-adjusted in the school environment. Of the thirty-nine dropouts interviewed, 79.4 per cent had attended school parties seldom or never. The comments of some of the dropouts interviewed revealed a desire for more opportunities which would have helped them feel a part of the social life of the school.

4. It was found that 64 per cent of the forty-five senior high school dropouts had participated in the extra-curricular program, particularly in sports. Only one of these individuals was a participant in more than one activity.

5. According to teacher comments, the interest and aptitude of twenty-three of the thirty-five male dropouts were in shop work, and the interest and aptitude of thirteen of the thirty female dropouts were in home economics.

6. Of sixty-four dropouts, 59.1 per cent had physical defects during their last year of school.

7. The most frequent reasons for leaving school given by thirty-nine dropouts who were interviewed were as follows: subjects too difficult (20), lack of interest (13), and marriage (10). Comments about their withdrawal suggested the sense of failure which some dropouts experienced while in school, the inclination of some dropouts to place on the school the blame for their failure, the desire for marriage, and the low economic level of several families.

8. Of the thirty-nine dropouts interviewed, 59 per cent did not reveal regret at having withdrawn from school.

9. The suggestions made by twenty-five dropouts who were interviewed for improvement of the school were as follows: (1) less teacher turn-over during the school term; (2) smaller classes; (3) more practical training, such as mechanics, home economics, secretarial work and bookkeeping, and acquaintance with labor union regulations; (4) Bible study; (5) requirement of pupils to carry through on school tasks; (6) small groups within classes with children progressing at their own speed; (7) teachers more interested in children; (8) more emphasis on the present in social studies classes; (9) more individual help in school subjects for each child; (10) more of a feeling of social equality at school; (11) more responsibility for pupils in activities in order that they may gain status in the group; (12) opportunity for pupils to develop their strong points; (13) more personal guidance.

10. The twenty male dropouts who were interviewed were employed. Thirteen of the twenty boys were engaged in the trades, three were engaged in transportation, and four were in selling. All of the boys were in the unskilled category in their work at the time of the interview.

11. Six of the nineteen girls interviewed were employed, two as telephone operators, two as waitresses, one as a soda clerk, and one as a nursemaid.

12. Employed dropouts had chosen particular jobs in which they were engaged at the time of the interview because of (1) interest in the type of work, (2) only job they knew about at time they needed work, (3) father was in same occupation, (4) advice of a friend, and (5) advice of a father.

13. Of the twenty-six employed dropouts, 61.5 per cent had engaged in three or four different jobs since their withdrawal from school.

14. Of the thirty-nine dropouts interviewed, 55.1 per cent belonged to no community organizations. Two of the eighteen dropouts who belonged to groups had held positions of responsibility in them. Of the seventeen of the thirty-nine dropouts interviewed who were of voting age, none had registered to vote.

15. Leisure time activities of the thirty-nine dropouts interviewed mentioned most frequently were as follows: attending the movies, loafing, having no spare time.

ENVIRONMENTAL CHARACTERISTICS

1. Fifty-eight of fifty-nine fathers of dropouts were engaged in the trades. Eighteen of fifty-eight mothers of dropouts were employed in skilled or unskilled work. Forty, or 69 per cent, of the mothers of dropouts were housewives not employed outside of the home.

2. Forty-six, or 70.8 per cent, of the sixty-five dropouts came from homes in which the father and mother were living together.

3. School records showed that 42.2 per cent of the 121 parents of dropouts had attended only elementary school, and 53.7 per cent had completed formal education with high school. The school records did not reveal whether or not parents had finished high school. Interviews with thirty-six dropouts revealed that 83 per cent of the parents of these dropouts had not completed high school.

4. Sixty per cent of the sixty-five dropouts were members of families with four or more children.

5. Data revealed that 66 per cent of the thirty-five male dropouts and 93 per cent of the twenty-nine female dropouts had definite home responsibilities.

6. At the time the thirty-nine dropouts who were interviewed attended the school, 71.7 per cent of their homes had no telephones, 43.6 per cent of their homes had no running water, and 38.5 per cent had no electricity.

7. At the time of the interview with the thirty-nine dropouts, 79.5 per cent of their homes had no telephones, 20.5 per cent of their homes had no running water, and 5.1 per cent of their homes had no electricity.

8. Four of the homes of the thirty-nine dropouts interviewed had bookcases, nine of the thirty-nine homes subscribed to magazines, and thirty-three of the thirty-nine homes subscribed to newspapers.

9. According to thirty-eight dropouts interviewed, 55.3 per cent of their parents showed little interest in whether or not their children continued in school; according to thirty-eight dropouts interviewed, 10.5 per cent of their parents advised their children to withdraw from school.

CONCLUSIONS

1. The holding power of the Matthew Whaley School was good during the five-year period covered by this study. Perhaps the point of view of the school in working with boys and girls was in part responsible for this holding power.
2. The largest incidence of dropouts occurred in the Jamestown area. This suggests that the school needs to make an intensive study of this area in order to ascertain causes of this incidence of dropouts and to determine the implications of such findings for the school program.
3. There was no appreciable difference between the percentages of dropouts among boys and girls.
4. Although a large majority of the dropouts were transfers to Matthew Whaley from another school, most of them had been in this school at least two years. This would seem to have given the school an opportunity to study their needs and to provide a more satisfying curriculum for these pupils than it apparently did.
5. In the light of the failure in school subjects encountered by dropouts in this study, the school needs to examine its curriculum in all grades in order to ascertain how it can meet better the needs of its pupils. The school needs to concern itself with the reduction of frustration of children in the school program and in its stead to provide

all pupils opportunities which will permit experience of success. The pace for the slow learner is too fast.

6. On the basis of mental ability, approximately one-third of the Matthew Whaley dropouts should have been educable in an average academic school program. It is possible that the high school academic program was not geared to the ability of the low average group of dropouts included in this one-third of the dropouts. It is just as probable, however, that influences in the lives of this group of children that were beyond the control of the school were factors in their withdrawal from school.

7. Since evidence in this study indicates that some of the dropouts felt the need for more personal and social status while in school, it appears that guidance services, homeroom teachers, and classroom teachers need to take a greater interest in the lives of all children under their supervision. It is only through knowledge of the feelings of its pupils that the school can guide them effectively in the school program.

8. Since dropouts who were interviewed suggested practical subjects for improvement of the school, it appears that slow learners may not be able to grasp abstract thinking, but need more concrete learning experiences.

9. Evidence which revealed that none of the dropouts interviewed who were of age had registered to vote indicates

that social studies teachers and teachers in other departments need to place more emphasis on the responsibilities of citizenship.

10. The guidance services of the school need to consider their responsibility in the vocational counseling of pupils who drop out of school before graduation. Evidence indicates that these boys and girls need help in making choices relating to jobs for which they are best suited.

11. The school needs better to interpret to parents the purposes of the school. The evidence which showed that, according to their children, the majority of the parents of dropouts interviewed took little interest in whether or not their children withdrew from school suggests that these parents put little value on education. This evidence may also show that these parents understood the frustration of their children in school and regarded it as sufficient reason for dropping out, since they, too, had experienced similar frustration.

12. Although children differ and no one set of factors will necessarily appear in the lives of all children, certain factors found in this study appear frequently enough to warrant special attention from the school in an effort to avoid dropouts. Among these are the following: low mental ability, failure in subjects, poor reading ability, presence of physical defects, poor social adjustment, low economic level of the family, and low educational background of parents.

RECOMMENDATIONS

In the light of the findings revealed in this study, the following recommendations may be made:

1. That all teachers in the high school division should be helped to recognize and accept the variations in patterns of growth from child to child.
2. That experiences in all required classes should be varied enough to include the level of work which all children enrolled in these classes can master.
3. That reading materials in all classes should be so varied in levels of difficulty that all pupils will be able to profit from their use.
4. That the newspaper, the reading material found in the majority of the homes of dropouts interviewed, should be utilized more in the language arts classes for reading purposes.
5. That a remedial reading program directed by a teacher trained in remedial reading techniques should be set up in the high school for children reading below grade level.
6. That every effort should be made to find the strengths of children who do not succeed in academic subjects and that these strengths be used in planning their school programs. This may even involve the elimination of some required classes from their programs. When the program has been adjusted to the abilities of these pupils, however,

they must be required to complete their work in a satisfactory manner.

7. That the school should study the possible advantages to children whose academic achievement is low of work experiences in the community from the eighth grade through the high school years. At the time of this writing, work experiences are offered only in the twelfth grade at the school. Evidence in this study has shown that dropouts were able to secure jobs. It appears, therefore, that the school may be able to retain pupils longer in school by sponsoring work-study programs for these children. Compensation for their employment may also take care of personal needs of children who come from families in the lower economic levels.

8. That the guidance services of the school should accept as part of their responsibility the guidance of dropouts into suitable employment.

9. That the guidance services of the school should include means for keeping in touch with dropouts and encouraging them to seek counsel at the school when it is needed.

10. That teachers should create situations in which all pupils may have opportunities for group participation and the possibility of developing their potentialities.

11. That the school should provide for smaller classes in order that teachers may be able to work more effectively with children.

12. That the school should continue and strengthen its follow-up program in urging the correction of physical defects of children.

13. That teachers should inform themselves of home responsibilities of their pupils in order to make homework assignments consistent with the time which these pupils may have at their disposal.

14. That, because of the low economic level suggested in some cases in this study, expenditures for pupils at the Matthew Whaley School should be kept to a minimum.

15. That perhaps the school should investigate more thoroughly the dropouts who leave school prior to the age stated in the compulsory attendance law.

16. That the school should make a more intensive effort to refer to the Community Guidance Clinic pupils whose personal problems appear too acute for teachers to handle.

17. That the school should sponsor an adult education program to provide further training for all people in the community who desire to continue their education under the guidance of the school.

18. That the Parent-Teacher Association should make a more intensive effort to encourage parents to attend study groups set up to discuss purposes of the school. It is possible that through this medium constructive suggestions for working with slow children would come from their parents.

RECOMMENDATIONS FOR FURTHER STUDY

While analyzing and recording the data for this study, the following related studies occurred to the writer:

1. A sociological study of the Jamestown area from which many of the students who withdrew from the Matthew Whaley School during this period came.
2. A study of graduates of the Matthew Whaley School.

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APPENDIX

9. Progress in subjects as revealed by report card:
10. Grade placement record:
11. Teachers' comments on social adjustment of dropout:
12. Extracurricular activities in which dropout participated:
13. Health of dropout
 - a. Physical defects
Eyes _____ Ears _____ Teeth _____ Throat _____
 - b. Physical status
Good _____ Stocky _____ Obese _____ Fair _____
Borderline _____
14. Interests and aptitudes of dropout according to teacher comments:
15. Home duties of dropouts:

INTERVIEW SCHEDULE

Name of dropout interviewed _____

Age of dropout at time of interview _____

1. What job do you hold now? _____

a. What type of work is it?

- 1. executive _____
- 2. managerial _____
- 3. clerical _____
- 4. skilled labor _____
- 5. unskilled labor _____

b. How did you learn to do the job you hold now?

- 1. Special training in school _____
- 2. Training on the job _____
- 3. Other means _____

c. Why did you choose the particular kind of work you are doing now?

- 1. Father is in this business _____
- 2. Only job I could get _____
- 3. Interest in type of work _____
- 4. School helped me decide _____
- 5. Other reasons _____

3. What other jobs, if any, have you held since you left school?

- 1. _____
- 2. _____
- 3. _____
- 4. _____

2. In what community activities do you participate?

- | | |
|------------------------|----------------------|
| a. church _____ | e. Lion's Club _____ |
| b. baseball club _____ | f. 4-H Club _____ |
| c. softball club _____ | g. Others _____ |
| d. Ruritan Club _____ | |

3. What positions have you held or do you hold now in these organizations?

- | | |
|-------------------------|-------------------------|
| a. president _____ | e. committee head _____ |
| b. vice-president _____ | f. captain _____ |
| c. secretary _____ | g. manager _____ |
| d. treasurer _____ | h. others _____ |

4. Have you voted in local, state, or national elections, if of age? a. Yes _____ b. No _____
5. What do you do most in your leisure time:
- | | | | |
|---------------------------|-------|-----------|-------|
| a. attend movies | _____ | f. sew | _____ |
| b. play cards | _____ | g. loaf | _____ |
| c. attend church programs | _____ | h. read | _____ |
| d. fish | _____ | i. others | _____ |
| e. hunt | _____ | | |
6. What was the highest grade attained in school by your father and mother? a. father _____ b. mother _____
7. Did the house in which you lived while attending school have (1) running water _____ (2) electricity _____ (3) telephone _____
8. Does your present house have (1) running water _____ (2) electricity _____ (3) telephone _____
9. Do you have a bookcase in your house?
- a. Yes _____ b. No _____
10. What are several titles of books in your library that you like?
11. To what magazines does your family subscribe?
12. Does your family subscribe to a newspaper?
- a. Yes _____ b. No _____
13. What was the attitude of your parents toward your withdrawing from school?
- | | |
|---|-------|
| a. They encouraged me to remain | _____ |
| b. They showed little interest in whether I continued | _____ |
| c. They encouraged me to stop | _____ |
| d. Other | _____ |
14. How frequently did you attend school parties?
- a. Often _____ b. Seldom _____ c. Never _____

15. Why did you withdraw from school?

- a. Lack of funds _____
- b. To earn own money _____
- c. Disciplinary difficulties _____
- d. Lack of interest _____
- e. Subjects too difficult _____
- f. To marry _____
- g. Other reasons _____

16. Do you regret having dropped out of school before finishing?

- a. Yes _____ b. No _____

17. What improvements would you like to see at Matthew Whaley for your children?

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