

A STUDY OF THE BASIC CAUSES OF STUDENTS
LEAVING HIGH SCHOOL.

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A STUDY OF THE BASIC CAUSES OF STUDENTS
LEAVING HIGH SCHOOL

By

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Bachelor of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

1922

Submitted to the Department of Agricultural Education

Oklahoma Agricultural and Mechanical College

In Partial Fulfillment of the Requirements

For the degree of

MASTER OF SCIENCE

1938

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iii.

TO

My Wife, Anna

This Work is Affectionately

Dedicated

ACKNOWLEDGMENT

The writer wishes to thank all those who have assisted and encouraged him in the completion of this thesis. He is especially indebted to Don M. Orr, Assistant Professor of Agricultural Education of Oklahoma Agricultural and Mechanical College, for the untiring patience, the generous hours of conference, and most of all the constant sympathy and encouragement which he received from him.

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A STUDY OF THE BASIC CAUSES OF STUDENTS LEAVING HIGH SCHOOL

CHAPTER I.

INTRODUCTION

For a number of years the writer has watched boys and girls drop out of junior and senior high school. Although many studies have been made which show the reasons why boys and girls drop out of school, few have been made to determine what becomes of them after they leave school.

This is not a new problem. It has caused considerable concern among educators for many years. The Seventh Annual Report Federal Board for Vocational Education states, "From a reservoir of over 2,000,000 potential citizens at the age of 13, this stream carries out and away from our schools all but 150,000 before they reach the age of twenty years. Year after year the stream continues to flow on and out, without ceasing, until it has poured ninety percent of our boys and girls, at the age of twenty or younger, into the channels of our complex modern life equipped only with the fundamental processes, and many of them without even meager common education." A statement by the United States Commissioner of Education, in 1923, tells the same story: "Out of every 1,000 boys entering the fifth grade in American schools, 139 complete high school, and only 23 finish a college course."

TABLE I.

The school population of the United States, 13 to 20 years old.

Age	:	Out of School	:	In School
13	:	151,195	:	1,877,429
14	:	279,481	:	1,766,784
15	:	504,100	:	1,357,345
16	:	971,257	:	1,001,701
17	:	1,212,831	:	642,360
18	:	1,496,427	:	413,619
19	:	1,578,254	:	252,680
20	:	1,632,750	:	148,352

Data from Seventh Annual Report Federal Board for Vocational Education.

The 14th biennial report of the Superintendent of Public Instruction of the State of Oklahoma shows that in 1927-28, there was a total of 25,591 pupils promoted to the ninth grade. This same report shows the enrollment for this class in their senior year, or 1930-31, was 17,954. There was a loss of 8,537 pupils, or 33.3 % of the pupils that enrolled in the ninth grade before they reached the senior year. This report indicates the enormous loss of students who enter high school but never finish.

PURPOSE OF STUDY

The writer has been interested in studies made in various sections of the country dealing with the reasons why so many young people drop out of school. He has seen many pupils drop out of the schools with which he was more or less familiar. No studies have been made to secure information about them. Because of his interest in these young people the writer undertook this study for the following purposes:

1. To determine factors related to school which caused them to leave school.
2. To determine factors not related to school which caused them to leave school.
3. To determine what they have been doing since leaving school.
4. To review suggestions that might modify schools so as to make them more attractive to young people.

METHOD OF PROCEDURE.

To secure the data used in this study, the writer obtained all the information possible from the records of senior high schools located in the following towns: Cement, Cyril, Fletcher, Rush Springs, and Verden. This was for the four semesters beginning the second semester of 1935-36 and ending the ^{first} ~~second~~ semester of 1937-38. The names of the students who dropped, their ages, grades, school marks, and other information which might be of value were secured from the school records. Further information concerning the particular group of 160 students studied was then secured by personal interviews with the individuals, their parents, relatives, employers, and friends.

The questionnaire method was used in obtaining this information and a copy of the questionnaire used is included in this report. The questionnaire was used as a guide for personal interviews. / When it was not possible to interview the student, the parents were interviewed on behalf of their child. No questionnaires were mailed to the students. In some instances, the interviews were made by teachers in the school from which the pupils discontinued work. /

THE QUESTIONNAIRE

1. What is your name? _____
2. What is your age? _____
3. What is your occupation? _____
4. What is your income? _____
5. When did you drop out of school? _____
6. What school were you attending when you quit? _____
7. What grade were you in at that time? _____
8. Do you regret having quit school? _____
9. Why did you quit school? (Please check one or more of the following causes if they apply in your case.) (Please rank the causes as 1, 2, 3, etc. in order of their importance if you have more than one reason for quitting school.)

CAUSES

1. Bad eyesight _____ (Could this have been corrected? If so why wasn't it? Answer if this is a cause.)

2. Poor hearing _____
3. List any other physical defect that was a cause _____
(Could it have been corrected so as to permit you to stay in school at the time?)

4. Didn't like school in general _____
5. Was dissatisfied with grades _____
6. Dislike for teacher _____
7. Dislike for any subject. List subject or subjects _____
8. What subject did you want that was not offered? List more than one if such was desired _____

THE QUESTIONNAIRE (Continued.)

9. Not enough practical subject courses _____
10. Too many required subjects and not enough electives _____
11. Discipline _____ If you check this please explain your
viewpoint _____
12. Financial _____ If you check this please explain whether
you were in distress or just felt that more money could be earned
by quitting school when you did _____
13. Urge to seek adventure _____
14. Change of schools and a new situation _____
15. Social embarrassment _____
16. Over age _____ (For grade) _____
17. Being teased _____ Called a nickname _____
18. Romance _____ Married _____ No. of children _____
19. Lack of purpose and guidance _____
20. Discouraged by parents _____
21. Broken home _____
22. Had no home _____
23. Misdemeanor _____
24. Lack of transportation _____
25. List any other cause not listed here _____
26. Subjects failed _____
27. Parents on relief _____
28. Occupation of parents _____
29. Average grade while attending high school _____
30. If living on a farm, are parents owners, renters or sharecroppers _____
31. Where did you live at time of dropping out? Farm _____ Town _____
32. What subject was offered that you didn't take, but that you could
have taken which would have helped you? _____

Signed, _____

GENERAL CHARACTERISTICS OF THE SCHOOLS INCLUDED IN THIS STUDY.

TABLE II.

Subjects offered in the schools considered in this study.

School	Engl.	Sp.	Math.	Alg.	Geom.	Arith.	Com.	Civ.	Okla. Hist.	Prob. in Dem.	Span.
Cement	4	1	1	1½	1	½	1	1	1	1	2
Cyril	4	1	1	1½	1	½	1	1	1		
Fletcher	4	1		1½	1	½	1	1	1		
Rush											
Springs	4	1		1½	1	½	1	1	1		
Verden	4	1		1½	1	½	1				

Subjects offered in the schools considered in this study.

School	Hist.	Biol.	Sci.	Agr.	Ec.	Law	Bk.	Short	Typ.	Eng.	Lat.	Phys.	Econ.	Music
Cement	2	1	1	4	2	1	1	1	1	½				
Cyril	3	1	1	4		1					2			1
Fletcher	2	1	1			1						1		½
Rush														
Springs	1	1		4	2		1		1					
Verden	3			4										

Annual high school report, State of Oklahoma, Supt. of Public Instruction, June 30, 1937.

Table II shows the subjects offered by each of the schools included in this study. Not all of the subjects were available each year. Some of them alternate such as Home Ec. I the first year and Home Ec. II the second year. This table shows that the choice of subject matter was limited so far as electives were concerned. Sixteen units were required for graduation. Only two schools, Cement and Rush Springs, offered home economics. Four of the schools offered vocational agriculture and two schools offered bookkeeping and typing.

The required subjects for graduation are: American history, Oklahoma history and Community Civics, four years in English, one year in mathematics, and one year in laboratory science. In some schools geometry is also required for graduation. This makes a total of nine required subjects with only seven electives for graduation from high school.

TABLE III.

September enrollment for each school during the year 1935-36.

School	Boys	Girls	Total
Cement	89	82	171
Cyril	55	70	125
Fletcher	63	62	125
Rush Springs	102	116	218
Verden	80	77	157
Total	389	407	796

TABLE IV.

September enrollment for each school during the year 1936-37.

School	Boys	Girls	Total
Cement	100	101	201
Cyril	47	63	110
Fletcher	59	62	121
Rush Springs	95	101	196
Verden	85	76	161
Total	386	403	789

The September enrollment for each year covered by this study for the various high schools is given in Tables III and IV, to show the development of the schools for that period. It is interesting to note that, for both years, the girls outnumbered the boys. During the period of two years, however, only thirty-five more girls enrolled during September than did boys. This is probably due to the fact that these schools are located in a cotton section and consequently more boys than girls stay out of school to pick cotton. Boys may also find employment in oil fields and refineries.

The enrollment shows a variation of only seven students during the two year period. These schools are an average representation of the smaller high schools of the state and range in enrollment from 157 to 218.

The material submitted in Tables III and IV is reasonably correct because it was taken from the local superintendents' reports submitted to the State Department of Education.

TABLE V.

The distribution of pupils included in this study in relation to the high schools attended.

School	% of total		% of total		Total	
	Boys	enrollment of boys.	Girls	enrollment of girls.	No.	%
Cement	26	13.8	30	15.8	56	15.0
Cyril	13	12.7	16	14.1	29	18.1
Fletcher	14	13.3	10	8.06	24	9.4
Rush Springs	22	11.1	6	3.0	28	6.7
Verden	16	9.9	7	4.5	23	7.2
Total	91		69		160	

Table V shows the distribution of pupils included in this study in relation to the high schools attended. Twenty-six boys and thirty girls, or a total of fifty-six pupils considered in this study, dropped out of Cement high school. This was 15. % of the total enrollment in Cement during these two years. Thirteen boys and sixteen girls, or a total of twenty-nine, dropped out of Cyril during the two years included in this report. This was 18.1 % of the total Cyril enrollment. For the past three years Cement has faced an oil boom. Many families have come and gone due to fluctuation in oil field work. Cyril has an oil refinery and also shares in part of the Cement oil boom which may account for the large percent of drop-outs in Cyril. Fourteen boys and ten girls, making a total of 24 pupils, were eliminated from Fletcher during the two years. This was nine and four-tenths percent of the total enrollment. Twenty-two boys and six girls, or a total of twenty-eight pupils, were dropped from Rush Springs school. This was six and six-tenths

percent of the total enrollment. Verden had sixteen boys and seven girls eliminated during the two years, or seven and two-tenths percent of the total enrollment in Verden high school.

A total of ninety-one boys and sixty-nine girls who discontinued school through the two year period are used for the basis of this study. More students were from Cement and Rush Springs than from the other three schools. This is because these two schools have a larger enrollment. Thirty-one more boys than girls were studied, even though data shows that approximately as many girls were eliminated. This is apparently due to the number of girls who married. Sixty-eight percent of the girls who dropped out were married either while in school or shortly after dropping out.

There are many factors that influence students to drop out of school. One of the purposes of this study was to determine the underlying causes that motivate such action on the part of boys and girls.

Foster¹ states, "Two causes easily lead in frequency. Economic pressure, the first of the two, may mean either economic necessity or economic appeal; leaving school because one must work or leaving because one prefers to work. Dislike for school is the second of the two causes, and obviously overlaps economic appeal. The pupil prefers something else rather than school." This study indicates a tendency similar to the same causes mentioned by Foster. Pulliam², in his book Extra-Instructional Activities of the Teacher, gives retardation and consequent over-agedness as the reason for the largest number leaving

¹ Foster, High School Administration. 1928, p. 427.

² Pulliam, Extra Instructional Activities of the Teacher, 1930, p. 136.

school. No doubt both of these authors based their opinion on definite information. Evidently there is considerable overlapping, but nevertheless there is a difference in the conclusions reached by these two men.

The various influences tending to draw away from school will naturally have a different weight for different pupils. Hence the cause of elimination will vary according to local conditions. Consequently it is necessary to make a thorough study of the local situation before the principal causes of elimination can be determined.

CHAPTER II.

PRESENTATION AND ANALYSIS OF DATA.

Ninety-one boys and sixty-nine girls, or a total of one hundred and sixty high school pupils, are considered in this study. Two hundred and thirteen boys and girls dropped out of schools studied, but due to transfers only one hundred and sixty were surveyed. The presentation and analysis of data will be discussed under the following main divisions:

1. Total number and percent of pupils who dropped out of school during the two years included in this study.
2. Conditions or factors that contributed to the discontinuation of school work by pupils included in this study.
 - a. Principal reasons given by pupils for dropping out of school.
 - b. Economic and occupational status of parents of pupils who dropped out of school.
 - c. Marital relations of parents of pupils who dropped out of school.
 - d. Social adjustment of pupils who dropped out of school.
 - e. Subjects failed by students who dropped out of school.
 - f. Age and grade level of pupils who dropped out of school.
 - g. Average marks made by pupils who dropped out of school.
 - h. Rank in percentages of causes for dropping out of school.
3. Subjects pupils indicated they wanted but did not have an opportunity to study while in school.
4. Occupational and marital status of pupils who quit school.
 - a. Vocations followed by pupils who dropped out of school.
 - b. Yearly income of pupils who dropped out of school.
 - c. Marital relations of pupils who dropped out of school.

1. TOTAL NUMBER AND PERCENT OF PUPILS WHO DROPPED OUT OF SCHOOL
DURING THE TWO YEARS INCLUDED IN THIS STUDY.

TABLE VI.

Enrollment for the school year 1936-1937, and the number and percentage of pupils who dropped out during the same period.

School	Total enrollment		No. who quit school		% of total enrollment who quit		Transferred to other schools			
	B	G	B	G	B	G	Total number		% of total enrollment	
	B	G	B	G	B	G	B	G	B	G
Cement	89	82	12	12	13.5	14.6	6	6	6.75	7.3
Cyril	55	70	7	9	12.7	12.8	1	1	1.8	1.4
Fletcher	63	62	8	6	12.7	9.7	1	1	1.6	1.6
Rush Springs	102	116	12	2	11.7	1.7	1	1	1.	.85
Verden	80	77	10	4	12.5	5.2	3	3	3.75	4.
Total	389	407	49	33	12.6	8.1	12	12	3.1	2.9

TABLE VII.

Enrollment for the school year 1937-1938, and the number and percentage of pupils who dropped out during the same period.

School	Total enrollment		No. who quit school		% of total enrollment who quit		Transferred to other schools			
	B	G	B	G	B	G	Total number		% of total enrollment	
	B	G	B	G	B	G	B	G	B	G
Cement	100	101	14	18	14.	18.	8	5	8.	5.
Cyril	47	63	6	7	12.8	11.1	3	1	6.3	1.6
Fletcher	59	62	6	4	10.1	6.45	3	1	5.	1.6
Rush Springs	95	101	10	4	10.5	4.	5	1	5.2	1.
Verden	85	76	6	3	7.	3.9	1	1	1.2	1.3
Total	386	403	42	36	10.8	8.9	20	9	5.2	2.2

Tables VI and VII give the number of pupils enrolled, the number who quit school and the number who transferred to other schools, together with percentages for the two years included in this study. The percent in each case is given to the nearest decimal point. Transfers to other schools took a total of thirty-two boys and twenty-one girls. Twenty-six boys and thirty girls quit Cement High School during the two years. This group did not re-enter any school. Cyril lost thirteen boys and sixteen girls during the same period. Fletcher lost fourteen boys and ten girls during the time considered in this study. Rush Springs suffered a loss of twenty-two boys and six girls during the same study. Verden had sixteen boys and seven girls drop out not to re-enter another school during the time this study was made.

Cement showed the largest percentage of pupils who quit school. Thirteen and five-tenths percent of the boys and fourteen and six-tenths percent of the girls quit the first year. The second year Cement had fourteen percent of the boys and eighteen percent of the girls to quit. The percentages of those who quit were fairly even for each of the schools during the two years studied. Only a slight variation was shown in the percentages during the two years except at Rush Springs the second year. The percentage of boys quitting school was lower and the percentage of girls was higher.

Forty-nine boys quit school the first year and forty-two the second year. A total of thirty-three girls quit school the first year as compared to thirty-six the second year. Twelve boys were transferred the first year in comparison to twenty boys the second year. A total of twelve girls transferred the first year and nine girls the second year.

TABLE VIII.

Total enrollment for both school years, and the number and percentage of pupils who dropped out during the same period.

School	Total enrollment		No. who quit school		% of total enrollment who quit.		Transferred to other schools			
	B	G	B	G	B	G	Total number		% of total enrollment	
Cement	189	183	26	30	13.8	15.8	14	11	7.4	6.0
Cyril	102	133	13	16	12.7	14.1	4	2	3.9	1.5
Fletcher	123	124	14	10	13.3	8.0	4	2	3.3	1.6
Rush Springs	197	217	22	6	11.1	3.0	6	2	3.1	.9
Verden	155	153	16	7	9.9	4.5	4	4	2.3	2.6
Total	775	810	91	69	11.7	8.5	32	21	4.1	2.6

This table is a total of Tables VI and VII. It shows that thirteen and eight-tenths percent of the boys and fifteen and eight-tenths percent of the girls quit school from Cement during the two years included in this report. Twenty-nine boys and girls, or an average of twelve and seven-tenths percent of the total enrollment at Cyril quit school during 1936-1937 to 1937-1938. These schools suffered the greatest percent of loss during the time covered by this study. Three and two-tenths percent more boys than girls quit school. Four and one-tenth percent of the boys transferred to other schools as compared to two and six-tenths percent of the girls.

A total of 775 boys and 810 girls were enrolled in the high schools in which this study was made. Ninety-one boys and sixty-nine girls from the different high schools were considered in this study.

2. CONDITIONS OR FACTORS THAT CONTRIBUTED TO THE DISCONTINUATION OF
SCHOOL WORK BY PUPILS INCLUDED IN THIS STUDY.

TABLE IX.

Principal reasons given by pupils for dropping out of school.

Reason for dropping out	Boys	Percent	Girls	Percent	Total percent
Not enough practical courses	15	15.3	10	14.5	15.6
Financial help at home	10	10.9	6	8.7	10.0
Married	5	5.2	15	21.3	12.5
Dislike for subject	10	10.9	9	13.3	11.8
Dislike for school	7	7.7	5	7.2	7.5
Dissatisfied with grades	6	6.6	3	4.35	5.6
Discouraged by parents	4	4.4	2	3.0	3.7
Too many required subjects--Not enough electives	5	5.2	6	8.7	6.9
Trouble with teacher or principal	5	5.2	3	4.35	5.0
Urge to seek adventure	3	3.3	3	4.35	3.7
Joined army, navy, CCC	5	5.2	0		3.0
Parents not interested	3	3.3	2	3.0	3.0
Ill health	3	3.3	2	3.0	3.0
Unclassified	10	10.9	3	4.35	8.1

This study indicates some of the same things Foster had in mind when he mentioned economic pressure as a leading cause for dropping out of school. This being an agriculture district, with a marked fluctuation in crop yields, heads of families often find themselves faced with temporary unemployment. This has a two-fold effect. First, in an effort to economize, many parents feel it necessary to take their children out of school in order to save the expense of books, transportation cost, lunch money and clothing. Secondly, other parents allow their children to drop out and pick cotton for other farmers in order to help support the family.

This study shows that 15.3 % of the boys and 14.5 % of the girls gave "not enough practical courses" as one of the principal causes for dropping out of school. Table XVII on "Subjects pupils indicated they wanted but did not have an opportunity to study while in school" indicates why this is true. Fifteen and three-tenths percent of the boys desired auto mechanics, but none of the schools taught this subject. Many of the boys take up mechanical work, yet they know very little about mechanics. The same holds true in all the other subjects related to vocational training. Along with this comparison, 11.8 % of the students expressed their reason for dropping as being dissatisfied with subjects taken. Several teachers expressed the belief that if more practical courses were offered, the holding power of the high school would be greatly increased. The students expressed the same opinion in many cases.

As previously stated, sixty-eight percent of the girls who dropped out were married while in school or shortly after dropping out. Case studies show that many girls drop out of school, get married and become

home makers. Yet three of the schools did not offer home economics. These schools offer home economics in the freshman and sophomore years. Due to scarcity of equipment and lack of room, girls are often not encouraged to take this course.

Seven and five-tenths percent of the students expressed a dislike for school as their principal reason for dropping out. It naturally follows that if a student dislikes a subject, he will dislike the school. This dislike grew out of many things such as failure, trouble with school authorities, or dislike for some particular subject or teacher.

Keller³ says, "Children leave school for complex reasons, but the most important one is dislike for school, and dislike for school grew out of the failure of the school to capture interest either because of the immediate pleasurable qualities or potential values".

The ninth grade had the largest percent of students who disliked school. This might be expected inasmuch as new courses in abstract subjects, such as algebra and Latin, were introduced for the first time.

It will be observed that five and two-tenths percent of the boys and 21.3 % of the girls were listed as having dropped out because of marriage. This study does not include a survey of the factors that influenced the boys and girls to marry, but often one or more of the factors that cause students to drop out of school play an important part in influencing marriage. A lack of interest in school and unhappy home life lead many to an early marriage.

A total of 47.4 % of the pupils indicated that the school was at fault. Part of this could be expected due to the natural inclination

³ Keller, F. J. Op. Cit., p. 72.

of anyone to blame someone else for his shortcomings. The fact that large numbers dropped out of school for any given reason is not of much value unless the contributing factors can be determined.

TABLE X.

Economic and occupational status of the parents of pupils who dropped out of school.

Occupation of parents.	Number of pupils	Percent of total
Farmers	87	54.37
Relief (on)	100	62.5
Skilled laborers	25	15.6
W. P. A.	12	13.1
Unskilled laborers	15	9.37
Professional	8	5.0
No information	4	2.5

Table X shows the various occupations of the parents of the delinquent students who have dropped out of school. Eighty-seven of the one hundred and sixty students included in this study came from the farm. This fact does not fully agree with a statement made by Dear⁴, who says, "Men in the non-labor types of employment, and those engaged in farming and highly skilled work keep their children in school longer than do men in other occupations." The unusually low income of farmers in the area included in this study may account for the disagreement with Dear's statement. Slightly more than fifty-four percent of the parents were

⁴ Dear, "Distribution and Persistence According to Parental Occupation Represented in Secondary Schools of Michigan", *Journal of Education Research*. Vol. XXVI, April, 1933, p. 631.

farmers. A larger percentage of drop-outs came from the homes of skilled laborers than from the homes of unskilled laborers. The parents of only five percent of the students were engaged in professional pursuits.

The W. P. A. gave employment to twenty-one of the parents, or thirteen percent. Of the entire group, including the farmers and unskilled laborers, sixty-two and one-half percent were on relief.

The following professions were represented: doctor, merchant, ice dealer, filling station operator, cafe operator, and druggist.

The interviews with parents revealed that many of them were as disinterested as the students, because they did not think the subjects taught were of sufficient importance to warrant the expense of sending their children on through high school.

The home life of the student, a factor over which the school had little or no control, is of major importance. Certainly a comfortable and happy home is more conducive to conscientious educational endeavors than the broken, poverty-stricken one. This table shows that a large percent of the drop-outs can be traced directly to the home. Enlisting in the army and navy might be traced to the home. Telephone communication is very poor among part of the rural population where this study was made. This made it impossible for school authorities to get in communication with some of the parents.

TABLE XI.

Marital relations of parents of pupils who dropped out of school.

Home status	Number of pupils	Percent of total
Both parents living together	88	54.0
Broken home	69	43.1
Had no home	3	2.9

In a survey made by Counts⁵, it was found that eighty-seven percent of all normal students live at home with their parents. Only fifty-five percent of the pupils included in this study live at home with their parents. Approximately forty-three percent are the unfortunate victims of broken homes, with parents separated, and two and nine-tenths percent have no homes other than those afforded by relatives.

Broken homes included those where the parents were separated, and in some cases one or both remarried, one or more parents deceased, and where the parents were divorced and not remarried. In a few cases, the pupils took turn about living with each parent and this caused a frequent change of school. This led to discouragement with school work because no two schools teach the same thing at the same time. In other cases, the girl would be keeping house for the father and helping to raise other younger children.

⁵ Counts, G. Sylvester: The Selective Character of American Secondary Education, Educational Monograph, No. 19, Chicago: University of Chicago Press, p. 96.

TABLE XII.

Social adjustment of pupils who dropped out of school.

Grade	Socially adjusted				Poorly adjusted			
	Number		Percent		Number		Percent	
	B	G	B	G	B	G	B	G
Grade 9	6	5	6.5	7.2	5	6	5.5	8.1
Grade 10	20	18	22.0	23.0	22	8	24.0	11.6
Grade 11	19	20	20.8	30.0	13	5	14.0	7.0
Grade 12	6	5	6.6	7.2	0	2	0	2.9
Total	51	43	55.9	70.4	40	21	45.5	29.6

It is a difficult problem to evaluate the social adjustment of pupils who have dropped out of school. Teachers and school executives know something of the social adjustment of pupils in their schools. Only the judgment of teachers and principals was used in making this study of social adjustment. In only a very few cases was there any disagreement. An attempt was made to classify the social adjustment of the pupils as adjusted and poorly adjusted. Table XII shows the final groupings of the pupils on the basis of social adjustment. The social adjustment of pupils in the lower grades was more poorly adjusted than in the higher grades. This was probably because more students who are poorly adjusted drop out at an earlier age. Teachers and school authorities are impatient with such students and the discipline involved in these cases is likely to drive the child from school. Several of these pupils listed as poorly adjusted have come under the jurisdiction of the county judge while three have served terms in state institutions for correction. This table shows that 55.9 percent of the

boys and 70.4 percent of the girls who dropped out of school were classed as having desirable social adjustment.

Laura M. Webster⁶ made an intensive study of the causes of delinquency in one hundred Oklahoma City school children, and found that only six percent of the hundred came from normal homes. The other ninety-four percent came from broken homes, with parents separated, or with one or both parents dead, or with one or more step-parents. "This leads to the conclusion that a very large percentage of the delinquency of school children can be definitely traced to the door of poor marital relations of the parents in the home. Delinquency begins in the home."

⁶ Webster, Laura M., Case Studies of One Hundred Delinquents, unpublished thesis, University of Oklahoma, Norman, 1930.

TABLE XIII.

Subjects failed by pupils who dropped out of school.

Subject	Number of pupils who failed.			Percent of total number who dropped out of school		
	B	G	T	B	G	T
Failed in all subjects	12	10	22	14.0	14.4	13.7
English	23	9	37	30.7	13.0	23.2
Algebra	23	8	31	25.2	11.6	18.7
History	17	7	24	18.6	10.1	15.0
Composite Math	8	12	20	8.8	17.4	12.5
Gen. Sci.	6	8	14	6.6	11.5	8.7
Geometry	4	5	9	4.1	7.1	5.6
Civics	3	1	4	3.3	1.4	2.5
Agriculture	2	0	2	2.2	0	1.2
Biology	1	0	1	1.0	0	.6
Spanish	1	1	2	1.0	1.4	1.2
Typing	1	1	2	1.0	1.4	1.2
Pub. Speaking	1	0	1	1.0	0	.6
Physics	0	1	1	0	1.4	.6

Failure to make passing grades was given as a cause for dropping out of school by a number of boys and girls. Others listed dissatisfaction with the grades received as a cause for discontinuing attendance at school. Table XIII shows there was a total of twenty-two boys and girls who were complete failures in all subjects. Thirty seven, or 23.2 percent of all the pupils considered failed in English. Algebra, with thirty-one failures, and history, with twenty-four failures, seem

to be the most difficult or most uninteresting subjects other than English. It is interesting to note there were only one-third as many girls as boys to fail English. In general science and composite mathematics there were more girls than boys who failed. The fewest failures were in the more practical subjects. No failures were listed in home economics and only two were listed in agriculture. The fact that no students failed in home economics and only two in agriculture suggests the advisability of providing more practical courses.

TABLE XIV.

Age and grade level of pupils who dropped out of school.

Age		14	15	16	17	18	19	20	21	Total
Grade 9	B	2	5	3	2	1				11
	G	2	5	2	2					11
	T	4	8	5	4	1				22
Grade 10	B	1	7	13	3	10	3			42
	G	1	2	7	3	8	5			26
	T	2	9	20	6	18	13			68
Grade 11	B			1	14	9	3			32
	G			1	7	9	8			25
	T			2	21	18	16			57
Grade 12	B						1	4	1	6
	G					1	1	3	2	7
	T					1	2	7	3	13
Total	B	3	10	17	19	20	17	4	1	91
	G	3	7	10	12	18	14	3	2	69
	T	6	17	27	31	38	31	7	3	160

Retardation has always been regarded as a major cause in the elimination of boys and girls from school. In checking Table XIV it is found that of the twenty-two ninth grade failures, four were fourteen years of age, eight were fifteen, five were sixteen, four were seven-

teen, and one was eighteen. The tenth grade failures vary in age from fourteen to nineteen. The largest number of any age group was the twenty who were sixteen years of age. The lowest age for the eleventh grade failures was sixteen, and the highest, nineteen. Seventeen years was the average for the largest group in this grade. Of the twelfth grade drop-outs, the ages vary from eighteen to twenty-one. The largest group of twelfth grade failures was twenty years of age. The totals in this table reveal the fact that boys and girls dropped out in largest numbers from the ages seventeen to nineteen. The largest single group was found to be eighteen years of age. "A study made by Orr⁷ of the age and grade distribution of high school pupils in the wheat and cotton section of Oklahoma indicated that 14 years and six months to 15 years and five months was the normal age distribution for the ninth grade. Fifteen years and six months to sixteen years and six months was the apparent normal age distribution for pupils in the 10th grade. The ages for eleventh grade ranged from sixteen years and six months to seventeen years and five months. The twelfth grade age distribution ranged from seventeen years and six months to eighteen years and five months."

Table XIV shows a normal correlation with Orr's findings for the first three years in high school. Table XIV indicates that the pupils in the twelfth grade were over age when compared with Orr's findings. The fact that the twelfth grade pupils in this study were over age may be due to the financial conditions of the parents. The older pupils

⁷ Orr, Don, Thesis, A Comparative Study of Vocational and Non-Vocational Boys in Twenty Oklahoma High Schools in Maintaining Departments of Vocational Agriculture. 1932, p. 99-100.

are frequently kept out of school to help earn a living. Possibly a few of the seniors were required to take an extra year in high school due to failures. This fact is indicated in Table XIII "Subjects failed by students who dropped out of school", which shows that 22 pupils failed English. However, this study does not show the number of years spent by each pupil in high school.

TABLE XV.

Average marks made by pupils who dropped out of school.

		A	A-	B	B-	C	C-	D	D-	F
Grade 9	B	0	0	1	1	4	3	3	1	3
	G	0	1	3	2	4	1	5	0	2
Grade 10	B	0	0	2	1	10	4	3	0	3
	G	0	1	5	3	5	2	3	0	1
Grade 11	B	1	0	1	2	6	3	4	1	3
	G	0	0	3	1	4	1	7	0	1
Grade 12	B	0	0	1	2	10	1	4	0	3
	G	1	1	3	1	3	1	3	0	2
Total	B	1	0	5	6	30	11	19	2	17
	G	1	3	14	7	15	5	18	0	6
Percent	B	1.1	0	5.5	6.6	33	12	20.9	2.1	18.7
	G	1.4	4.3	20.2	10.0	21.7	7.2	26.0	0	8.7
Total	B	1.2	1.8	11.8	8.1	23.0	10.0	23.1	1.2	14.3
	G	1.2	1.8	11.8	8.1	23.0	10.0	23.1	1.2	14.3

The average marks or grades made by boys and girls for each of the grades studied are shown in Table XV. The percentage is figured for both boys and girls. As an example: one of the ninety-one boys made an average mark of A. Divide one by ninety-one to figure percentage, which gave 1.1 percent. The percentage for girls was figured the same

way. The total percentage was figured the same, excepting the number of boys and girls was added before figuring the percentage.

It is interesting to note that only two students of the 160 made an average mark of A, while three made an average mark of A-. The two highest marks were made by a boy in the eleventh grade and a girl in the twelfth grade. The largest number of failures was in the ninth grade. The total number of failures was the same for the tenth and eleventh grades. Five failures were shown in the twelfth grade. Three of these were boys. One of these boys got married before leaving school. Another one had trouble with the principal, and the third boy missed too much school on account of financial condition in the home. There was a total of forty-five boys and girls who had a C mark, which seems to be about the average grade in these high schools. There were seventeen boy failures in comparison to six girl failures. Since this is a cotton section it appears that these boys missed too much school on account of cotton picking and were unable to return in time to catch up. Parents have indicated, through personal interview, that they would rather keep the boys than girls out of school.

This table indicates that 18.7 percent of the boys and only 8.7 percent of the girls failed in all subjects. It shows that 33 percent of the boys made an average grade of C, while 21.7 percent of the girls made the same grade. Only one and one-tenth percent of the boys and one and four-tenths percent of the girls made A marks. Twenty and two-tenths percent of the girls made B marks, while only five and five-tenths percent of the boys made the same marks.

The total percent takes in both the boys and girls and shows the percent in each mark. Of the 160 pupils studied, 14.3 percent failed

all subjects. Only 1.2 percent of this number made a mark of A. One and eight-tenths percent made a mark of A-. Twenty-eight percent of the total number of pupils studied made an average grade of C.

TABLE XVI.

Rank in order of percentage of pupils who dropped out.

Reason for dropping out.	Boys		Girls		Total percent.
	No.	Percent	No.	Percent	
Not enough practical courses.	15	15.3	10	14.5	15.6
Married.	5	5.2	15	21.3	12.5
Dislike for subject	10	10.9	9	13.3	11.8
Financial help at home	10	10.9	6	8.7	10.0
Dislike for school	7	7.7	5	7.2	7.5
Too many required subjects--not enough electives.	5	5.2	6	8.7	6.9
Discipline.	5	5.2	3	4.35	5.0
Dissatisfied with grades.	6	6.6	3	4.35	5.6

63

57

In Table XVI are listed the reasons given by the pupils and parents, for students leaving school. The largest percentage of students gave "Not enough practical courses" as the reason for quitting school. Eleven and eight-tenths percent gave dislike for subjects as the basic cause. Marriage was given as a reason for quitting school by 12.5 percent. Other studies similar to this list lack of financial support at home as the main cause for elimination, but of the 160 pupils, only sixteen, or ten percent listed this as a major cause.

Dislike for school in general was given by twelve students as a reason for quitting, dissatisfaction with grades, nine, discipline eight, and eleven listed too many required subjects as the cause for quitting school. In the first two years, high school pupils are required to take subjects new and unfamiliar to them. Latin, algebra, geometry and other subjects often required, present such a maze of new thoughts that many students are unable to see the value of them. It follows that they become discouraged and quit.

3. SUBJECTS PUPILS INDICATED THEY WANTED BUT DID NOT HAVE AN OPPORTUNITY TO STUDY WHILE IN SCHOOL.

TABLE XVII.

Subjects pupils indicated they wanted but did not have an opportunity to study while in school.

Subject	Boys		Girls	
	Number	Percent	Number	Percent
None outstanding	14	15.3	25	36.2
Auto mechanics	14	15.3		
Machine shop	15	16.4		
Carpentering	9	9.9		
Beauty parlor work			15	21.7
Home economics			6	8.7
Farming	9	9.9		
Salesmanship	3	3.5	7	10.0
Cleaning-pressing	3	3.3	1	1.4
Bakery	2	2.2	2	3.0
Bookkeeping	3	3.3		
Butchering	2	2.2		
Printing	1	1.1		
Barbering	5	5.5		
Photography	1	1.1	2	3.0
Maid service			9	13.0
Manual training	4	4.4		
Refinery work	2	2.2		
Nursing			1	1.4
Art	3	3.3	1	1.4
Electricity	1	1.1		

Subjects pupils indicated they wanted but did not have an opportunity to study while in school are listed in Table XVII. Many of these students indicated no particular interest. Fifteen and three-tenths percent of the boys and 36.2 percent of the girls expressed no particular interest in any line of endeavor. Fifteen and three-tenths percent of the boys wanted auto mechanics. Fifteen percent of the girls were interested in becoming beauticians. Machine shop work was second choice with the boys, closely followed for third and fourth choice by carpentry and farming. Third and fourth choices among the girls were salesmanship and home economics. The table shows that boys and girls who drop from school do not indicate an interest in professional work of high type. Not a single pupil expressed an interest in the ministry, the medical or teaching profession. They were interested in the things of life with which they are more closely associated. Many of them are following in the footsteps of their fathers and mothers.

4. OCCUPATIONAL AND MARITAL STATUS OF PUPILS WHO QUIT SCHOOL.

TABLE XVIII.

The vocations followed by pupils who dropped out of school.

Vocations	Grade				Total	Percent of all
	9	10	11	12		
Common labor	6	13	8	2	29	13.1
Farming	12	17	4	2	35	21.9
Home makers	4	15	10	14	43	26.9
Clerking	--	1	--	--	1	.6
CCC	2	2	2	--	4	3.75
Maid	1	1	--	--	2	1.2
Hairdressing	--	1	--	--	1	.6
Army	--	1	--	--	1	.6
Unemployed	12	14	16	10	44	26.2

A thorough investigation was made of the occupations followed by the 160 pupils who dropped out of school and did not return. The occupations or vocations followed by these former pupils are shown in detail in Table XVIII. Twenty-nine, or 13.1 percent, of these young people were employed as common labor. This was interpreted to mean any kind of work which any ordinary man can do without any previous training or experience.

Farming was followed by thirty-five, or 21.9 percent. Investigation revealed that practically all these boys had parents who lived on farms. The tenth grade showed the largest number of drop-outs engaged in farming. The majority of the boys remained at home to help their

fathers, but some rented additional land, or established homes of their own. It is likely that this is the most fortunate group of the drop-outs, for the present, because most of them know enough about farming to have food, shelter and some clothing. Forty-three of the sixty-nine girls listed their occupation as that of housewife. Many of these were married at the time they left school, and the largest number of them were in the tenth grade. Other occupations claimed but few of these young people. The largest group was made up of the unemployed. Twenty-six and two-tenths percent of the 160 are in the unemployed class. Perhaps they could be included in the common labor class, but they are too irregular for that. The only group that seems to be showing some advancement is the farming group. It is made up of boys who, though they have dropped out of the regular schedule of classes, are keeping in touch with the school through the FFA and similar organizations that encourage better farming.

TABLE XIX.

Yearly income of pupils who dropped out of school.

Number	Average salary Boys	Percent of total drop-outs.
1	\$1200.00	.6
3	500.00	1.8
4	300.00	2.5
3	240.00	1.8
3	200.00	1.8
2	150.00	1.2
9	100.00	5.8
21 less than	100.00	13.1
45 no stated income		28.2
Girls		
4 less than	100.00	2.5
65 no stated income		40.1

Since a large number of students drop out of school with the intention of securing immediate employment, tempted by the opportunity to earn money at once, it is interesting to note how their plans worked out. A large number of boys in Cement school had an opportunity to drop out of school, and start working in oil fields. In conferences with the principal they stated that they would probably be engaged in that type of work all their lives, and that they had rather be earning money now than wait until graduation from high school.

Table XIX shows the annual income of pupils who dropped out of

school. One out of the 160 is now drawing a salary of \$1200 or more annually. Four of the 160 are averaging \$300 per year, and 110 have no stated income. Sixty-five of these are married girls and have no income separate from their husband's. Only four girls had an income which was less than one hundred dollars a year.

Sixty-eight and three-tenths percent of all the students who quit school were earning nothing at all except the bare necessities that were provided in return for their staying on the farm and doing the work of a hired man, or a kitchen maid. The exception to this is the married woman who is helping maintain a home.

TABLE XX.

The marital relations of pupils who dropped out of school.

	Boys		Girls	
	Number	Percent	Number	Percent
Not married	70	77.0	22	31.9
Married	21	23.0	47	68.1
Married with children	8	8.8	34	50.0

Table XX is a summary of the marital relations of the students considered in this study. Seventy of the 91 boys were unmarried, 21 were married, and eight have children. The study also showed that two had been married but were now divorced. Only 22 of the 69 girls were not married. Forty-seven were married, thirty-four have children, and there were no cases among the young women included in this report whose marriages have been dissolved. Sixty-eight percent of the girls were married, as compared to only 20.9 percent of the boys. Another

interesting fact is that only eight and eight-tenths percent of the boys are fathers of one or more children, while 50 percent of the girls are mothers.

From this table the following conclusions may be reached: Girls are three times as likely to marry shortly after their dropping out of school as the boys are. Many of them actually marry before leaving school, intending to continue, but a very small percentage graduate. Approximately 72 percent of the married girls have already had one or more children, while only 42 percent of the married boys have begun raising a family. This might indicate that the girls had married men who were in a more stable financial condition than were the boys who had dropped out and married. Of all the cases mentioned in this study, there are only two instances of marriages between students who dropped out of school.

CHAPTER III.

CASE STUDIES.

In order to have a more definite understanding about some of the individuals involved in this study, the writer offers case studies of twenty-five boys and twenty-five girls, segregating the boys and girls by grade. Some of the more interesting cases are given in detail.

After compiling the list of students who discontinued attendance at school during the period studied, the writer interviewed these case students in order to obtain a complete history of their cases. If the integrity of a particular student was questionable, the information about him was obtained either from his parents, or from some of his teachers.

The I.Q. was not available for these boys and girls. Students with a C rating were classed as "average", those with a B or better were considered "above average", while those who did not average a C grade were listed as "below average". This rating does not necessarily mean that the student was rated on his ability, because the home conditions were not taken into consideration in giving this rating in school work. Many good students have a low rating because of home environment or financial conditions.

FRESHMAN BOYS.

A--Age 16. A was not interested in school work. He was always a disciplinary problem while in school. His father is in the insane asylum. His mother had to work hard to support the large family left

in her care. A wanted to be a printer. He dropped out of school and went to CCC camp. His mother was unable to direct him. He quit school because he was not interested in taking the required subjects. He failed in all subjects.

B--Age 15. B's school work was below average. His parents were on relief. They kept him out to help farm. This caused B to become discouraged with school work. He had always been interested in art. Most of his time at school was spent in drawing. He felt as if this talent could be developed with proper training. He did not have the home assistance to go ahead with school work.

C--Age 16. C was below average in school work. He came into the 9th grade, along with two others, as a special student. His parents were average farmers so far as means were concerned. The mother felt that the boy could never be in the wrong. He lacked the desire to attend class regularly. He was suspended from school because of too many absences, but his mother got him re-instated. Soon after this he was in police court, charged with larceny, but escaped a sentence when the persons bringing the charge refused to prosecute, due to pleadings and promises from the mother. He seemed to do better for a while but was soon back in police court. This time he was charged with robbing a local cafe. C was confined for four weeks, at the end of which time he received a suspended sentence. He dropped out of school and went to CCC camp. His folk put him in camp in order to keep him out of jail. At the present time he seems to be making a fine record in CCC.

D--Age 17. D was a wayward farm boy. His parents were unable to direct him. He was a habitual user of tobacco and liquor. His school work was below average. He was interested in auto mechanics and liked

to work on cars. The parents were on relief. He quit school because he was not interested in the subject matter offered. He left home and is now seeking employment elsewhere. He associates with bad company and is not interested in church work.

E--Age 20. His school work was below average. He stayed out of school three years and then decided to re-enter. The work he did in the grades was poor and he entered high school on condition. His father was a carpenter and was on relief most of the time. The parents wanted this boy to make good. E was a good hand at butchering and worked at this trade for two years until his employer left town. E could not do the required work in school and dropped out as a complete failure. He desired to be a carpenter and would have made good if he could have learned the carpentry trade. He is now working with his father at odd carpenter jobs. He is a very likeable boy.

F--Age 16. F was another wayward farm boy. His parents were not able to direct him. His school work was below average. He was interested in carpenter work and could have made good along this line. School work did not interest him. He disliked algebra, English and history, but was very much interested in vocational agriculture. He decided to quit school and go to California. He hitch-hiked his way out there in five days. The change agreed with him and he went to work on a ranch and has held that job for over a year. He seems to be making good and sends money to his parents each month. This helps his parents to keep off relief most of the time.

G--Age 16. This boy was not interested in school because he had to take mathematics and history. He is a brother to "C". He liked to play football, basketball, and other forms of athletics rather

than attend class. He associated with bad company and was linked several times with petty robberies around town. He seemed to be constantly in trouble with the law. This boy was very smart and quick to learn. Excessive absences caused him to withdraw. He wanted to learn the cleaning and pressing business and is now working at that job. He is very mannerly and gentlemanly. His employer thinks he is an excellent worker. He will probably never go back to school.

FRESHMAN GIRLS

A--Age 17. Her parents are living on a farm and are on relief. This girl is very attractive. She had average ability in school work and took the regular Freshman course. The desire to become a beautician caused A to drop out of school while in the 9th grade. A thought it would take too long to go through high school. She attended a beauty school for some time and was getting along quite well. She fell in love and will soon be married. She keeps company with a good farm boy.

B--Age 17. This girl had average ability in school work but did not apply herself. She was interested in boys and preferred social activities rather than study. Her parents were unable to control her because she stayed in town and went to school. They lived on a farm quite a distance from the school bus line. B contracted a venereal disease, but continued to be interested in boys after being treated by a doctor. B became pregnant and married. She is now living on a farm with her husband. They have one child and are on relief.

C--Age 17. Her school work was below average. The parents were on relief. She was more interested in boys than in school work. She

was a disciplinary problem in school and her parents were unable to direct her. She was interested in becoming a beautician and wanted to make it her profession. Finances at home were too limited for her to train for this type of work. C took the regular high school course but was not interested in the required subjects. She married and is now living on a farm with her husband. They have one child and are on relief.

D--Age 16. Her school work was above average. Her parents were in average circumstances. They wanted her to stay in school but she dropped out to marry. She did not lack very much required subject matter. She is well respected by her friends.

E--Age 16. E was above average ability in school work but made a complete failure. The reason was lack of interest in school and too much interest in boys. Her parents are separated. Her father is working in Texas and her mother is working in a hotel. Since her parents were not at home to direct her she started drinking, smoking, and associating with bad company. None of the family took any interest in church work and there were several in the family.

F--Age 18. The mother is dead. F lived with relatives. She was below average in school work. She entered high school on condition. Her work in the grade school was very poor. She associated with bad companions and quit school to give birth to an illegitimate child. She is now on W.P.A. to support the child.

G--Age 17. Her school work was below average. She failed in algebra. The parents were not able to direct her thinking into the right channel. G did not like the required subject matter and dropped out to get married. She is now living somewhere in the oil fields

with her husband who is four years her senior.

SOPHOMORE BOYS.

A--Age 18. A was below average in school work. His work in school turned out to be a complete failure. A was alert and quick to learn but did not apply himself. He did not become interested in the required subjects. His father was an oil field worker. The boy associated with bad companions and got into trouble with the law. He was convicted of larceny and spent over a year in the penitentiary. He was interested in learning the barber trade and followed it in prison. He may turn out to be a good citizen. He says that he has learned his lesson. He is now back on the farm and seems to be making good.

B--Age 17. His school work was below average. He did not become interested in school. His parents are dead. He lives with his grandparents and does about as he desires. He is interested in auto mechanics. He is living on a farm and is farming for his grandparents. He is not greatly interested in farming and is trying to get started in the garage business.

C--Age 17. C was above average in school work. He made passing grades in all of his work. The parents are separated and the father lives in Kansas. The mother lives in Oklahoma. He lives a part of the time with each parent. Travelling so much gave him the idea to travel. C may re-enter school next fall. He is a very likeable boy. A broken home caused this boy to lose interest in school work.

D--Age 18. The father managed a grocery store. D wanted to see the country. He left school and went to California. His school work was above average. He was interested in auto mechanics and probably

would have stayed in school could he have studied this and nothing else. D bought a car and spent considerable time working on it. He is now married and working in his father's store. His present interest is in supporting his family.

E--Age 18. E was not encouraged by his parents to go to school. His father had poor health and kept him out to do the work. This caused the boy to become discouraged with his school work. E was a member of a large family and was one of the oldest children. He was mechanically inclined and would have liked to take up mechanics. This boy had a good character and was well liked by all who knew him. E ranked below average in his school work due to home conditions. He now stays at home and works hard. He hopes to re-enter next fall, but home conditions do not look very favorable.

F--Age 18. This boy's mother is dead. The father re-married. He lives with his sister and her husband. He was not much interested in school work. He thought there were too many required subjects and not enough electives. He had average ability in school work but did not apply himself very much. The records show that he failed English and mathematics. He was very much interested in vocational agriculture. His average was "B" for two years in vocational agriculture. He attends church regularly and is well liked by all of the boys.

G--Age 17. The father is dead. The mother is living in Oklahoma City. This boy is staying with his sister and going to school. His school work shows exceptional ability. He says that he is not interested in college preparatory courses. He likes mechanical work and wants to learn a trade. Mathematics was hard for him and he failed algebra. He may re-enter school next fall. He wants to attend school where he

can learn a trade.

H--Age 17. His parents could not direct him. He had leakage of the heart and was humored because of ill health. He was a constant disciplinary problem while in school. He had average ability but due to so many absences he was requested to quit school. He drove his father's car and had three wrecks. In the last car wreck his mother's neck was broken and she is on the verge of death. He shot at his father and brother and was judged insane. He was paroled on account of his invalid mother.

I--Age 20. The father is dead. His mother does laundry for a living. This boy could not hold a job on account of his quick temper. He drank a great deal and associated with bad company. He quit school when he became too old to play basketball. His school ability was below average. He was interested in mechanics and wanted to work in a garage. The entire family is on relief.

J--Age 17. This boy was oversize for his age. His school work was below average ability. He said that he was not interested in college preparatory courses. His school work was a complete failure. He associated with wrong company and contracted a venereal disease. He dropped out of school to take treatments. He is now working in a filling station and is making good. He says that he is glad he learned his lesson while young. His employer says that this boy is an excellent worker.

K--Age 18. The father and mother are separated. The boy is living with his mother. He was a member of a large family. His school work showed average ability. He was interested in mechanics and carpentry. He did not like college preparatory courses and dropped out

of school because he had to take them. Lack of interest caused him to quit school and he is now in the CCC.

L--Age 18. The parents were not able to direct this boy. He was a disciplinary problem in school. He got into trouble with a teacher because of discipline and was requested to quit school or take a whipping. He quit and has not returned. He is greatly interested in mechanical work and would likely make good in this line. His school work was above average ability.

M--Age 17. This boy came from a good family. He was interested in school the first year but dropped out the second year. He became more interested in girls than in school. His work the second year was a complete failure. His school ability was above average. He was very much interested in mechanical work. He got married during his second year in school and is now working at odd jobs to support himself and his family.

SOPHOMORE GIRLS

A--Age 18. The parents of this girl were poor farmers. They did not seem to be able to manage so as to allow their children any privileges. They raised cotton and kept this girl out of school to pick cotton. She missed so much that she became discouraged. This girl took the regular sophomore course while in school. She liked home economics, but did not like mathematics and history. She wanted to be a beautician. Financial circumstances would not permit her to go on with this work. She quit school to get married and never intends to re-enter. She and her husband are living on a farm and have one child.

B--Age 17. The parents of this girl were on relief. They lived on a farm and were average cotton farmers. This girl did average school work. She did not fail any subject and did not express a distaste for any subject in high school. Her parents did not seem able to direct her properly. She began going with boys while very young and quit school to get married. She is the mother of one child and is living on a farm with her husband. They are well respected citizens.

C--Age 17. The only subject failed in high school by this girl was civics. Her ability in school work was average. She was not directed properly by her parents. At an early age she started keeping company with boys. C quit school to get married. She and her husband are living at the edge of Cement and he works on the W.P.A. They have one child and are respected citizens.

D--Age 16. Her mother is dead and the father remarried. She and her step-mother could not get along. Financial circumstances, along with home environment, caused her to quit school. She had average ability in school work and the only subject she failed was algebra. D does not plan to re-enter school. She is working at housework in private homes. She has the respect of the entire community and is an ardent church worker.

E--Age 15. This is a Mexican girl in poor financial circumstances. Her parents are on relief. She desired to be a personal maid and is working at odd times in private homes. Her school work was below average. She failed history and algebra. Financial circumstances forced this girl to quit school.

F--Age 17. This girl did not learn very fast. She caused the school principal much concern with her indifference toward regular

attendance. However, the home environment was none too good. The parents were poor. Naturally the girl did not have many good clothes or much spending money. She quit school and is staying at home. Her parents live on a cotton farm.

G--Age 16. This girl was above average in school work. She did not fail any subject and was well respected by her classmates. The parents were on relief. She desired to be a saleswoman, but did not have the opportunity to develop this desire. She had a pleasing personality and was very neat in her dress. She got married soon after dropping out of school. Her husband works in the oil fields.

JUNIOR BOYS

A--Age 18. This boy is from a broken home. His mother lives several miles from his father and this boy takes turn about living with each. Both parents have re-married. The boy's work in school was average. He desires to be a barber and works at this trade cutting other boys' hair. Although living on a farm, he does not like farm work. The only subject in which he failed in high school was history. Poor financial circumstances caused this boy to drop out. He is now working at common labor.

B--Age 18. B failed in algebra and English. His school work was average. The parents did not seem able to direct this boy. His father was a bootlegger and naturally the boy ran around considerably. He quit school and joined the CCC. He has re-inlisted for the second time and seems to like that line of work.

JUNIOR GIRLS

A--Age 17. This girl was a very good student. Her school work

was far above average. She was no trouble either in school or out. She said that she "met the right man" and married him. This was the main reason she gave for leaving school. They are now living on a farm and seem to be making good. She is regarded as a leader among the farm women.

B--Age 18. This is another girl of above average ability in school work. She was an outstanding student in many respects. The girls looked to her for leadership in school activities. Her character was above question. She quit school to get married. Her husband works at common labor.

C--Age 18. This girl comes from a broken home. The parents are separated. She lives with her mother. Her father has re-married. The mother worked out all the time and did not have much time to properly direct her children. As a result, this girl has done about as she pleased. She desired to be a saleswoman and took orders for small articles at Christmas time and on other occasions. She failed in English and expressed a dislike for it. Recently she was secretly married, but is still living with her mother. They are on relief.

D--Age 18. Her parents are on relief. She failed in general science. Her school work was above average. She quit school to get married. Her husband is a farmer. They have one child.

E--Age 17. This girl desired to study art. With the proper training she would make good as an artist. She was not interested in the required subjects. E became interested in matrimony and quit to fix up a "hope box". She is now married and living on a farm. E has one child. She thinks more stress should be placed on home economics in high school.

F--Age 18. This is a truant case. This girl associates with the wrong company and runs around a great deal. Her parents do not seem able to guide her properly. Excessive absences caused her to quit school. Her school work is below average. The parents are separated. They are on relief and there is a large family. She lives part of the time with each parent. F does not plan to re-enter school and is working at odd jobs in private homes.

G--Age 18. The parents are separated. She keeps house for her father. Financial conditions, along with home environment caused this girl to drop out. Her school work was above the average. She has not given the school any trouble and likes school work. This girl would like to re-enter school.

SENIOR BOYS

A--Age 19. The parents were not able to direct this boy. He lived on a farm but liked to spend most of the time in town. He lives near Cyril. His father works at the refinery. This boy did not like mathematics and could not get along with the teacher. He failed in all subjects during his senior year. He was secretly married during his senior year, but did not announce the marriage until the beginning of the second semester. A quit school to make a living for his wife and future family and is now working on a pipe line. The parents were very bitter toward him for getting married. A comes from a highly respected family.

B--Age 19. This boy did average school work. He became too familiar with a woman teacher outside of class. As a result, he could not get along with her in class. Trouble with her in class caused

him to quit school. He is now managing his father's ice plant and earning \$100.00 per month with a prospect for an increase in salary. He has already been married twice. His parents were unable to direct him properly while young. He says that he is sorry for dropping out of school but that it is too late to start again. He advises the other students to stay in school until they finish.

C--Age 19. His father and mother are separated. The boy could not get along with his step-mother so he left home. He went to California and is making good working with fruit. He sends money home to help support the family which is on relief. His school work was average.

SENIOR GIRLS

A--Age 19. This girl married while she was a Junior. Her husband is working in the oil field. She had more than average ability in school work. A liked school and was well liked by both students and teachers. She quit school to rear a family. She takes an active interest in church work.

B--Age 19. This girl lives on a poor sandy farm and her parents raise cotton. B desires better home conditions and says she will soon leave the farm to live in better circumstances. She plans to work in private homes in Oklahoma City. Her parents are respected citizens and this girl will make good as a house-maid. Her school work was above average. B liked school, but financial circumstances caused her to drop out. She could not dress as the other girls did.

C--Age 17. This girl desired to be a beautician. She failed in history. She was a very quiet unassuming girl of average high school ability. The parents are on relief. She quit school to get married.

She and her husband have one child and are living on a farm.

D--Age 19. This girl is from a large family. Her parents are separated. She did average high school work. The father drinks heavily. Her mother takes in washing for a living. Financial circumstances forced her to drop out. She was married soon after dropping out.

SUMMARY

1. GENERAL STATEMENT OF PROCEDURE.

The student mortality of the five high schools studied has been presented in this report. The number who quit school, the reasons for dropping out, and the status of the pupils since quitting school have been presented.

Ninety-one boys and sixty-nine girls who quit high school during the period beginning with the last semester of the school year 1935-1936 and continuing through the first semester of 1937-38 were considered in this study. The schools these boys and girls attended were Cement, Cyril, Fletcher, Rush Springs, and Verden. A total of 775 boys and 810 girls were enrolled in the high schools in which this study was made. The names of the students who dropped, their ages, grades, school marks, and other information which might be of value, were secured from the school records. Thirty-one more boys than girls were studied. A questionnaire was formulated and used as a guide in securing information about these pupils. The information was secured through personal interviews.

2. NUMBER AND PERCENTAGES OF PUPILS WHO QUIT SCHOOL.

Transfers to other schools took a total of thirty-two boys and twenty-one girls. Twenty-six boys and thirty girls quit Cement High School during the four semesters covered by this study. Cyril lost thirteen boys and sixteen girls during the same period. Fletcher lost fourteen boys and ten girls during the time considered in this study. Rush Springs suffered a loss of twenty-two boys and six girls during

the same time. Verden had sixteen boys and seven girls drop out not to re-enter another school, during the time covered by this study.

The percentages of those who quit were fairly uniform for each of the schools during the two years studied. Forty-nine boys quit school the first year and forty-two the second year. A total of thirty-three girls quit school the first year as compared to thirty-six the second year. Twelve boys were transferred to other schools the first year in comparison to twenty boys the second year.

Three and two-tenths percent more boys than girls quit school. Four and one-tenth percent of the boys transferred as compared to two and six-tenths percent of the girls.

There were twenty-two drop-outs in the ninth grade. Four were fourteen years of age, eight were fifteen, five were sixteen, four were seventeen, and one was eighteen. The tenth grade drop-outs varied in age from fourteen to nineteen, the largest number of any age group being the twenty sixteen-year-old students. The lowest age for the eleventh grade drop-outs was sixteen, and the highest, nineteen. Seventeen years was the average for the largest group in this grade. Of the twelfth grade drop-outs, the ages varied from eighteen to twenty-one years. The largest group of twelfth grade drop-outs were twenty years of age. Both boys and girls dropped out in largest numbers between the ages of seventeen and nineteen.

3. SUMMARY OF REASONS PUPILS GAVE FOR QUITTING SCHOOL.

One of the principal reasons given for dropping out of school was "not enough practical subject matter". This was closely followed by "marriage". The other major reasons given for dropping out of school in order of rank were: dislike for subject, lack of financial help

at home, dislike for school, too many required subjects, not enough electives, discipline, and dissatisfaction with grades. The minor reasons, or those given by the least number of pupils, were: discouraged by parents, urge to seek adventure, joining the army, joining the navy, enrolling in the CCC, parents not interested, and ill health. Thirteen of the pupils failed to give any particular reason for quitting school.

Fifteen boys and ten girls gave "not enough practical subject matter" as their cause for leaving school. Five boys and fifteen girls listed "marriage" as a cause for dropping out of school. Ten boys and nine girls gave "dislike for subjects taken" as their reason for quitting. "Lack of financial support at home" was listed as a cause for dropping out by ten boys and six girls.

Seven boys and five girls gave "dislike for school" as a reason for dropping out. Five boys and six girls gave "too many required subjects and not enough electives" as a reason for leaving before graduation. Five boys and three girls gave "disciplinary problems" as a reason for quitting. Six boys and three girls gave "dissatisfaction with grades" as a reason for quitting. Three boys and three girls felt the urge to seek adventure before graduation from high school. A total of five boys joined the army, the navy, or the CCC before finishing high school. Three boys and two girls gave as a reason for their dropping out the fact that their parents were not interested.

Ill health was given as a reason for dropping out by three boys and two girls. Ten boys and three girls gave no particular reason for leaving school. A total of twenty-three boys and girls failed in

all school subjects in which they were enrolled.

4. ANALYSIS OF REASONS FOR QUITTING SCHOOL.

In analyzing the reasons given by the pupils for dropping out of school, there are several factors to be kept in mind. The first and foremost is the power of suggestion. Many of the pupils were unable to decide what made them quit school until some suggestions were made or direct questions asked. A number of the students had been out of school for two years and had probably forgotten the real reason for quitting. The law of self justification always entered into the reasons given. Most of the pupils tried to justify their reasons for quitting school.

In going into the homes of these pupils, the writer tried to analyze these reasons and see what was behind them. Most of these homes are located in farming communities where the land is poor. The roads are bad and transportation is furnished by school buses. It was not always possible for the parents to live close to bus lines. This made transportation difficult in many cases. Some of the children became tired of so much walking to and from the bus lines. This did not encourage them to remain in school.

A check of the Cement community, used by the writer in his teaching field, showed that ninety percent of the boys enrolled in vocational agriculture lived on tenant farms. Many of these farmers move each year. New school situations are sometimes embarrassing for high school students, especially with those who may be retarded in grades due to missing so much school.

Case studies show that many pupils are handicapped because of financial conditions at home. Parents were unable to hire the work

done, so the children were kept out of school to pick cotton, put in crops, and do other necessary farm work. This was a very important factor in causing pupils to drop out of school.

Some of these pupils were unable to take the final tests in the spring and thus were not promoted. Many parents were unable to start their children in the fall because of lack of finances to purchase clothes or books, pay fees, and purchase other incidentals that were called for at the start of school. As a result, the pupils were kept out of school until the parents could pick and sell enough cotton to obtain these necessary things. This also caused the pupils to become discouraged with school work.

Many of the girls probably got married because of financial conditions at home. Most of the families were large and homes very crowded. They preferred marriage rather than remain at home under these conditions. Boys also desired to leave home because of similar circumstances.

Underlying these reasons was the desire, on the part of the pupils, to have spending money of their own. One of the drop-outs made the statement that she had not received any spending money for over a year. Her mother even purchased what few clothes this girl had. Many parents make the mistake of not allowing their children some spending money. The parents of some of these pupils did not have money to give their children.

Means of transportation in these homes is very poor. Most of it is by the use of wagons or by walking. There are few automobiles among the cotton farmers. Boys like to drive cars and if a job presented itself where there was an automobile, the boys usually took the job.

A large percentage of the farm buildings is in very poor condition. Land owners spend very little on improvements. Farmers have very few labor saving devices. Home improvement work on rented farms is practically unknown. These factors all help to influence boys and girls to leave home as quickly as possible.

Over forty-seven percent of the pupils indicated that the schools were at fault, in one way or another, in the reasons they gave for quitting school. A study of these reasons suggests that economic conditions at home may have been indirectly responsible for the attitude the pupils and parents had toward school work. The fact remains, however, that the pupil and the parents were not convinced that the training offered by the school was valuable enough to justify the sacrifice necessary for the pupil to continue in school.

5. STATUS OF PUPILS WHO QUIT SCHOOL.

Twenty-nine of these young people were employed as common laborers. Thirty-five of the boys were engaged in farming. Investigations showed that practically all of these boys have parents who live on farms.

Fifty-two and nine-tenths percent of the boys and seventy percent of the girls were socially adjusted in the opinion of the school authorities. Only fifty-five percent of the pupils included in this study lived at home with their parents. Approximately forty-three percent came from broken homes with parents separated, while two and nine-tenths percent have no homes other than those afforded by relatives.

Seventy of the ninety-one boys studied were not married. Nineteen were married, eight have children, and two had been married but were no

longer living with their wives. Only twenty-one of the sixty-nine girls were not married. Forty-seven were married, thirty-four had children, and there were no cases among the young women included in this study whose marriages had been dissolved. Eight percent of the boys were fathers of one or more children as compared to fifty percent of the girls who were mothers.

The study showed that only one of the 160 pupils was drawing \$1200 per year or more. Four were averaging \$300 per year. Twenty-five averaged less than \$100 per year.

SUGGESTED CHANGES THAT MAY HELP REMAIN ATTENDANCE IN
THE SCHOOLS CONSIDERED IN THIS STUDY.

The following changes in the five schools included in this study would likely tend to decrease the number of pupils who quit school before graduation.

1. Provide for vocational guidance.
2. Organize active parent-teacher associations.
3. Enrich the program of recreational training.
4. Provide for more vocational training in the educational program.
5. Organize part-time classes to meet the needs of out-of-school young people.

The writer suggests that each school have some vocational guidance work. It may not be possible for each school to have a separate department for this work or a special teacher to handle it. It might be better for the principal to take some training along this line or for these schools to go together and hire an instructor to do this work for

all of the schools. Such a teacher could spend part of his time in each school. In some of the schools, the superintendent might be the one to handle this work.

The vocational guidance service should extend from educational advice to a broader form of educational, vocational, and social guidance. Koos⁸ says, "Guidance should not only improve the distribution of pupils to more suitable educational and vocational opportunities but should also make suitable provision for better adjustment of the pupils to their physical and social environments." It must be recognized that no two students come to us with the same character traits. The school must try to replace their bad habits with good ones. The guidance department should be responsible for determining whether the school or the student is at fault, and to make suggestions for the proper solution of problems related to social adjustment. The purpose of guidance is to aid the pupil to make wise choices and decisions.

None of these schools have active parent-teacher associations. Each school should organize a parent-teacher association because this organization plays a very important part in helping to form a better understanding between the school and the parents.

The development of the parent-teacher association has played an important part in holding students in school. Lombard⁹ states, "Parents and teachers are interpreters of the environment of the children. They help the children to understand the relationships, to find

⁸ Koos and Kefauver, "Concept of Guidance", School Review, March, 1932.

⁹ Lombard, "Recent Development of the Parent-Teacher Association", Department of Interior, Bureau of Education, Bulletin No. 5, 1923.

themselves, and to adapt themselves to their environment. One works in the home, the other in the school, and both in the community for the accomplishment of aims. Teachers have their technical training and their experience to offer to the parents for their enrichment, and parents have their more intimate experience with their children and their sympathetic cooperation to offer to teachers." The school officials also have opportunity through these organizations, to keep the parents informed regarding all changes which are possible for the betterment of their children.

The program of recreational training in the five schools included in this study is very limited. Cyril is the only school that is accredited by the State Department of Education for Music. It has one credit in this field. More music should be taught in these schools. If at all possible, an orchestra or band should be started, even if on a small scale. Most of the students are interested in music in some form. Bands and orchestras provide an appropriate way to use leisure time. Cyril has the only band that is made up entirely of school children. The other schools should organize bands, even if part of the money has to be raised by special fees. It might be advisable for three of the schools to hire a band director who would spend part of his time in each school. Glee clubs are in all of the schools but not enough time is allowed for them. This is especially true with the boys glee clubs. More boys should be encouraged to take part in singing. Special instrumental music should also be arranged for.

All of these schools are operated on a limited budget. It may be necessary for each or all of them to drop some of the work that is now being offered, in order to enrich the program of recreational training.

This is especially true with such subjects as foreign language and geometry. Recreational activities are as important as any other subject taught and should be given the same consideration in making out the course of study. There is a possibility that some of the pupils who failed, either mathematics or foreign language, might profit to the highest degree from training in music. The same would apply in other types of training for wise use of leisure time.

Each of the schools should sponsor an active Camp Fire Girls organization, Boy Scout Troop, and a Future Farmers of America chapter. These organizations teach the highest fundamentals of character building and citizenship. The faculty members who are best suited to handle these organizations should be allowed time for such activities.

One of the biggest problems in these schools is the proper use of leisure time by the students. Supervised or directed play should be conducted during the school term. Students eat their lunches in a short time and then have very little to do during the remainder of the noon hour. Most of the damage done to school property happens during this idle time. Having this time properly supervised would also eliminate many disciplinary problems.

The towns have large numbers of pupils who have very little to do during the summer months. Directed play activities should also be sponsored for these pupils. Many school problems which arise during the school year could be avoided if the students were taught to make proper use of their leisure time during the summer. These boys and girls should be properly directed in order to produce good citizens in the future. The school could take the lead in promoting directed recreational activities in the summer even if the supervisor of such activities

could not be paid for out of school funds.

Only limited opportunities for vocational training are offered in these schools. Two schools have home economics. Vocational home economics should be added to the courses of study in the other three schools. This would enable the girls to obtain more work in the fundamentals of home making. The importance of this is emphasized by the fact that sixty-eight percent of the girls were married while in school or immediately after dropping out. Vocational agriculture should be taught in all of these schools because they are located in farming communities.

"Diversified Occupations" should also be taught in Cyril and Cement Schools. It might not be possible to give this work on a full-time basis but it could be started as part-time work. The writer suggests that this work be added in these two schools because of the recent development in the oil fields in these two communities. The refinery at Cyril offers an opportunity for laboratory work in some of the subjects offered in this course. This would enable the boys who want mechanical work to get it by attending school at Cyril. The boys who desire instruction in carpentry and auto mechanics could obtain it in these schools through the part-time diversified occupational course.

It would not be possible for each school to teach every course that is desired by its students. Some of these courses might be taken by correspondence. All of these schools are fairly close together. Cyril and Cement are only four miles apart. One of these schools could offer one course and the other school might give a different course.

This would enable students to transfer back and forth in order to get what they desire. Likewise, the pupils might transfer to one of the others schools which offers a different course. One of these schools might offer a commercial course which included business training and salesmanship.

Education does not begin or leave off with the school as it now exists. These schools should make arrangements to give these young men and women, who are out of school some training that would help them solve the social and vocational problems with which they are now confronted. This can best be done by organized part-time classes for both boys and girls. Girls that were not interested in home making before getting married and having a family would probably be more interested now than ever before. The same principle applies to the boys who are out of school.

The Smith-Hughes act passed in 1917 made provisions for part-time work in vocational agriculture, home economics, and trade and industrial work. The expansion and development of this program would be of immense help to the young men and young women considered in this study.

It may not be possible for all of the schools to carry out these suggestions due to lack of finances. In this case, larger units for senior high schools might be more desirable and economical. The day may not be too far distant when smaller high schools will unite in order to do more efficient work at a more economical cost.

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