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### **A Study of the Characteristics of Pupil Dropouts with Special Reference to the Ninth and Tenth Grades of United Township High School, East Moline, Illinois**

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A STUDY OF THE CHARACTERISTICS OF PUPIL DROPOUTS  
WITH SPECIAL REFERENCE TO THE NINTH AND TENTH GRADES  
OF UNITED TOWNSHIP HIGH SCHOOL, EAST MOLINE, ILLINOIS

A Paper

Presented to the Faculty of  
Eastern Illinois University

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

by

Charles W. Morrison

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

The purpose of this study is to determine certain characteristics of drop-outs in United Township High School of East Moline, Illinois in the ninth and tenth grades during the first semester of the 1960-61 school year and to ascertain certain relationships between the various characteristics and leaving school.

The ninth and tenth grades were chosen because reliable studies have shown that the largest percentage of drop-outs occur at these grade levels.<sup>1</sup> The first semester of the 1960-61 school year was chosen in order that addresses at the time of school withdrawal would likely be current.

The school population of the United Township High School comes from East Moline, Silvis, nearby villages, and rural territory. Both East Moline, (population 13,913) and Silvis (population 3,473) are located in what is known as the "Quad-City" area. This area has a population of approximately 197,000 and is composed of Davenport, Iowa, Rock Island, Moline, and East Moline, Illinois. The territory, industrial in nature, contains in addition to the above cities, several residential developments and villages all within a radius of approximately twenty miles.

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<sup>1</sup>U. S. Bureau of Labor Statistics, From School to Work, The Early Employment Experience of Youth in Seven Communities (Washington, D.C.: Government Printing Office, 1960), p. 3.



### Sources of Data

Research Material.--To develop a background concerning the problem of drop-outs from secondary schools, related research was summarized.<sup>1</sup> The research reports utilized were selected from the library of Eastern Illinois University and the East Moline Public Library.

An important reference describing methods of procedure for this type of study was a bulletin published by the Office of the State Superintendent of Public Instruction.<sup>2</sup>

School Records.--During the course of the school year a cumulative drop-out list is maintained by the secretary to the guidance counselors at United Township High School. In preparing the list of drop-outs for consideration in this study, the list was utilized in the following manner. Sixty-two pupils left the ninth and tenth grades, 15 of whom transferred to another school leaving a total of 47 drop-out students who actually left the ninth and tenth grades of school during the first semester of the 1960-61 school year.

Following the permanent withdrawal of a pupil from the United Township High School, the pupil's permanent record card is marked with a blue tab until the end of the school year. At that time the card is removed from the active file and placed in the "dropped" file. The record cards of the 47 drop-outs were examined for the purpose of obtaining the pupil's name and address; chronological age; intelligence quotient based on the Terman-McNemar Test; race; and month of drop-out.

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<sup>1</sup>See Chapter II.

<sup>2</sup>Illinois Curriculum Program, How to Conduct the Holding Power Study of the Illinois Curriculum Program, rev. ed. (Springfield, Illinois: Office of the Superintendent of Public Instruction, 1955), 61 p.

Questionnaire.--The bulletin mentioned under "Research Material" above was used in the preparation of a questionnaire.<sup>1</sup> Item number 10 on the questionnaire was an exception to this procedure for item selection.<sup>2</sup> Forty-nine per cent of the questionnaires sent out were answered and returned.

Correspondence.--Several letters were written to the following Illinois educators: Dr. Eric Johnson, Assistant to the President, Illinois State Normal University; Dr. Harold Hand, Professor of Education, University of Illinois; Dr. Woodson Fishback, Director, Illinois Curriculum Program, Springfield, Illinois; Mr. Charles Austin, Principal of Rock Island High School; Dr. Hans Olsen, Consultant in General Education, Springfield, Illinois; and Dr. Robert Zeller, Guidance Consultant, Springfield, Illinois. Their contributions were in the area of suggestions as to the location of materials.

#### Treatment of Data

Research Materials.--The studies summarized were used to develop Chapter II of this report.

School Records.--The data selected from the school records of the drop-outs were tabulated for purposes of determining the general characteristics of the drop-out group. Tables 1 through 5 present the data thus obtained.

Questionnaire.--The results of the questionnaire were tabulated and are represented in Tables 6 through 18.

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<sup>1</sup>Ibid.

<sup>2</sup>See Appendix.

### Definition of Terms

The term "respondents" as used in this study means those drop-outs who answered and returned the questionnaire.

The term "drop-out" as used in this study means a pupil permanently withdrawn from school for a reason or reasons other than graduation or enrolling in another school.

The phrase "Illinois Study" refers to a recent study of pupil drop-outs conducted in the state of Illinois by the Office of the State Superintendent of Public Instruction.<sup>1</sup>

The phrase "East Moline Study" refers to this study as presented in this paper.

### Delimitations

Twenty-three of the 47 (49 per cent) of the questionnaires were answered and returned. This percentage represents a reasonably high return.

It is recognized that answers to the questionnaire may or may not be valid. The study assumes that the letter accompanying the questionnaire was reasonably effective in securing accurate and honest replies.

The questionnaire was designed to be returned unsigned. It is recognized that this procedure carried with it the disadvantage of precluding a follow-up of non-respondents. The decision was made on the assumption that unsigned questionnaires would be more likely to yield

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<sup>1</sup> Illinois, State Summary Sheet (Springfield, Illinois: Office of the Superintendent of Public Instruction, 1960).

valid replies in the subjective areas of the study.

The answers to two items in the questionnaire, "occupation of parent" and "extra-curricular activities participated in while in school," were not tabulated in this paper due to the fact that the replies were varied and ambiguous and considered insufficient for reliable tabulation.

It must be recognized that Chapter V (Summary, Conclusions, and Recommendations) is formulated on the basis of this study and should be interpreted with these limitations in mind.

An additional consideration pertinent to the interpretation of this study is the fact that since the number of respondents is relatively small, percentages represent a smaller number of people. Since, however, a comparison of percentages of the sample with a state sample is made later in the study and accurate presentation is intended, all tabular data are presented in both numbers and percentages.

#### Significance of the Problem

The problem of young people dropping out of school is one of national concern. Extensive studies of pupil drop-outs have been made in early every state in the union and in most of the larger cities within these states.

It is estimated that approximately 900,000 students left school before graduation in 1960.<sup>1</sup> In this decade, unless the trend is radically changed, an appalling one-third of students in the United States will not finish high school. Many drop-outs lack sufficient intelligence to do the work. But the real tragedy is that at least 70 per cent have the

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<sup>1</sup>"Drop-Out Tragedies," Life, XLVIII (May 2, 1960), p. 106.

ability to succeed in school. The drop-out remains as one of the most important problems of education in the United States.<sup>1</sup> It seems apparent that such a situation is worthy of continuous study. Proposed solutions to the problem will never be non-argumentative or permanent in nature.

The increase in school population in the United States can be explained by several factors. In Illinois, the law requires that a child remain in school until he reaches the age of sixteen,<sup>2</sup> and most pupils entering high school have not reached their sixteenth birthday; therefore, they remain in school.

In recent years education has become an increasingly important factor for securing the most desirable jobs. Parents and youngsters seeking employment become more and more aware of this; consequently, parents are insisting that their children attend school as long as possible with the objective of completing high school.

Today it is possible for most of the children of this country to secure a high school education and yet schools are having difficulty sustaining the interest of some boys and girls to the point that they finish high school.

The individual tragedy has increased to the point that it has become a national waste. The drop-out looking for a job immediately runs into the requirement "High School Education." At the present rate, by 1965 there will be three non-graduates for every two unskilled jobs. For every seven skilled jobs, however, there will be only five high school graduates.<sup>3</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>Illinois, School Code, (1957), art. 26, sec. 26-1, p. 271.

<sup>3</sup>"Drop-out Tragedies," op. cit., p. 106.

Always the first to be laid off, the drop-out has double the unemployment rate of graduates.<sup>1</sup> He never recovers, in the world of employment, the ground lost by not completing school.

The potential drop-out is usually one who, long before he has dropped out of school physically, has dropped out in spirit. He usually is not a juvenile delinquent, even though humiliation often makes him sullen or disobedient. In many cases he is retarded in reading and therefore has difficulty in learning from books or using words to express ideas. Teachers have left him alone, rather than hold back the entire class. The boys' apathy toward education ends in truancy and low grades. By age sixteen he has dropped one to two years behind his classmates.<sup>2</sup>

He is humiliated by the inability to keep up and usually is larger and older than the others in his classes. Graduation for him seems beyond reach. He finds reasons to quit--"school's no good," or "I don't like my teachers," or the real reason, "I'm too far behind." At this age, a job, no matter how unimportant, is a sudden badge of manhood. The money it brings will buy importance.

In many cases there is little help at home. Many parents praise "good money" and scorn "book learning." Others do not care, and frequently are not able to help. Many homes are crippled by divorce, separation, sickness, and poverty. The clear and unmistakable need is to catch drop-outs early, before the damage is beyond repair.

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<sup>1</sup>Ibid.

<sup>2</sup>U. S. Department of Labor, op. cit., p. 4.

## CHAPTER II

### REVIEW OF RELATED RESEARCH

Literature concerning drop-outs was summarized for the purpose of developing a background pertinent to the problem of this study. A summary of this literature, analyzed with regard to the areas of causes, detection, and remedies is presented in this chapter.

#### Causes

In March 1960, the Bureau of Labor Statistics reported findings based on an extensive study of seven communities over the period 1952-57.<sup>1</sup> The 1,600 drop-outs who were personally interviewed were asked why they left school. The major single reason given was "adverse school experience." School records showed that over 45 per cent of all the drop-outs had I.Q.'s of less than 90 and about one-third had I.Q.'s of less than 85. This means, among other things, that this group had probably not acquired the degree of reading ability which would have made school interesting and manageable.<sup>2</sup>

Marriage was a major reason given by girls for dropping out of school. Although few boys gave this reason, it may well have been a hidden motive for boys who dropped out to go to work, not because of the need for self support, but as a prelude to courtship and marriage. Marriage was the reason that was given for leaving school by over one-fourth of the girl drop-outs in this study.

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

In 1950, the American School Board Journal presented data concerning drop-outs from the Chicago Public Schools. A summary follows:

Twenty per cent of the 'drop-outs' left during the freshman year; 40 per cent during the second year; 30 per cent during the third year; and 10 per cent in the final year.

Of the 'drop-outs' interviewed, only 19 per cent had a fair record of scholarship at the time of leaving; the others were failing in many or all subjects.

Repeated absence from school is a common symptom of school leaving.

Forty-six per cent of the 'drop-outs' interviewed were rated on mental tests as having average or better than average ability. Some, however, showed handicaps to such an extent that regular courses were definitely beyond their ability to understand and enjoy.

Schools in underprivileged areas reported 73 per cent of the 'drop-outs' were frequently absent or truant prior to leaving school; city-wide records indicated that approximately 35 per cent were chronic absentees and that more than 50 per cent had truancy records.

Few of the 'drop-outs' participated in extra-curricular activities.

Health records of 'drop-outs,' when available, indicated many causes of faulty vision, hearing defects, and other types of health factors responsible for retardation.

The number reporting employment as a reason for school leaving was so small that it is considered negligible. In only 10 per cent of the causes was part-time daily work indicated and in but 7 per cent was there Saturday employment.

Home conditions were reported as contributing factors to many of the 'drop-outs.' Included among the conditions indicated were overcrowding, broken family ties, guardianship by other than the parents, financial problems, disordered homes because of working mothers.

In only two cases was it indicated that parents insisted that the child drop out of school.



Frequent absence appeared to have its beginning in the fourth or fifth grade of elementary school, continuing into high school.

The majority of the 'drop-outs' were not aware of the real causes of their dissatisfaction.

Fewer than half of the 'drop-outs' interviewed had promises of jobs prior to leaving school. Many secured employment through the school placement counselor after dropping out.

In many cases where financial needs in the home caused the student to leave school, he at once made plans to continue his education in evening school.<sup>1</sup>

### Detection

Eventual drop-outs have been shown to exhibit certain symptoms before making the final decision to leave school. Alert school personnel, knowing these symptoms, could detect the potential drop-out before he actually withdraws from school.

Harold J. Dillon stated some of these symptoms as follows:

1. Fairly consistent regression in scholarship from elementary to junior to senior high school.
2. Frequent grade failures in the elementary school.
3. High frequency of grade or subject failure in the junior to senior high school.
4. Marked regression in attendance from elementary to junior to senior high school.
5. Frequent transfers from one school to another.
6. Evidence of a feeling of insecurity or lacking of belonging in school (here participation in extra-curricular activities is an important indication).
7. Marked lack of interest in school work.<sup>2</sup>

### Remedies

Many studies have been made which suggest possible remedies for the

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<sup>1</sup>John F. Delaney, "That Vacant High School Seat," American School Board Journal, CXXI (November, 1950), pp. 22-23.

<sup>2</sup>Harold J. Dillon, Report from National Child Labor Committee, "Early School Leavers--A Major Educational Problem," (New York, 1949).

problem of school drop-outs. However, no single plan has been suggested as "the only solution."

Following a study made in Chicago, John F. Delaney gave these possible remedies:

1. A co-ordinated plan for handling absences, truancies, and discipline problems should be developed in every school through co-operative effort on the part of attendance and placement counselors, adjustment teachers, division and class teachers, and disciplinary officers. Such a plan would lead to early recognition and intelligent handling of problems.
2. An in-service training program presenting modern techniques in counseling and group dynamics should be developed.
3. Full use should be made of cumulative records.
4. Curriculum modification should be made to provide offerings to meet the needs of all of the pupils. This should help maintain their interest in continuing their education.
5. More effective and unified methods of checking out of the student when school leaving is unavoidable should be developed.<sup>1</sup>

Harold C. Hand<sup>2</sup> states that there are two preconditions that the school must meet before any workable remedies can be applied to increasing the holding power of the secondary schools. The most fundamental of these is that the faculty of the school must be dedicated to the principle of universal public secondary education. The high school, states Dr. Hand, is not likely to serve all youth equally well unless the teachers themselves believe that this is what the high school should do. The second necessary precondition is that the holding power of the local

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<sup>1</sup>Delaney, op. cit.

<sup>2</sup>Harold C. Hand, Principles of Public Secondary Education (New York: Harcourt, Brace and Company, 1958), pp. 108-112.

school must be evaluated and made known not only to the administration, but to the teachers, pupils, parents, and the public in general. It seems that this step could be improved even further if the pupils, teachers, and public could cooperate actively in appraising the situation. If this were done, they would receive a sense of ownership and responsibility and would be more strongly motivated to do something about it.

Guidance must play an important role in meeting the special needs of school youth. Good teaching and counseling are thought by many to be practically inseparable. The National Society for the Study of Education outlined, in 1952, four characteristics of a good guidance program:

1. Every student will be known well by someone on the school staff.
2. Provisions will be made in planning the teacher's time and pupils load for individual conferences as well as the group guidance in classes.
3. Secondary school plants will be built or redesigned to include conference offices where teachers and students can meet privately.
4. A premium will be placed on the development of a faculty which is guidance conscious and trained in guidance techniques.<sup>1</sup>

The society stated the following about good teaching which pointed out the relationship between good teaching and effective guidance:

A good guidance program alone will not assure classes which meet the needs of youth. In fact, students will probably not be very enthusiastic about conferences with teachers unless the results of the conference make a difference in classrooms. The difference between good teaching and poor teaching is so pronounced that one can say that good classroom teaching will do more to insure the meeting of special needs in a school than any other single factor.

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<sup>1</sup>Nelson B. Henry, "Adapting the Secondary School Program to the Needs of Youth," Fifty-Second Yearbook of the National Society for the Study of Education, Part I (The University of Chicago Press, Chicago 37, Illinois, 1953), pp. 142-144.

Without good teaching, special offering is unsound because the basic atmosphere of the school is not one of effective living and learning.

Good teaching demands that each student feel that he is being treated as an individual. He must sense that his difference and his uniqueness are respected.<sup>1</sup>

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<sup>1</sup>Ibid., pp. 143-144.

## CHAPTER III

### DATA FROM OFFICE RECORDS

The secretary to the guidance personnel at United Township High School, East Moline, Illinois, maintains a drop-out list on all early school leavers. The list contains the reasons for withdrawal from school such as "moved," "illness," "gone to work," etc. Table 1 represents a tabulation of the drop-out list for the first semester of the 1960-61 school year.

At the beginning of the school year the total enrollment in the ninth and tenth grades at United Township High School was 947 pupils. In determining the percentages given in Table 1, each case was computed as a part of the initial enrollment of 947 pupils. At the end of the first semester of the school year the enrollment totaled 885 pupils which was 93.46 per cent of the initial enrollment. The final enrollment and percentage were considered as representing the pupils held in the ninth and tenth grades.

From the beginning enrollment of 947 pupils, 62 withdrew from school. This number represents 6.54 per cent of the ninth and tenth grade population. Of this group, 15 or 1.58 per cent of the enrollment transferred out of the school district and 47 or 4.96 per cent of the enrollment dropped for other reasons.

TABLE 1  
PUPILS HELD AND NOT HELD  
IN NINTH AND TENTH GRADES

GROUPS	NUMBER	PER CENT
Held in School	885	93.46
Moved from District (transfer)	15	1.58
Other Reasons	47	4.96
Grand Total	947	100.00

### Distribution of Drop-Out List for This Study

The procedure used in reducing the drop-out list to include only the 47 pupils who left school for reasons other than transferring out of the school district was as follows: since the 15 pupils who moved from the district requested a transcript of credit to another high school, the drop-out group mentioned henceforth is the group of 47 pupils who left school for such other reasons as "work," "lack of interest," "financial reasons," "family difficulties," "dismissed or expelled by school authorities," etc. Tabulated material was computed on the basis of 47 equaling 100 per cent of the drop-outs.

### Age and Sex of the Drop-Outs

As indicated by Table 2, 59.57 per cent of the drop-outs were boys and 40.43 per cent of the drop-outs were girls. A total of 27 or 57.45 per cent of the drop-outs were 16 years old at the time of leaving school. Fifteen or 31.91 per cent were 17 years old and 5 or 10.64 per cent were 18 years of age when leaving school.

It is interesting to note that a large percentage (42.55) of the drop-outs is in the over-age group. Ages 14-15 and 15-16 are considered as normal ages for grades 9 and 10 respectively.

### Intelligence Quotient

All beginning ninth grade students are given the Terman-McNemar group test of mental ability. Those who transfer to the school during the year are not required to take the test until the following year. All intelligence quotients shown in Table 3 are from the Terman-McNemar Test.

TABLE 2

## AGE AND SEX OF THE DROP-OUTS

AGE	SEX	EACH SEX		TOTAL NUMBER	BOTH SEXES PER CENT
		NUMBER	PER CENT		
16	M	16	57.19	27	57.45
	F	11	57.89		
17	M	9	32.14	15	31.91
	F	6	31.58		
18	M	3	10.72	5	10.64
	F	2	10.53		
TOTAL	M	28 (59.57)	100.00	47	100.00
	F	19 (40.43)			



TABLE 3

## I.Q. DISTRIBUTION BY GRADE LEVEL

SCORE INTERVAL	TOTAL	GRADE LEVEL OF PUPILS	
		9	10
120 - 123	1		1
116 - 119			
112 - 115	2	1	1
108 - 111			
104 - 107	1		1
100 - 103	5		5
96 - 99	3		3
92 - 95	3		3
88 - 91	8	1	7
84 - 87	8	2	6
80 - 83	6	4	2
76 - 79	3	2	1
72 - 75	1		1
No Test Score	6	2	4

	<u>Total</u>	<u>9th</u>	<u>10th</u>
N	47	12	35
Median	89	82	89
Mean	91	84	95

Table 3 is arranged with the intelligence quotient's grouped according to the grade level of the dropped pupil in addition to a frequency distribution.

The median intelligence quotient was 82 for the ninth grade drop-outs and 89 for the tenth grade drop-outs. The median intelligence quotient for the total group was also 89. It should be noted that the median intelligence quotient for the tenth grade was found to be the higher of the two grades and this is, of course, the typical situation.

Records at the high school showed the median intelligence quotient for the ninth and tenth graders who did not drop-out of school during the first semester to be 102. The mean intelligence quotient of the drop-outs in this group was 91 as compared to the mean of 104 of those students who were held in school.

A critical ratio or  $t$  of 14.8 was found in the comparison of the "Held" and "Not Held" groups in the ninth and tenth grades. The null hypothesis was rejected above the .01 level of significance. This is an indication that the difference between the mean intelligence quotients of those who did not leave school and those who dropped out is highly significant.

#### Month of Drop-Out

Each month during the first semester of the 1960-61 school year at United Township High School 3 or more pupils dropped out. Table 4 shows the number and per cent of the male and female withdrawals for each month.

January showed the largest number and per cent of drop-outs; a total of 15 pupils or 31.92 per cent of the drop-outs occurred during

that month. September was low with 3 drop-outs or 6.38 per cent of the group; October showed 8 or 17.02 per cent; November had 9 or 19.15 per cent; and December had 12 or 25.53 per cent of the withdrawals.

Male withdrawals were greatest during the months of December and January. Both October and November had 5 male drop-outs or 18.52 per cent; 8 drop-outs in December accounted for 25.93 per cent; and 8 drop-outs took place in January for 29.62 per cent.

Female withdrawals from school were also greatest during the month of January. Seven or 35 per cent of the 20 female drop-outs occurred during that month; December followed with 5 or 25 per cent; November had 4 or 20 per cent; October had 3 or 15 per cent and September was low with 1 female drop-out.

#### Race of the Drop-Outs

Of the total enrollment of 947 pupils in the ninth and tenth grades at the beginning of the 1960-61 school year at United Township High School, 847 or 89.43 per cent were of the Caucasian race, 58 or 6.12 per cent were Mexican; and 42 or 4.45 per cent were Negro.

The racial distribution of the drop-outs is somewhat different, however. Table 5 was prepared to indicate the race of the drop-outs. Twenty-one or 74 per cent of the male drop-outs were of the Caucasian race; 3 or 10.71 per cent of the male drop-outs were of the Mexican race; and 4 or 15.29 per cent were of the Negro race.

Of the female drop-outs 15 or 78.95 per cent were Caucasian; 1 or 5.26 per cent were Mexican; and 3 or 15.79 per cent were Negro.

Thirty-six or 76.6 per cent of the total drop-outs were Caucasian; 4 or 8.51 per cent were Mexican; and 7 or 14.89 per cent were Negro.

TABLE 4

## MONTH OF WITHDRAWAL

MONTH	MALE		FEMALE		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
September	2	7.41	1	5.00	3	6.38
October	5	18.52	3	15.00	8	17.02
November	5	18.52	4	20.00	9	19.15
December	7	25.93	5	25.00	12	25.53
January	8	29.62	7	35.00	15	31.92
TOTALS	27	100.00	20	100.00	47	100.00

TABLE 5

## RACE OF THE DROP-OUTS

RACE	MALE		FEMALE		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Caucasian	21	74.00	15	78.95	36	76.60
Mexican	3	10.71	1	5.26	4	8.51
Negro	4	15.29	3	15.79	7	14.89
TOTALS	28	100.00	19	100.00	47	100.00

## CHAPTER IV

### DATA OBTAINED FROM QUESTIONNAIRE RESPONDENTS

#### Questionnaire Response

A questionnaire for the purpose of obtaining information concerning the drop-outs was mailed with a self-addressed stamped envelope to the 47 drop-out students.

Table 6 indicates the number and percentage tabulation of the responses. Twenty-three or 49 per cent of the 47 questionnaires were answered and returned. One was returned by the postal service marked "no longer at this address." Twenty-three or 49 per cent of the questionnaires were not returned.

Fourteen or 46.67 per cent of the 30 males responded as did 9 or 52.94 per cent of the 17 females. One of the drop-outs did not receive the questionnaire due to an incorrect address.

#### Age, Sex, and Per Cent of Questionnaire Respondents

Table 7 shows the largest number (56.52 per cent) of the respondents were 16 years of age; 8 or 34.78 per cent were 17 and 2 or 8.7 per cent were 18.

Eight or 57.14 per cent of the male respondents were 16 years old; 4 or 28.57 per cent were 17; and 2 or 14.29 per cent were 18.

In comparison, 5 or 55.56 per cent of the females were 16 and 4 or 44.44 per cent were 17 years of age. It is interesting to note that by way of contrast, however, none of the girl respondents were over 17 years of age.

TABLE 6  
QUESTIONNAIRE RESPONSE

	MALE		FEMALE		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Returned and Answered	14	46.67	9	52.94	23	49.00
Returned (Wrong address)			1	5.98	1	2.00
No Response	16	53.33	7	41.18	23	49.00
TOTALS	30	100.00	17	100.00	47	100.00

TABLE 7

## AGE, SEX, AND PER CENT OF QUESTIONNAIRE RESPONDENTS

AGE	SEX	Each Sex		TOTAL NUMBER	Both Sexes	
		NUMBER	PER CENT		PER CENT	
16	M	8	57.14	13	56.52	
	F	5	55.56			
17	M	4	28.57	8	34.78	
	F	4	44.44			
18	M	2	14.29	2	8.70	
TOTALS	M	14	100.00	23	100.00	
	F	9	100.00			



### Race of Questionnaire Respondents

The data from the responses to the questionnaire concerning race of the drop-outs were tabulated in Table 8. Table 8 shows the number and per cent of each sex in the race group.

Twenty-one or 91.3 per cent of the total respondents were Caucasian, one was Negro, and one Mexican.

All male respondents were Caucasian, whereas 7 of the 9 female respondents (77.78 per cent) were Caucasian. One girl was of Mexican descent and one girl was Negro.

### Parents or Guardians Working

Twenty of the 23 total respondents (86.96 per cent) had parents or guardians who were working at the time of drop-out while 3 (13.04 per cent) had parents or guardians who were unemployed at the time the pupil dropped from school.

Table 9 shows the number and per cent of employed parents or guardians of the total group responding. It is interesting that while eleven out of 14 parents or guardians of the male respondents were employed, parents or guardians of all the female group were employed at the time of drop-out.

### Parents Living at Home and Reasons for Parents Not Living at Home

It was difficult to prepare a single table depicting data gathered concerning both the number of parents living together and the reasons for parents not living together. Therefore, two tables were prepared (Table 10A and Table 10B).

TABLE 8

## RACE OF QUESTIONNAIRE RESPONDENTS

RACE	SEX	Each Sex		TOTAL	Both Sexes	
		NUMBER	PER CENT		NUMBER	PER CENT
Caucasian	M	14	100.00		21	91.30
	F	7	77.78			
Mexican	M				1	4.35
	F	1	11.11			
Negro	M				1	4.35
	F	1	11.11			
TOTALS	M	14	100.00		23	100.00
	F	9	100.00			

TABLE 9  
PARENTS OR GUARDIANS WORKING

	Male		Female		Total	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Yes	11	78.57	9	100.00	20	86.96
No	3	21.43		00.00	3	13.04
<b>TOTALS</b>	<b>14</b>	<b>100.00</b>	<b>9</b>	<b>100.00</b>	<b>23</b>	<b>100.00</b>

Table 10A shows that the parents of 15 or 65.22 per cent of the pupils who answered the questionnaires were living at home at the time of the drop-out and that 8 or 34.88 per cent of the 23 respondents had at least one parent not living at home at the time the drop-out occurred.

Table 10B contains three reasons for parents not living together at home. These reasons were "divorce," "separation," and "deceased." Parents of 3 or 37.5 per cent of the group of 8 were not living together for reason of divorce, 2 for reason of separation, and 3 drop-out respondents had parents who were deceased, that is, out of the group of 23, divorce or separation was characteristic of the family pattern in 5 or 21.73 per cent of the cases.

Four or 50 per cent of the 8 pupils whose parents were not living together at home were males whose families were broken by separation or divorce. However, of the parents of the 4 girls who were not living together, divorce accounted for only one broken home and death for three.

The significance of the difference between the percentages obtained in this part of the study and those obtained in a similar study conducted in 89 schools in the state of Illinois in 1960 were compared.<sup>1</sup> The East Moline Study found that 65.2 per cent of the respondents parents were living at home together as compared with only 31.91 per cent of the cases in the Illinois Study. A critical ratio of 3.26 was found in this comparison. This exceeds the .01 level of significance. Broken homes is a more likely accompaniment of dropping out of school in the 89 schools than in East Moline.

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<sup>1</sup>Illinois, op. cit.

TABLE 10A

## PARENTS LIVING TOGETHER

RESPONSE	MALE		FEMALE		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Yes	10	71.43	5	55.56	15	65.22
No	4	28.57	4	44.44	8	34.88
TOTALS	14	100.00	9	100.00	23	100.00

TABLE 10B

## PARENTS NOT LIVING TOGETHER

REASON	MALE		FEMALE		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Divorced	2	50.00	1	25.00	3	37.50
Separated	2	50.00	-	-----	2	25.00
Deceased	-	-----	3	75.00	3	37.50
TOTALS	4	100.00	4	100.00	8	100.00

### Residence of Respondents

Table 11 shows the number and per cent of the total respondents and male and female respondents regarding type of residence at the time of drop-out.

The largest group (47.84 per cent) of the respondents were residents of city houses. Thirteen and four hundredths per cent (3) lived in each of the following: apartment, farm house, village house and trailer.

Of the 14 male respondents, 5 lived in city houses, 3 in farm houses, 3 in village houses, 2 in trailers, and 1 in an apartment.

Six of the 9 female respondents living in city houses, 2 in apartments, and 1 in a trailer.

### Schooling of Fathers and Mothers of Respondents

Table 12 is arranged in two parts in order to accommodate the responses concerning the schooling of both the father and mother of the drop-out respondent. The first section of the table shows the number and per cent for the fathers of the respondents; the second does the same for the mothers.

Only 2 of the total respondents had fathers who had not completed grade school. There is no reason to suspect, as far as these data are concerned, that there is a significant difference in the percentages of fathers with less than grade school education between this study and the Illinois Study, since the critical ratio was only 1.26.

TABLE 11  
RESIDENCE OF RESPONDENTS

	MALE		FEMALE		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Apartment	1	7.15	2	22.22	3	13.04
City House	5	35.71	6	66.67	11	47.84
Farm House	3	21.43	-	-----	3	13.04
Village House	3	21.43	-	-----	3	13.04
Trailer	2	14.28	1	11.11	3	13.04
TOTALS:	14	100.00	9	100.00	23	100.00



Thirteen (56.52 per cent) of the respondents' fathers had completed grade school. A comparison of this percentage to that for a comparable item on the Illinois Study indicated a difference significant at the .01 level, indicating that a significantly higher percentage of the fathers of the East Moline drop-out group had a grade school education than in the Illinois Study.

Thirty and forty-three hundredths per cent of the fathers of the drop-outs responding had completed high school. In comparing this to the percentage in the Illinois Study regarding the same item, a critical ratio of 1.65 resulted. This figure is not significant at either the .01 or .05 level.

Concerning the education of the mothers of the respondents, 21.74 per cent of the respondents' mothers had not completed grade school. This percentage was compared to the percentage relating to the same item in the Illinois Study. The critical ratio (1.38) indicates that as far as these data are concerned there is no significant difference between the percentage of mothers who had not completed grade school in this study and the same item in the Illinois Study.

Thirty and forty-three hundredths per cent of the respondents' mothers had completed grade school. This percentage as compared to the percentage of the Illinois Study on the same item had a critical ratio which did not indicate a significant difference.

One particularly surprising fact is that 47.83 per cent of the mothers of the respondents had completed high school. This percentage, when compared to the percentage of the Illinois Study on the same item, was higher. In fact, the difference was significant at the .01 level.

TABLE 12 .

## SCHOOLING OF FATHERS AND MOTHERS OF RESPONDENTS

FATHER	MALE		FEMALE		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Grade School Not Completed	2	14.28	-	-----	2	8.70
Grade School Completed	7	50.00	6	66.67	13	56.52
High School Completed	5	35.72	2	22.22	7	30.43
College Completed	-	-----	1	11.11	1	4.35
TOTALS	14	100.00	9	100.00	23	100.00

TABLE 12 (Cont'd)

## SCHOOLING OF FATHERS AND MOTHERS OF RESPONDENTS

MOTHER	MALE		FEMALE		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Grade School Not Completed	3	21.42	2	22.22	5	21.74
Grade School Completed	4	28.58	3	33.33	7	30.43
High School Completed	7	50.00	4	44.45	11	47.83
College Completed	-	-----	-	-----	--	-----
TOTALS	14	100.00	9	100.00	23	100.00

### Siblings at Home

Table 13 shows that each of the 23 drop-out respondents had at least 1 and as many as 8 siblings living at home at the time of withdrawal. The range of siblings living at home for the group was from 1 to 8 and the average number per respondent was 4.5.

### Reasons for Drop-Out

Many of the respondents indicated more than one reason for their leaving school. Table 14 shows the number of total reasons given as 38, which in this table is used to represent 100 per cent.

"Lack of interest" was the most frequent response for drop-out, within the total group of respondents. Seven or 18.42 per cent listed "lack of interest," 6 or 15.79 per cent "academic (poor grades)," and 6 listed "left school to work." Five or 13.16 per cent listed each of the following reasons for leaving school: "home conditions," "financial reasons," and "other reasons;" 2 or 5.26 per cent indicated "marriage" and "dismissal or expelled" as reasons for withdrawal from school.

Among the male respondents, "left school to work" was the most frequent reason given for drop-out. Five or 18.53 per cent listed "academic (poor grades)" while "lack of interest," "financial reasons," and "other reasons" each had 4 responses. "Dismissal or expelled" and "home conditions" each had 2 responses.

Three of the 11 responses (27.27 per cent) from the females indicated "lack of interest" -- this was also true of "home conditions." There were 2 responses to "marriage" and only one to each of the following: "academic (poor grades)," "financial reasons," and "other reasons."

TABLE 13

## SIBLINGS AT HOME

NUMBER OF SIBLINGS AT HOME	MALE		FEMALE		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
None	-	----	-	-----	-	----
One	1	7.14	1	11.11	2	8.70
Two	6	42.86	1	11.11	7	30.43
Three	1	7.14	2	22.22	3	13.04
Four	1	7.14	2	22.22	3	13.04
Five	1	7.14	2	22.22	3	13.04
Six	-	----	1	11.11	1	4.35
Seven	1	7.14	-	-----	1	4.35
Eight	3	21.44	-	-----	3	13.04
<b>TOTALS</b>	<b>14</b>	<b>100.00</b>	<b>9</b>	<b>100.00</b>	<b>23</b>	<b>100.00</b>

TABLE 14

## REASON FOR DROP-OUT

	MALE		FEMALE		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Academic (poor grades)	5	18.53	1	9.09	6	15.79
Illness	-	-----	-	-----	-	-----
Marriage	-	-----	2	18.19	2	5.26
Left School to Work	6	22.22	-	-----	6	15.79
Lack of Interest	4	14.85	3	27.27	7	18.42
Dismissal or Expelled	2	7.41	-	-----	2	5.26
Home Conditions	2	7.41	3	27.27	5	13.16
Financial Reasons	4	11.79	1	9.09	5	13.16
Other Reasons	4	11.79	1	9.09	5	13.16
<b>TOTAL RESPONSES</b>	<b>27</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>38</b>	<b>100.00</b>

### Sports Activities of Respondents

Table 15A shows the total response to the questionnaire concerning sports activities of the respondents. Ten or 71.42 per cent of the 14 male respondents did not participate in sports, while 4, or 28.58 per cent indicated they had participated in sports activities.

Only 2 of the 9 female respondents answered "yes" to "being in sports activities." None of the girls answered further questions under this category.

It is recognized that "sports activities" should have been more precisely defined in the questionnaire. Even so, within these limitations, the information regarding the four male participants above should suggest an area for concern.

### Factors Associated with Sports Activities of Male Respondents

In Table 15B, however, 3 of the 4 boys who had participated showed they did not "get along with the coach," 2 of the 4 indicated they did not "stay eligible" and 3 of the 4 did not think the "coach gave them the chance they thought he should." In addition, 2 of the 4 said that they did not "get along with their teammates."

### Extra-Curricular Activities of Respondents

Table 16 presents the "yes" and "no" responses pertaining to participation in extra-curricular activities.

All of the 23 total respondents gave a definite response. Nineteen or 82.61 per cent of the total respondents were not members of any extra-curricular organization. When compared with the percentage of individual drop-outs who in the Illinois Study did not participate in extra-curricular activities, the East Moline group is not significantly different from

TABLE 15A

## SPORTS ACTIVITIES OF RESPONDENTS

		MALE		FEMALE		TOTAL	
		NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
IN SPORTS ACTIVITIES	Yes	4	28.58	2	22.22	6	26.09
	No	10	71.42	7	77.78	17	73.91
TOTALS		14	100.00	9	100.00	23	100.00



TABLE 15B

FACTORS ASSOCIATED WITH SPORTS ACTIVITIES  
OF MALE RESPONDENTS

		MALES		
		NUMBER	PER CENT	
Got Along with Coach	Yes	1	25.00	100.00
	No	3	75.00	
Stayed Eligible	Yes	2	50.00	100.00
	No	2	50.00	
Coach gave you the Chance you Thought He Should	Yes	1	25.00	100.00
	No	3	75.00	
Got Along with Teammates	Yes	2	50.00	100.00
	No	2	50.00	

TABLE 16

## EXTRA-CURRICULAR ACTIVITIES OF RESPONDENTS

MEMBERSHIP	MALE		FEMALE		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Yes	1	7.14	3	33.33	4	17.39
No	13	92.86	6	66.67	19	82.61
TOTALS:	14	100.00	9	100.00	23	100.00

the Illinois group, that is, the critical ratio was below the .05 level.

Of the 14 male respondents, 13 (92.86 per cent) indicated they had not participated in extra-curricular activities and only one boy indicated that he had participated.

The situation was different with regard to females, however, and although 66.67 per cent of the female respondents did not participate, 3 or 33.33 per cent did.

#### Opinions Concerning Helpfulness of High School Graduation

One item on the questionnaire asked the drop-out to indicate whether or not he believed high school graduation could have been of benefit to him. Table 17 shows the tabulated responses.

Fifteen or 65.22 per cent of the responding group indicated that high school graduation would have been helpful, but 8 or 34.78 per cent did not share this belief.

A comparison, perhaps noteworthy, is that while 10 of the 14 males indicated a positive answer, (71.43 per cent), leaving of course 4 negative answers; a smaller percentage (55.56 per cent) of the females answered "yes" and a larger fraction (44.44 per cent) answered "no." Although the limitations of the sample must be considered, this may raise some questions for those concerned with improving the holding power of United Township High School.

#### Opinions Concerning Encouragement of Others to Graduate From High School

The final question in the questionnaire asked the drop-out to indicate whether he would encourage others to graduate from high school. Table 18 represents the tabulation of the responses.

Twenty or 86.96 per cent of the total respondents indicated that they would encourage others to graduate from high school and only 3 or 13.04 per cent indicated they would not encourage others to complete high school.

Of the male respondents, 12 or 85.72 per cent said they would encourage other pupils to complete high school and only 2 indicated that they would not encourage others to finish high school.

In this question, males and females answered in strikingly similar fashion since 8 or 88.89 per cent of the nine respondents showed that they would encourage others to complete high school and only one girl indicated she would not encourage others to complete high school.

TABLE 17

## HELPFULNESS OF HIGH SCHOOL GRADUATION

	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
YES	10	71.43	5	55.56	15	65.22
NO	4	28.57	4	44.44	8	34.78
TOTALS	14	100.00	9	100.00	23	100.00

TABLE 18

## ENCOURAGE OTHERS TO GRADUATE FROM HIGH SCHOOL

	MALE		FEMALE		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
YES	12	85.72	8	88.89	20	86.96
NO	2	14.28	1	11.11	3	13.04
TOTALS	14	100.00	9	100.00	23	100.00

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The Problem.--The purpose of this study was to determine certain characteristics of drop-outs in United Township High School of East Moline, Illinois in the ninth and tenth grades during the first semester of the 1960-61 school year and to ascertain certain relationships between the various characteristics and leaving school.

The selection of the ninth and tenth grades was made on the basis of previously mentioned studies which indicated that the largest percentage of drop-outs occur at these grade levels.

The area which surrounds the United Township High School district was described according to cities, population, and approximate size.

Three sources of data were considered in this study--"research materials," "school records," and a "questionnaire."

Certain delimitations were recognized at the outset of this study and are described in Chapter I.

Chapter II presented a background for the study. Related research materials on the problem of pupil drop-outs from high school was given in summary form according to three facets of the broad problem of pupil drop-outs, namely: "causes," "detection," and "remedies."

Recent research concerning causes of school withdrawals was summarized. Considerable information on drop-outs was obtained through the U.S. Bureau of Labor Statistics which stated that the major single

reason given by students leaving school was "adverse school experience."<sup>1</sup> Implications of related research were also discussed in Chapter II.

A study of the drop-outs from the Chicago Public Schools was summarized.<sup>2</sup> Principal causes for the drop-outs were found to be "failure of courses," "frequent absentees and truancy records," "home situations," and "employment!"

Chapter III was concerned with data obtained from the school records concerning the drop-outs.

A questionnaire was prepared to gather information from the drop-outs. Chapter IV dealt with the tabulation and explanation of data from the questionnaire respondents.

Forty-nine per cent of the questionnaires were answered and returned. One was sent to the wrong address and forty-nine per cent were not returned.

Over 55 per cent of the respondents were 16 years of age at the time of leaving school. Thirty-two per cent were 17, and approximately 11 per cent were 18 years of age.

Approximately 20 per cent of the drop-outs had parents who were out of work at the time of withdrawal. Indications from various sources are that there are "financial problems at home" in many drop-out cases.

Over one-third of the drop-outs came from broken homes. The principle reasons were "divorce" and "one or both parents no longer living."

The percentage of parents of drop-outs not living together in the

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<sup>1</sup>U. S. Bureau of Labor Statistics, op. cit.

<sup>2</sup>Delaney, op. cit.



East Moline Study (34.8 per cent) and in the Illinois Study (68.1 per cent) was compared statistically. As far as the data used were concerned, the percentage difference between this study and the Illinois Study was significant at the .01 level.

Almost 60 per cent of the fathers and mothers of the respondents had no more than a grade school education. In comparing this study with the Illinois State Study in regard to the significance of percentage difference concerning the education of the parents, the critical ratio indicated the difference to be significant in only two cases but these were at the .01 level; in the remainder of the items regarding the education of the parents of the drop-outs, there were no significant differences between the East Moline group and the Illinois group.

Most of the drop-outs came from families having from 2 to 5 siblings at home. In this study the respondents averaged 4.5 siblings at home. Although no percentages from similar studies were available several studies imply that having several brothers and sisters living at home can be related to a pupil's leaving school.

The principle causes for drop-outs as indicated by the sample used in this study were: "lack of interest," "academic (poor grades)," and "left school to work."

A small percentage of the sample responding participated in extra-curricular activities, however, when compared with the Illinois Study the percentage was not significantly different from the state group.

Approximately two-thirds of the drop-out respondents indicated that they thought high school graduation would have been of value to them, although considerably more males than females took the positive view.

Approximately 85 per cent of the respondents would encourage other people to graduate from high school. This is an instance in which responding males and females were in fair agreement.

### Conclusions

On the basis of the data presented in this study, subject to the limitations set forth in Chapter I, the following conclusions appear to be reasonable with reference to United Township High School.

1. The compulsory age limit for school attendance of 16 is the age at which most ninth and tenth grade drop-outs leave.
2. I.Q. is positively related to remaining in the ninth and tenth grades.
3. Retardation (being too old for grade) is related to dropping out of the ninth and tenth grades.
4. The number of drop-outs increase progressively per month from September through January of the 1960-61 school year.
5. Broken families may be conducive to dropping out of school. Additional data regarding incidence of divorce in the East Moline area is needed before this can be conclusively stated, however.
6. The education of the parent may be related to remaining in school. Additional data regarding education of parents of the students in the ninth and tenth grades of United Township High school is needed. before this, too, can be firmly concluded.
7. Family size is negatively related to remaining in school.
8. Boys dropping out tend not to participate successfully in athletics,--that is, in regard to relations with teammates, relations with the coach, and eligibility.

9. Drop-outs are not extensive participators in extra-curricular activities.

10. The most prevalent reasons for drop-outs in this study are: (1) "lack of interest," (2) "academic (poor grades)," and (3) "left school to work."

11. Most drop-outs feel that high school graduation would have been helpful to them, although boys feel this more strongly than girls.

12. Most drop-outs state that they will encourage others to graduate from high school.

### Recommendations

In making recommendations from the data of this study, it appears that before any effective steps can be taken to improve the situation, the school must be aware of, and be prepared to meet, two conditions.

First, very little improvement in the holding power of East Moline High School can be foreseen if the administration, faculty, and community are not dedicated to the principle of universal public education. This means that unless the school personnel believe that this is the school's function, the school will not be able to serve all youth equally well.

Second, it is necessary for the holding power of the school to be evaluated regularly and made known to not only the school personnel, but to the pupils, the parents, and the community in general. A better situation would exist if the pupils, teachers, and general community would work co-operatively in appraising the problem. In this way a sense of responsibility and stronger motivation should develop. The following recommendations are directed toward alleviating the problem of drop-outs at United Township High School.

1. In order to retain potential drop-outs in school, participation in extra-curricular activities should be encouraged in the hope that additional needs will be met.

2. Since it is evident from this study that a characteristic of the drop-out is less than average intelligence, individual differences among pupils must be far more widely recognized and accommodated.

3. It will be necessary to demonstrate to many pupils that there is a worthwhile relationship between what is going on and being taught in the school and the activities of daily living in the community.

4. Symptoms of the potential drop-out can and must be noted early enough to prevent the withdrawal and since it is common knowledge that in many cases the home is a profound influence upon youth, parents must be made aware of the value high school education will have for their children. It may be that through an increasingly effective guidance program this can be best accomplished.

5. Use should be made of the guidance program during, perhaps, the summer months, not only for the purpose of analyzing data concerning incoming freshmen, but to take steps toward improving upon the methods and accomplishments of the past year in order to enable the school to consistently meet the needs of students.

6. A final recommendation is that this study be regarded as having raised several possibilities for additional study of characteristics of drop-outs in the United Township High School. A procedure which might be especially productive is that of ascertaining characteristics of the total United Township High School enrollment (education of parents, for example) and compare this with a drop-out sample. This could produce

significant information to help identify both potential drop-outs and basic or contributing causes of drop-outs in United Township High School.

**APPENDIX**

1509 2nd Street  
Charleston, Illinois  
March 17, 1961

Dear Former Student:

I am a graduate of United Township High School ('56) and I'm still a resident of Silvis, Illinois. At the present time, I am completing requirements for college graduation here at Eastern Illinois University and would like for you to assist me in gathering some data on students who, like yourself, withdrew from U.T.H.S. during the first semester of the 1960-61 school year.

I am making a study of the reasons for this withdrawal and what has happened to these people since their withdrawal. Your honest and accurate answers to the enclosed questionnaire will be appreciated.

Please fill out the questionnaire and return it as soon as possible in the self-addressed envelope I am enclosing. ALL INFORMATION IS CONFIDENTIAL! Do not sign your name. Thank you.

Sincerely yours,

Charles W. Morrison

Enclosure

This questionnaire is for the purpose of gathering information about the pupils who withdrew from the United Township High School during the first semester of the 1960-61 school year. Your answers to the following questions will help to determine the reasons for the withdrawal of the pupils during this year.

All the information will be confidential. Please do not sign your name!

Please answer the following questions and answer honestly. We wish the answers to be as accurate as possible. Most of the questions can be answered by placing a check mark in a space which is provided. Some of the questions will require you to write your answer.

\_\_\_\_\_

Please check the proper response or write in the correct statement:

1. Check one: Male \_\_\_\_\_ Female \_\_\_\_\_
2. Age last birthday: \_\_\_\_\_ years
3. What is your race? White \_\_\_\_\_ Negro \_\_\_\_\_ Other \_\_\_\_\_ (tell what)

PART A

At the time you left school:

1. What was the occupation of your parent or guardian? \_\_\_\_\_
2. Was your parent or guardian working then? Yes \_\_\_\_\_ No \_\_\_\_\_
3. Were your parents living together then? Yes \_\_\_\_\_ No \_\_\_\_\_
4. If they were not living together then, check the reason:
  - Divorced \_\_\_\_\_
  - Separated \_\_\_\_\_
  - Deceased \_\_\_\_\_
5. Where did you live at the time?
 

Apartment _____	Village House _____
City House _____	Trailer House _____
Farm House _____	



6. What was the last schooling of your father?

Grade school not completed \_\_\_\_\_ Grade school completed \_\_\_\_\_  
 High school completed \_\_\_\_\_ College completed \_\_\_\_\_

7. What was the last schooling of your mother?

Grade school not completed \_\_\_\_\_ Grade school completed \_\_\_\_\_  
 High school completed \_\_\_\_\_ College completed \_\_\_\_\_

8. How many brothers or sisters were living at home? Brothers \_\_\_ Sisters \_\_\_

9. For what reason did you leave school?

Academic (poor grades) \_\_\_\_\_ Lack of interest \_\_\_\_\_  
 Illness \_\_\_\_\_ Dismissal or expelled \_\_\_\_\_  
 Transfer \_\_\_\_\_ Home conditions \_\_\_\_\_  
 Marriage \_\_\_\_\_ Financial reasons \_\_\_\_\_  
 Left school to work \_\_\_\_\_ Other reasons \_\_\_\_\_

10. Were you in sports activities? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, did you stay eligible? Yes \_\_\_\_\_ No \_\_\_\_\_

Did you get along with your coach? Yes \_\_\_\_\_ No \_\_\_\_\_

Did you get along with your teammates? Yes \_\_\_\_\_ No \_\_\_\_\_

Did the coach give you the chance that you thought you should have?

Yes \_\_\_\_\_ No \_\_\_\_\_

11. When you were in school were you a member of any extra-curricular organization such as Advisory Board, Camera Club, Spanish Club, G.A.A., etc. Yes \_\_\_\_\_ No \_\_\_\_\_

If so, please name the organizations. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### PART B

1. Do you believe that high school graduation would have been of value to you? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Would you encourage other people to finish high school? Yes \_\_\_\_\_ No \_\_\_\_\_



NAME IN FULL \_\_\_\_\_ DATE OF BIRTH - YEAR \_\_\_\_\_ DAY \_\_\_\_\_ MONTH \_\_\_\_\_  
 LAST NAME \_\_\_\_\_ FIRST \_\_\_\_\_ MIDDLE \_\_\_\_\_ PHONE \_\_\_\_\_ PLACE OF BIRTH \_\_\_\_\_  
 HOUSE NUMBER & STREET \_\_\_\_\_ TOWN \_\_\_\_\_ STATE \_\_\_\_\_

SUBJECT	SCHOLASTIC RECORD					PG REP	CREDIT	SUBJECT	SCHOLASTIC RECORD					PG REP	CREDIT
	9TH	10TH	11TH	12TH	PG REP				9TH	10TH	11TH	12TH	PG REP		
	19__	19__	19__	19__	19__				19__	19__	19__	19__	19__		
JSH I								ART I II III IV							
JSH II								BUSINESS ARITHMETIC							
JSH III COMP								COMMERCIAL GEOGRAPHY							
JSH III LIT								BOOKKEEPING I II							
JSH IV COMP								TYPING I II							
JSH IV LIT								SHORTHAND							
I SPEAKING								ADV. STENOGRAPHY							
IC SPEAKING								CLERICAL PRACTICE							
IALISM								SEC. PRACTICE							
IG								RETAILING							
IPRODUCTION								CONSUMER PROBLEMS							
MATH								PERSONAL TYPE							
IBRA I II III								HOMEMAKING I II III IV							
IGOMETRY								GEN. SHOP.							
IGOMETRY								WOODSHOP I II							
IGOMETRY								DRAFTING I II							
I. COLL. MATH.								METALS							
IL STUDIES I								AUTO THEORY							
ID HISTORY								VOC. AUTO MECHANICS							
IXAN HISTORY								VOC. MACH. SHOP							
IL PROBLEMS								VOC. DRAFTING							
IXAN GOVT.								ELECTRICITY							
IMICS															
II II III								SURVEY OF MUSIC							
ISH I II III								BAND							
SH I II								CHORUS							
IAL SCIENCE								CHOIR							
BY															
STRY								DRIVING							
CS								PHYSICAL EDUCATION							

SYSTEM: A. EXCELLENT: B. GOOD: C. SATISFACTORY: D. POOR, BUT PASSING: F. FAILURE: H. DROP I. INCOMPLETE  
 CREDITS EARNED GENERAL AVERAGE RANK IN CLASS NUMBER IN CLASS DATE OF GRADUATION

TEST RECORD

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