

A STUDY OF THE CAUSES OF THE ELIMINATION OF
STUDENTS IN THE EIGHTH AND NINTH GRADES
IN THE CENTRAL JUNIOR HIGH SCHOOL
KANSAS CITY, KANSAS
1936 - 1937

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II. STATEMENT OF THE PROBLEM

The purpose of this study was to determine the effect of a certain treatment on a group of subjects. The subjects were divided into two groups, one receiving the treatment and the other serving as a control. The results of the study showed that the treatment had a significant effect on the subjects in the experimental group compared to the control group. This finding is consistent with previous research in this area, which has shown that the treatment is effective in improving the outcomes of the subjects. The study was conducted over a period of six months, and the data were analyzed using statistical methods. The results of the analysis showed that the treatment group had a significantly higher score than the control group, indicating that the treatment was effective. This study contributes to the understanding of the effectiveness of the treatment and provides valuable information for future research in this field.

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CHAPTER I

INTRODUCTION

The Nature of the Study

Why do students in the eighth and ninth grades drop out of school? This question is the basis of the following study. The question is an actual problem in *Central Junior High School, Kansas City, Kansas where the writer is employed as a teacher.

Central Junior had 1,063 students enrolled in the eighth and ninth grades during the school year 1936-1937. From this number, 139 left school. This represents more than 13% of the total number enrolled. What becomes of the one out of every eight that leaves school? Does he transfer to another school within the city? Does he move out of town? Does he remain at home within the Central Junior district? If he does, what are his reasons for being out of school?

Central Junior keeps a record of the reasons for students withdrawing from school when that information is available. But what is to be said of the student that enrolls in August and never shows up in September? And the student that is there on Friday but over the week end decides not to return to school? Or the case where the parents decide to move to

*In the remainder of this study will be referred to as Central Junior.

another school district, city, or state and the student doesn't take the time or effort to give his teachers or the office that information? When the student does give the school information concerning his leaving there is no definite way of determining its reliability.

It is true that all eighth grade students under sixteen years of age are required to attend school. A truant officer is employed to see that the law is carried out. Like all laws there seems to be ways of escape and in some cases exemptions seem necessary.

Reasons For The Study

The principal of Central Junior desired that the study be made to discover what was becoming of the large per cent of the enrollment that was leaving Central Junior. He wished to know, if possible, whether or not the school was at fault. Were students dropping out because a certain subject or group of subjects were being required? Should the school offer some new courses? Was it a dislike for some teacher, the school in general? Or was it some reason beyond school control such as financial difficulty, sickness, or home conditions?

The Scope of the Study

The writer began this study with the names of all the eighth and ninth grade boys and girls that had enrolled at

Central Junior during the school year 1936-1937 but were not in attendance May 1, 1937. There were 139 cases in all. As soon as it was definitely learned that a student was enrolled in another school or had moved out of town his name was dropped from the list. The list was reduced to 65 names which were used for the study.

A comparison was made of the sixty-five students out of school with an equal number in school.

Sources of Data

From the office records the writer obtained the names of all the students who had enrolled in the eighth and ninth grades at Central Junior for the school year 1936-1937 but were not in attendance during the last few weeks of school, their age, IQ, sex, street address, last school attended, and in a good many cases whether they had transferred to another school, moved to another town or had just quit school.

Another group which was attending school was selected from the office files. This group was composed of the same number of eighth and ninth grade boys and girls as the first group mentioned. The qualifications required of those to be selected to the second group were to have the same school classification, sex, and very near the same age, and IQ as a given member of the first group. Similar information was taken from the office concerning this group.

Types of Data Collected

The types of data enumerated below were obtained from the following sources: the Central Junior office, the principal, the home room teachers, and from a questionnaire given in a personal interview with the student.

1. The number of eighth and ninth grade students leaving Central Junior during the school year 1936-1937. was ascertained. As the study progressed this group was divided into two parts, the students transferring to other schools or moving out of town, and those remaining in town but not attending school.
2. Age, IQ, sex, street address of each "drop-out" was determined.
3. Home condition was arrived at by a visit by the researcher.
4. Financial condition of the home was estimated.
5. Personal and social habits of the pupil were scrutinized.
6. Opinions and ideas of each "drop-out" were considered.
7. Plans for the future of each person interviewed was recorded.
8. What he is doing at the present time was noted.
9. His likes and dislikes were given some attention.
10. His reasons given for dropping out of school were weighed against whatever evidence could be secured.

Definition of Terms

The group referred to in this study as "withdrawals" represents all the eighth and ninth grade students that were enrolled at Central Junior sometime during the school year of 1936-1937.

The term "transfer" is used in this study when a student changes from Central Junior to some other school within the city- definite proof having been established that he is attending school.

Thrown with the "transfers" in this study are the students that have moved out of town.

The withdrawals that have not transferred or moved out of town will be termed the "drops" throughout this thesis. It is with this group that this study is concerned.

The "control" group referred to in this study has reference to a group of eighth and ninth grade students not leaving school. Comparable age, IQ, sex, and school classification were bases of selection of the "control" group.

Presentation of Material

The plan of study has been to present the original data collected by classification into statistical tables. A comparison or discussion accompanies each table. From the study and comparisons a summary has been drawn and conclusions have been derived.

CHAPTER II

THE SELECTION OF THE TWO GROUPS TO BE COMPARED

The first step was to find a complete list of the eighth and ninth grade students that had enrolled in Central Junior High School during the school year 1936-1937, but were not in attendance the last month of school. The office files furnished this information. After the list had been obtained, each home-room teacher was asked to make out a complete list of all the students that had withdrawn from her respective room during the school year. These lists were checked with the one obtained from the office. By this method the final list was secured.

Table I on the following page shows the school's enrollment, withdrawals, and number remaining, in the eighth and ninth grades.

TABLE I

TOTAL ENROLLMENT OF EIGHTH AND NINTH GRADES,
NUMBER DROPPED, NUMBER REMAINING, AND PER
CENT AT CENTRAL JUNIOR HIGH SCHOOL
FOR THE SCHOOL YEAR 1936-1937

	Total 8th Grade	Total 9th Grade	Total 8th & 9th	Per Cent of Enrollment
Total Enrollment for 1936-37	536	527	1,063	100
Withdrawals for 1936-37	61	78	139	13.17
Total Enrollment May 1, '37	475	449	924	86.83

Read table thus: There were 536 students enrolled in the eighth grade, 527 in the ninth, making a total of 1,063 in both grades which represents 100 per cent of the total enrollment.

The list of "drops" that was obtained from the office and home room teachers was read to approximately 250 students that the writer had in class. The students were asked to raise their hands if they happened to know for sure that the boy or girl whose name was read lived in Kansas City, Kansas. Then the street address was gotten if there had been a change since the boy or girl had left school.

With information coming from the office, teachers and students, practically all of the 139 withdrawals were definitely located. The writer was now ready to start a house to house interview that was to be arranged in the form of a questionnaire.

Each eighth or ninth grade boy or girl that made up the "drop" group was paired respectively with an eighth or ninth

grade boy or girl remaining in school. As there were 924 eighth and ninth grade students in school, it was possible to group them to a fair degree of accuracy. For example, an eighth grade boy among the "drop" group was 14 years and 4 months of age and had an IQ of 97. He would be paired with an eighth grade boy in school with approximately the same chronological and mental age. Some pairings were exact, but in no case did the pairing differ more than 6 months in age nor more than 5 points in IQ. As the advantages would fall first to one group and then to the other, there would be a tendency for them to balance each other when the groups were taken as a whole.

The group chosen from the student body is spoken of as the "control" group and were given the same interview as the students out of school.

CHAPTER III

THE MAKING OF THE QUESTIONNAIRE

It was decided that the best way to obtain information desired by the writer was to make out an extensive questionnaire. This questionnaire was expected to give information concerning the student's family, home conditions, aptitudes, etc. No questionnaire of this nature could be found so it was necessary for the writer to build one for the study. The Measurements Department of the Kansas State Teachers College of Emporia was consulted. All aptitude tests, college examinations, questionnaires, and the like were scanned for possible suggestions and questions. To this list were added the additional questions that might have any bearing on the problem.

The next step was to test the questions. This was done by giving the questions to several adults. With a few corrections the questions were then given in a personal interview to several students in school at Central Junior. After further revision one hundred copies were mimeographed and given to students during a class period, to be answered in writing. The students were free to ask any questions that they might have in filling out the questionnaire. The papers were collected and checked for possible changes that should be made in the final form.

From the questions asked in class and from the results

of the papers turned in by the students, the questionnaire that was to be used to secure information for the study was drawn up. In its final form the questionnaire contained 129 questions, practically all of which could be answered by yes or no, one word, or one number.*

*Several questions were found to have no practical value for the study, after the questionnaire was given, and were not used in the final tabulation.

CHAPTER IV

THE GIVING OF THE QUESTIONNAIRE

The questionnaire was now ready to be given to the "drop" and "control" groups. This was done by going to the home of each student of the "drop" group and giving him the questionnaire in a personal interview.

It was explained to the "drop" student, before the interview was begun, that he happened to be one of approximately 200 students that had been chosen from the total number enrolled at Central Junior for the past school year. It was explained to the student that it would require too much time to ask every student in Kansas City these questions, so only a small group was being used. He was told that the questions were simple and would require very little of his time to answer; also that this questionnaire had no connection with the school. It was being given as a means of trying to find out what boys and girls of junior high school age liked to do, what kind of picture shows they liked best, how many they attended, what subjects they liked best in school and a number of other questions that would be very easily answered.

Every student that was interviewed seemed willing to answer all the questions asked, to the best of his ability. As soon as the parents found out that their boy or girl was not in trouble and that it was only a "bunch" of questions

being asked of a number of boys and girls of junior high age, they would usually retire to another room or remain to answer any question that could not be answered by their child.

In most cases the interview was held in the home. This gave opportunity for observation of other members of the family and of home conditions in general. Note was made of these on the sheet used for a questionnaire.

A very definite effort was made to locate every one of the 139 withdrawals from the eighth and ninth grades of Central Junior. Sixty-five of this number were found living in Kansas City, Kansas and not attending school. This group was interviewed.

The remaining 74 had transferred to other schools within the city or had moved out of town. Table II on the following page shows the total number of boys and girls withdrawing from each grade, the number of withdrawals that transferred to other schools or moved out of town, and the number classed as "drops".

TABLE II

STUDENTS WITHDRAWING FROM SCHOOL, TRANSFERRING
OR MOVING OUT OF TOWN, AND THOSE REMAINING
IN TOWN BUT NOT ATTENDING SCHOOL

	8th Boys	8th Girls	9th Boys	9th Girls	Total 8th Grade	Total 9th Grade	Total 8th & 9th Grades
No. Withdrawals	40	21	41	37	61	78	139
No. Trans. or Moved out Town	25	15	13	21	40	34	74
No. "Drops"	15	6	28	16	21	44	65

Read table thus: There were 40 eighth grade boys that withdrew; 21 eighth grade girls, making a total of 61 from the eighth grade. Read in like manner for the ninth grade.

The "control" group was given the questionnaire while they were in attendance at school. A similar explanation was given as a reason for their answering of the questions. They too, responded very willingly, showing no indication of unwillingness to cooperate fully.

CHAPTER V

TABULATION AND COMPARISON OF THE RESULTS

When the questionnaire had been given to all of the 65 cases used in each of the two groups being compared in this study, the results of each question were tabulated in frequency tables. A comparison of the results will be given in the remainder of the study.

Information Concerning Parents

Table III on the following page gives information concerning the child's parents. In the "control" group there are three step-fathers, while the "drops" have thirteen. The opposite results are found when the number of step-mothers are compared. The mothers of seventeen of the "drops" have been married more than once compared with eight from the "control" group.

TABLE III

INFORMATION CONCERNING THE
CHILD'S MOTHER AND FATHER

	Control		Per Cent		Drop		Per Cent	
	Yes	No	Yes	No	Yes	No	Yes	No
Father living	59	6	90.8	9.2	57	8	87.7	12.3
Mother living	54	11	83.1	16.9	58	7	89.2	10.8
Father living at your home	49	16	75.4	23.6	46	19	70.8	29.2
Mother living at your home	52	13	80.	20.	52	11	83.1	16.9
Has a step-father	3	62	4.6	95.4	13	52	20.	80.
Has a step-mother	7	58	10.8	89.2	4	61	6.2	93.8
Father been married more than once	13	52	20.	80.	12	53	18.5	81.5
Mother been married more than once	8	57	12.3	87.7	17	48	26.2	73.8

Read table thus: In the control group 59 fathers were living, 6 were dead-- 90.8 per cent living, 9.2 per cent dead. In the drop group 57 were living, 8 were dead-- 87.7 per cent living, 12.3 per cent dead.

Table IV below shows that the "control" and "drop" groups have identically the same number of parents dead. There is only one difference in the number of parents living at home. The "drop" group shows a greater number of step-parents and a greater number of parents that have been married more than once.

TABLE IV

COMPILATION OF TABLE III

	Control	Drops
*Number of mothers and fathers deceased	17	17
Number of mothers and fathers not living at the child's home	29	50
Number of children that have either a step-mother or step-father	10	17
Number of mothers and fathers that have been married more than once	21	29

Read table thus: There are 17 mothers and fathers of the control group that are deceased. The drop group also have 17 parents deceased.

*The number of deceased parents, which is 17 in both the "control" and "drop" groups, was obtained by counting each mother and each father not living in the entire group.

Table V points out very definitely that foreign born parents have not been a factor in causing these boys and girls to drop out of school. This was a surprise as the Central Junior district is well inhabited by Polish, Greeks, Russians, Serbians, Czecks, Jews, Austrians, and Mexicans.

TABLE V

AMERICAN AND FOREIGN BORN PARENTS

	Control		Drop	
	Yes	No	Yes	No
Was your father born in the U. S.?	51	14	51	14
Was your mother born in the U. S.?	51	14	51	13

Read table thus: In the control group 51 fathers were born in the U.S., 14 were born in foreign countries. In the drop group 51 fathers were born in the U.S. and 14 were born in foreign countries.

Financial Conditions

When the families of the two groups were compared from a financial basis, greater differences were observed.

*The following table shows that 13 fathers of the "control" group without steady work. This number represents 20 per cent of the group. The "drops" have 24 fathers without steady employment, which is nearly 37 per cent of the group.

The number of mothers working is nearly identical in the two groups. There is only a slight difference in the number of brothers and sisters helping support the family.

A significant fact is brought out in the number of fathers and mothers that have been on relief. The "control" group shows 12, the "drops" have 37.

Both groups own about the same number of cars, but there is quite a contrast in the number of homes owned.** It would seem that children of parents who own their home and have steady employment are more apt to stay in school.

*Fathers working on relief are classed as not having steady employment.

**When the parents were paying for their homes by the month, it was classed as a rented home.

TABLE VI

COMPARISON OF FINANCIAL CONDITIONS OF
THE FAMILIES OF THE TWO GROUPS

	Control		Per Cent		Drop		Per Cent	
	Yes	No	Yes	No	Yes	No	Yes	No
Does your father have steady employment?	52	13	80.	20.	41	24	63.1	36.9
Is your mother working for pay?	9	56	13.8	86.2	8	57	12.3	87.7
Do your older brothers help support family?	14	51	21.5	78.5	19	46	70.8	29.2
Do your older sisters help support family?	8	57	12.3	87.7	7	58	10.8	89.2
Has your father or mother been on relief?	12	53	18.5	81.54	38	27	56.9	43.1
Does your family own a car?	33	32	50.8	49.2	34	31	52.3	47.7
Does your family own their home?	29	36	44.6	55.4	17	48	26.2	73.8

Read table thus: Fifty-one fathers of the control group have steady employment, 13 do not-- 80 per cent are regularly employed 20 per cent are not. Forty-one fathers of the drop group have steady employment, 24 do not. When expressed in per cent, 63.1 are regularly employed, 36.9 are not.

Table VII on the following page classifies the fathers according to their approximate income. *The exact salary of the father was obtained in some cases, in others it was estimated by the writer from the type of work the father was doing. For example, if the father were 'on relief', his salary would be less than \$50 per month. If he were a barber, a section hand, a common laborer at a packing plant, or the proprietor of a small grocery store, his income was estimated between \$50 and \$100 per month. A carpenter, mechanic, or foreman's salary was estimated from \$100 to \$150 per month. Railroad engineers and proprietors of a good sized business were placed above \$150 per month. These estimates were based upon a brief occupational survey of the district.

The following table seems to prove decisively that the salaries of the "control" group is far superior to those of the "drop" group. There were four times as many fathers in the "drop" group receiving less than \$50 per month. Seventy-two per cent of the "drop" group received \$100 per month or less, as compared with fifty-seven per cent of the "control" group.

*This table is in part the writer's opinion as salaries in a number of cases had to be estimated from the father's occupation. The writer feels that the table has a high degree of reliability because of salary information obtained and the broad intervals used in salary grouping.

TABLE VII

*THE APPROXIMATE SALARY OF THE FATHER

	Control	Per Cent	Drop	Per Cent
Less than \$50 per month	8	12.31	25	38.47
\$50 to \$100 per month	29	44.62	22	33.85
\$101 to \$150 per month	24	36.92	16	24.61
More than \$150 per month	4	6.15	2	3.07

Read table thus: There are eight students in the control group that have fathers that make less than \$50 per month. This number represents 12.31 per cent of the entire group. The drops have 25 fathers making less than \$50 per month. This is 38.47 per cent of the total group.

*The salary of the mother is used when she is the sole support.

*HOME CONDITIONS

The following table shows that only 2 families of the "control" group were living in homes renting from \$4 to \$8 per month. This represents 5.56 per cent of the ones renting. In the "drop" group 40 per cent of the ones renting, live in homes that rent from \$4 to \$8 per month. The "control" group has 5 families or 13.89 per cent of the group renting that pay more than \$20 per month rent. There are 2 families or 4.44 per cent of the "drop" group renting that pay more than \$20 rent.

When the amounts paid for house rents are compared, the "control" group is found to be paying more rent, therefore it would be assumed they are living in better homes. This would be expected after the results of the financial comparison were known.

*It is difficult to separate financial and home conditions. The writer is attempting such a classification in an effort to make the classification of material more simple.

TABLE VIII

*AMOUNT PAID PER MONTH FOR HOUSE RENT

	Control	Per Cent Renting	Drop	Per Cent Renting
\$4 to \$8 per month	2	5.56	18	40.
\$8.01 to \$12 per month	16	44.44	12	26.67
\$12.01 to \$16 per month	7	19.44	8	20.
\$16.01 to \$20 per month	6	16.67	4	8.89
\$20.01 to \$30 per month	3	8.33	2	4.44
\$30.01 to \$40 per month	2	5.56	0	0
Totals	36	100	45	100

Read table thus: There are 2 families in the control group paying from \$4 to \$8 per month house rent. This represents 5.56 per cent of the group renting. There are 18 families in the drop group paying that amount of rent. This is 40 per cent of the ones renting in the drop group.

*The total number of the groups vary in this table as some in each group own home and are not paying rent.

TABLE IX

HOME CONVENIENCES AND READING MATERIAL

	Control		Per Cent Having	Drop		Per Cent Having
	Yes	No		Yes	No	
Telephone	18	47	27.69	6	59	9.23
City Water	64	1	98.54	50	15	76.92
City Gas	59	6	90.77	33	32	50.77
Bath room	45	20	69.23	16	49	24.61
Newspaper	62	3	95.38	59	6	90.77
Magazine	33	32	50.77	11	54	16.92

Read table thus: The control group has 18 families with a telephone, 47 families without. The 18 having telephones represent 27.69 per cent of the group. In the drop group 6 have telephones, 59 do not. The six having telephones is 9.23 per cent of the group.

The foregoing table compares the two groups as to home conveniences and reading material. Three times as many in the "control" group have a telephone and only one family is without city water. In the "drop" group 15 homes are without city water. There are five times as many in the "drop" group without city gas, and only 24.61 per cent have bath rooms. In the "control" group 69.23 per cent live in homes that have baths.

There is no noticeable difference in the number taking newspapers, but when the number of magazines taken is compared, it is found that the "control" group has nearly three times as many.

TABLE X

NUMBER OF ROOMS OCCUPIED BY FAMILY AND
NUMBER OF PERSONS OCCUPYING THESE ROOMS

No.	Number of Rooms Occupied by Family		Number of Persons Occupying Rooms	
	Control	Drop	Control	Drop
1 to 2	0	2	0	0
3 to 4	11	25	27	15
5 to 6	35	51	20	21
7 to 8	16	9	8	11
9 to 10	3	0	10	14
11 to 12	0	0	0	4
Total	65	65	65	65

Read table thus: No one in the control group lives in a house with only one or two rooms. There are two in the drop group living in homes of that size. Eleven members of the control group live in homes with three to four rooms. Twenty-three members of the drop group live in that size home. There are 27 cases in the control group where the size of the family numbers from 3 to 4 members. In the drop group there are 15 such cases.

Table X compares the "control" and "drop" groups as to size of homes and the number of people living in the home. There are 25 families in the "drop" group living in homes with 4 or less rooms. In the "control" group there are 11. The "control" group has 19 families living in homes with 7 or more rooms. There are 9 cases of similar sized homes in the "drop" group.

The "control" group has 27 cases where from 3 to 4 people occupy the home. In the "drop" group there are 15 cases. There are 18 members of the "drop" group living in homes occupied by 9 or more people, as compared with 10 in the "control" group.

From this table it would seem that the "control" group live in larger homes with fewer people per home.

FACTS ABOUT BROTHERS AND SISTERS

TABLE XI

BROTHERS AND SISTERS LIVING

Number	Brothers living		Sisters living	
	Control	Drop	Control	Drop
1	15	16	22	12
2	13	15	12	12
3.	7	15	5	14
4	6	6	5	6
5.	4	1	2	4
6 and more	3	2	1	3
Total number	124	132	97	140

Read table thus: In the control group there are 15 with one brother; the drop group has 16. There are 22 in the control group that have one sister and 12 in the drop group. The total number of brothers in the control group is 124, in the drop group, 132.

TABLE XII

BROTHERS AND SISTERS DECEASED

Number	Brothers dead		Sisters dead	
	Control	Drop	Control	Drop
1	6	16	5	15
2	2	5	1	4
3	2	2	0	3
4	0	1	1	2
5 and more	1	1	0	1
Total number	22	42	11	46

Read table thus: The control group has 6 members with one dead brother; the drop group has 16. There are 5 with one dead sister in the control group and 15 in the drop. The control group as a total of 22 dead brothers; the drop group has 42.

Table XI on the preceding page shows the number of brothers and sisters living to be greater in the "drop" group. Table XII shows nearly twice as many brothers dead in the "drop" group and more than 4 times as many sisters as in the "control" group.

TABLE XIII

NUMBER OF YOUNGER AND OLDER
BROTHERS AND SISTERS

No.	Bros. younger		Sis. younger		Bros. older		Sis. older	
	Control	Drop	Control	Drop	Control	Drop	Control	Drop
1	12	20	15	19	19	15	18	15
2	14	8	8	3	11	10	10	5
3	6	5	1	11	2	5	1	8
4		3	3	5	2			2
5			1	1	1	1	1	
6		1			1			
Total	58	60	51	63	66	63	46	57

Read table thus: In the control group there are 12 having one brother younger. In the drop group there are 20. The control group has 15 with one sister younger, the drops have 19. The total number of sisters younger in the control group are 58, in the drop group 69.

From table XIII it may be calculated that the "control" group has 109 younger brothers and sisters as compared with 152 in the "drop" group. This places 43 more younger sisters and brothers in the "drop" group. When the same check is made on the older sisters and brothers, it is found that there are only 8 more in the "drop" group.

From this comparison it would seem that the older children in the family are more apt to drop out of school.

INDIVIDUAL DIFFERENCES

*TABLE XIV

SUBJECTS LIKED AND DISLIKED

Subj.	Subject liked best		Subject liked least	
	Control	Drop	Control	Drop
Civics	2	1	6	2
English	16	8	7	12
Gym	7	3	1	2
Ind. Arts	4	7	1	1
Math	21	18	17	19
Gen Science	3	6	11	2
History	5	8	6	10

Read table thus: In the control group 2 liked civics best, one in the drop group liked it best. The control group had 6 that liked civics least. In the drop group there were 2.

The foregoing table shows that there is only a slight difference in the likes and dislikes of the two groups. More students in school like English and more out of school dislike it. Industrial Arts is liked best by more students in the "drop" group. General Science is disliked by more students in the "control" group. English and Math, two subjects that have a tradition for being disliked, were found in this comparison to be liked more times than disliked. Civics, General Science, and History were the only subjects found to be disliked more than liked.

*All subjects offered at Central Junior were included in the questionnaire. After tabulation, those that appeared less than ten times were disregarded.

TABLE XV
 INFORMATION CONCERNING THE TWO GROUPS

	Control		Drop	
	Yes	No	Yes	No
Dislike one teacher very much?	7	58	20	45
Dislike more than one teacher?	1	64	1	64
Like to play hookie?	4	61	16	49
Ever want to run away from home?	2	65	12	53
Think it pays to go to school?	65	0	58	7
Should have a junior high education?	65	0	61	4
Plan to go to high school?	60	5	19	46
Your best friends in school?	59	6	42	23
You want to be in school?	65	2	39	26
Think best boys & girls go to high sch.?	53	12	47	18
Believe everything teacher tells you?	20	45	25	40
Ride to school?	17	48	7	58
Decided upon an occupation	48	17	32	33
Rather be at work for pay than in sch.?	9	56	46	19
Go to Sunday school or church	52	13	36	29
Doing any kind of work for pay?	27	38	24	41
Do you smoke?	8	57	28	37
Play a musical instrument?	17	48	10	55
Eyes bother you?	11	54	23	42
Spent two years in any grade?	37	28	33	32
Skipped any grades?	1	64	9	56
*Been before Judge Meade?	2	63	11	54
Father wants you to quit school?	0	60	9	41
Mother wants you to quit school?	1	59	8	44
Father doesn't care if I quit?	58	2	31	19
Mother doesn't care if I quit?	58	2	34	18

Read table thus: In the control group 7 disliked one teacher, 58 liked all their teachers. The drops had 20 disliking one teacher, 45 liking all their teachers. The control group has 58 mothers that do not want their child to quit school, two mothers don't care. The drop group has 34 mothers opposed to the child's quitting, 18 do not care.

*Judge Meade is Judge of the Juvenile Court of Kansas City, Kansas.

The foregoing table shows nearly three times as many in the "drop" group disliking one teacher. Four times as many like to play hookie as in the "control" group. Six times as many of the "drop" group have wanted to run away from home.* Only seven in the "drop" group think that it doesn't pay to go to school, and all but four thought they should have a junior high education. Six of the "control" group stated that their best friends were out of school, whereas twenty-three "drops" placed their friends out of school. There is noticeably more in the "control" group that have decided upon an occupation. Most of the "drop" group state that they would rather be working than in school, but the table shows more working for pay in the "control" group. Four and one-half times as many say they smoke in the "drop" group as in the "control". Twice as many of the "drops" seem to have eye trouble. There have been three more in the "control" group that have repeated a grade, while nine have skipped a grade in the "drop" group to only one in the "control" group.

Eleven of the "drop" group have been in juvenile court compared with two in the "control" group. There are four parents in the "control" group that either want or do not care if their child quits school. In the "drop" group there are 37 mothers and fathers opposed or indifferent as to the child's going to school.

*In most of these cases the child has actually run away for a short time.

TABLE XVI

*MONEY SPENT ON SELF PER WEEK

Amount per week	Control	Drop
None	1	2
1¢ to 10¢	3	4
11¢ to 25¢	21	20
26¢ to 50¢	19	18
51¢ to \$1	5	6
\$1 and more	17	15

Read table thus: One in the control group and two in the drop group have no spending money. Three in the control group spend from one to ten cents per week.

Table XVI shows no noticeable difference in the amount of spending money the two groups have.

TABLE XVII

NUMBER OF MOVIES ATTENDED PER WEEK

Number of times	Control	Drop
Seldom or never	5	9
1 to 3 per month	6	10
1 per week	26	27
2 per week	20	15
3 per week	7	4

Read table thus: The control group has 5 that seldom or never attend a movie. There are 9 in the drop group that seldom attend. In the control group there are 6 that go from 1 to 3 per month.

*Spending money does not include money spent for any necessity. It is an estimate by the child of the total amount spent for shows, candy, etc.

Table XVII on the preceding page would indicate that there is little difference in the number of movies attended by the two groups. The "control" group attends a few more.

TABLE XVIII

NUMBER OF BLOCKS LIVED FROM SCHOOL

No. of blocks	Control	Drop
1 to 6	22	18
7 to 12	23	15
13 to 18	9	15
19 to 24	5	10
25 and more	5	7

Read table thus: There are 22 in the control group that live 1 to 6 blocks from school in the drop group there are 18.

Table XVIII above shows the "drop" group living a greater distance from school.

TABLE XIX

YEARS LIVED IN KANSAS CITY, KANSAS
AND AT PRESENT ADDRESS

No. of Years	Years in Kansas City, Kansas		Years at Present Address	
	Control	Drop	Control	Drop
Less than one year	2	1	8	13
One to two years	1	3	13	19
Three to five years	3	1	10	13
Six to ten years	10	17	20	12
Ten years and more	49	43	14	8

Read table thus: There are 2 in the control group that have lived in the city less than a year and 1 in the drop group. In the control group there are 8 that lived at the present address less than a year, whereas the drop group has 13.

Table XIX above shows that nearly all of both groups have spent most of their lives in Kansas City, Kansas. It also shows that the "drop" group has done more moving within the city than the "control" group.

TABLE XX

NUMBER OF STATES IN WHICH GROUPS
HAVE ATTENDED SCHOOL AND NUMBER
OF DIFFERENT SCHOOLS ATTENDED

Number	Number of States		Number Schools Attended	
	Control	Drop	Control	Drop
1	47	41		
2	10	22	28	14
3	6	2	14	19
4	2		7	14
5			8	5
6 to 8			6	10
9 and more			2	3

Read table thus: In the control group there are 47 that have attended school in only one state. In the drop group there are 41 that have attended school in only one state. In the control group there are 28 that have attended 2 schools, whereas 14 in the drop group attended two schools.

The above table shows that six more of the "drop" group have attended school out side of Kansas. The same table also shows that members of the "drop" group attend more different schools within the city. This would be expected after the results of Table XIX, page 34, were known.

TABLE XXI

REASONS GIVEN BY THE DROP GROUP
FOR THEIR BEING OUT OF SCHOOL

Cause	Number stating cause
Poor Grades	21
Lack of Money	23
Poor Health	9
Work at Home	9
Dislike Teacher	2
Disinterested in School	13
Wanted to Work	1
Help Support Family	2
Married	3

Read table thus: Poor grades were given by 21 of the drop group as a reason for their being out of school.

Table XXI shows the lack of money and poor grades as the two most frequent reasons given by the "drop" group for their being out of school. Lack of interest in school ranked third.

CHAPTER VI

A COMPARISON OF THE STUDENTS IN THE "CONTROL" AND "DROP" GROUPS

While the two groups were being interviewed, notations were made of the physical makeup, appearance, dress, etc; of the individuals. With the "drop" group, comments were made of the homes. This was impossible with the "control" group as they were interviewed at school.

No noticeable differences were found in the physical makeup of the two groups as a whole. There was marked difference in appearance. The "control" group was better dressed, more neat, and more clean. This would partly be accounted for in the fact that the "control" group was in school. If the "drops" had been in attendance at school, they would probably have presented a neater appearance.

It has been pointed out in Chapter V that financial reasons seemed to be the important factor in causing students to drop out of school. It would be expected that these children were quitting school and going to work to help support themselves and their families. This is not the case, as Table XV, page 30, shows that there are 24 "drops" working and 41 doing no work for pay. When compared with the "control" group, it is found that there are 27 working and 38 not. This shows that the "control" group, which is in school, has three more working for pay. This would indicate that there is at least as

good, if not a better chance for a student to have a job for pay if he continues in school rather than dropping out.

When the homes of the "drop" group were considered only from a standpoint of cleanliness, it was found that they might be divided into approximately four equal groups:

1. Twenty-five per cent of the homes were clean.
2. Twenty-five per cent were poorly kept.
3. Twenty-five per cent were dirty.
4. Twenty-five per cent were very dirty.

This is a crude classification but it gives the conditions as the writer saw them.

The personal appearance of the other members of the family corresponded to the home in which they were living. Dirty homes contained dirty children and parents.

In order that the home conditions of some of the members of the "drop" group may be better understood, two homes in particular will be cited.

One eighth grade boy interviewed was found to be living with his family in the back three rooms of a small one story home. The front part of the house was occupied by another family. The place was in poor condition and located in very undesirable surroundings. The boy was 16 years of age, average size but looked undernourished as he lacked the usual pep and energy of the average boy. The reasons he gave for quitting school were lack of clothing and money. He had no job at the time of the

interview nor had he been working since he dropped out of school. He had been in juvenile court once for taking a bicycle. During his eight years of schooling he had attended eight different schools all in Kansas City, Kansas.

His mother had died about a year ago, leaving a husband and ten children. One girl, twenty years of age, was married and not living at home. The father had just recently married his sister-in-law, who had three children of her own. This brought the total number of children at home to twelve, varying in age from two to sixteen years of age, and with the mother and father, made fourteen living in three small rooms. The boy had five brothers and sisters deceased.

They were paying \$4 per month house rent. The father was employed at a soap factory at a salary of \$80 per month.

The second case cited will be that of a ninth grade girl that attended school only a short time before dropping out. She lived two miles from school and walked both ways. Her father and mother were both born in Austria. Her father was dead. The mother had re-married and the step-father was of Austrian birth. They owned the shack of a home in which they lived. The father was doing "relief work", earning about \$40 per month.

A married sister, her husband, and their two year old child were living at the home. There was a younger sister, 13 years of age, who was attending school. There were six dead

brothers and seven dead sisters, making a total of thirteen deceased children. Here lies the reason for pointing out this family. Of the sixteen children born, only three are now living. High death rates were found to exist in a number of families in the "drop" group.

The "drop" girl gave as reasons for her being out of school that it was too far to walk and that she didn't have clothes.

The home conditions of the two members of the "drop" group cited are not offered as typical homes of the entire group, but do represent conditions in the lowest twenty-five per cent of the homes.

A number of parents of children in the "drop" group that were making salaries above \$100 per month were found to be existing in worse living conditions than other parents who were on "relief" and having less than half as much income. This would point to a lack of desire for a better standard of living and to poor household managing. Causes for the failure of the "drop" group to remain in school would seem to be more with the parents than with the child.

A base map of Kansas City, Kansas, was obtained. On this map was placed a dot to represent the home location of every one of the students of the "drop" group. The "control" group was located in a like manner, using a different colored pencil.

The "control" group was found to be equally distributed throughout the Central Junior School district.

When the location of the "drop" group was studied, it was found that the homes of this group were "bunched". Thirty-five members of this group were found to be living in what is known as the Armourdale section of town. The "control" group had only sixteen members living in this district.

The Armourdale district is located between the Union Pacific Railroad tracks and the Kansas River. The railroad forms the north boundary which is approximately five blocks south of the Central Junior building. The Kansas River flows in a semi-circle, touching the Union Pacific Railroad on the east and west. On the south banks of the Kansas River are the Atchison, Topeka, and Santa Fe Railroad tracks.

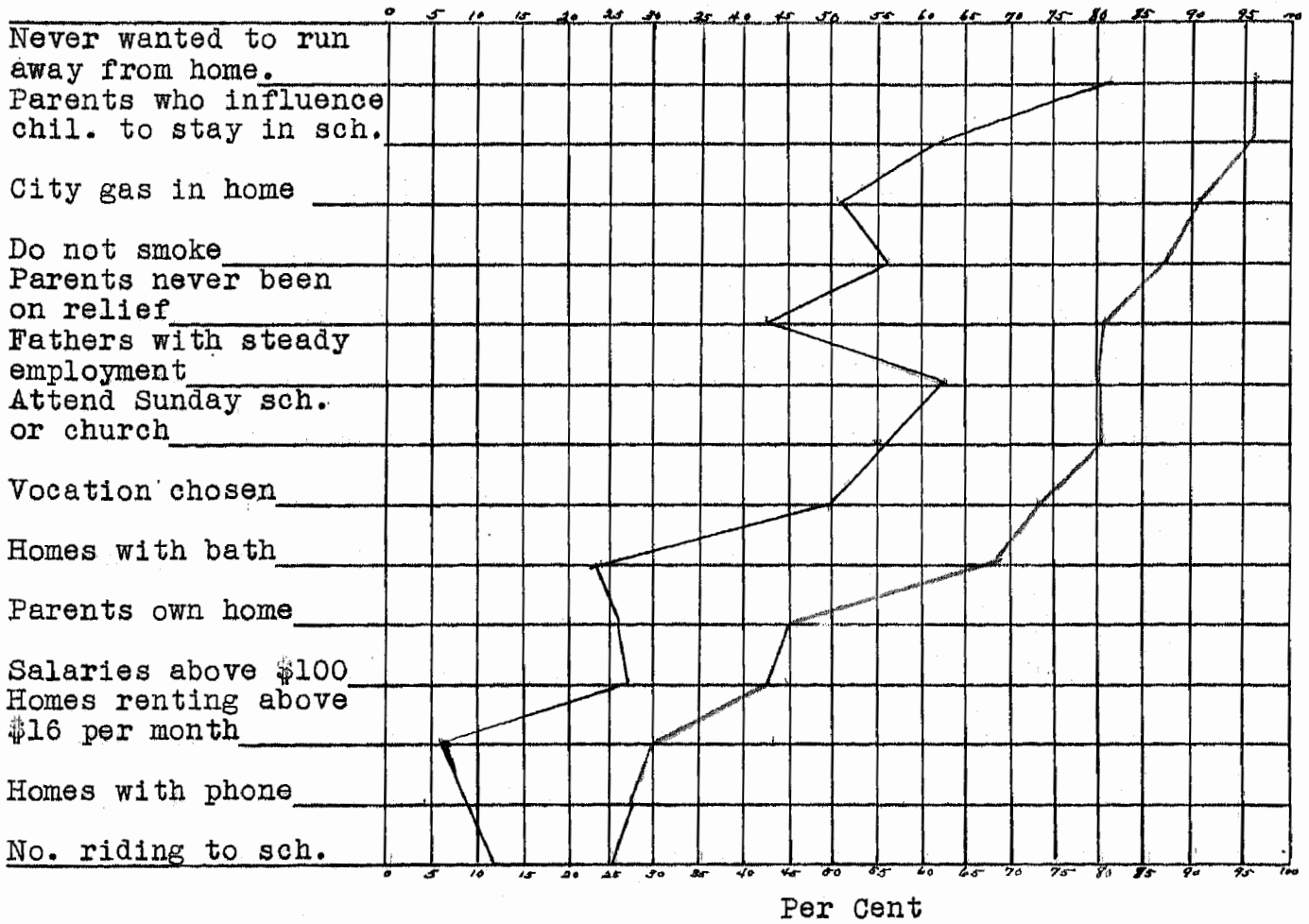
The group of people living in this district of Kansas City, Kansas, are cut off from the rest of the city by "natural boundaries". On the north there are a number of railroad tracks and on the south the Kansas River and another railroad system.

The district is entirely industrial, with a majority of the inhabitants being employed by the railroads, packing plants, soap factories, or other manufacturing enterprises.

The homes in the Armourdale section taken as a whole are below the average for the Central Junior district. This section represents approximately one-fourth of the Central Junior district, but over fifty per cent of the "drop" group

is from this area. That is to say, an area that contains twenty-five per cent of the school population, produced over fifty per cent of the boys and girls that made up the "drop" group studied in this thesis.

The following figure is a compilation of results of questions shown by tables in Chapter V. It is believed that the comparison of the results of these questions shows a significant difference in the "control" and "drop" groups.



Drop Group _____ Control Group _____

FIGURE I

A COMPARISON OF 14 QUESTIONS GIVEN THE CONTROL AND DROP GROUPS

CHAPTER VII

SUMMARY AND CONCLUSION

This study has been an attempt to determine why students are eliminated from Central Junior High School, Kansas City, Kansas. The method used in trying to obtain an answer to this question has been to compare two groups of boys and girls of junior high school age. One known as the "control" group which were attending school with another group known as the "drop" group which were not in school.

The data secured consist mostly of information obtained through a personal interview at which time a questionnaire was given. Other information was secured from school records and from the Central Junior faculty.

The following differences were found to exist between the "control" and "drop" groups:

1. Fewer fathers of the "drop" group have steady work.
2. Fathers of the "drop" group make lower salaries.
3. There are more step-parents in the "drop" group.
4. More parents of the "drop" group have been on "relief".
5. Fewer parents of the "drop" group own their home.
6. Parents of the "drop" group pay lower house rent.
7. Fewer homes of the "drop" group have telephone, water, and gas.
8. There are more people per room in the homes of the "drop" group.

9. The "drop" group was found to have larger families, with a higher death rate.
10. The "drop" group was made up of older members of the family.
11. The "drop" group had less respect for teachers, school, and home.
12. A smaller number of the "drop" group had decided upon a vocation.
13. Fewer of the "drop" group attend Sunday school or church.
14. More of the "drop" group smoke.
15. Eye trouble was found frequently in the "drop" group.
16. More of the "drop" group have been in Juvenile Court.
17. The "drop" group live a greater distance from school, and fewer of them ride.
18. The "drop" group moved more frequently.
19. A smaller number of parents in the "drop" group are using their influence to keep their children in school.
20. The "drop" group is "bunched" in a given section within the Central Junior district, while the "control" group is equally distributed over the whole school district.

This study has found the above differences to be determining factors why the "control" group remains in school and the "drop" group is eliminated.

CONCLUSIONS

1. The boys and girls that made up the "control" and "drop" groups were equal physically and mentally. Their differences in conduct, attitudes, and desires were probably the result of home training.

2. The study indicates that the parents of the "control" group had a more desirable influence on their children than did the parents of children that dropped out of school.

3. The various aspects of finance are the all-important factors in determining whether these junior high school boys and girls will remain in school or drop out.

4. Closely connected with finances, both in importance and relation, is home environment.

5. This study found that there was a greater difference in the parents of the two groups than with the boys and girls themselves.

6. The causes of the elimination of students at Central Junior High School, Kansas City, Kansas, place the problem beyond the scope of the school. A better housing program is needed which would bring about better home environment. Some form of adult education should be established. Social workers could be used in the sections of the district where there was a high elimination of students.

APPENDIX

A COPY OF THE QUESTIONNAIRE
GIVEN THE TWO GROUPS

1. Is your father living? At your home? If not, where?
2. Was your father born in the United States? If not, where?
3. How many years of schooling did your father have? Your mother?
4. Does your father have steady employment? Where?
5. What kind of work does your father do?
6. Has he ever been on relief? How long?
7. Does your father want you to quit school? Does your mother?
8. Is your mother living? At your home? If not, where?
9. Was your mother born in the United States? If not, where?
10. Is your mother working for pay? If so, where?
11. Do you have a step-mother? Step-father? How many step-brothers? How many step-sisters? Ages
12. Has your father been married more than once? Has your mother?
13. Do your parents own the home in which you live? Rent?
14. How much per month do you pay for house rent?
15. Do you have a telephone in your home? City water? Gas?
16. How many rooms does your family occupy? Do you have a bathroom?
17. How many persons occupy these rooms? How many are members of your family?
18. What daily newspapers do you take?
19. What magazines do you have in your home?
20. Does your family own a car? What model and kind?
21. Do your parents object to your doing school work at home?

22. How many brothers living? How many dead? How many sisters?
living dead
23. How many brothers do you have older than you? How many
younger?
24. How many sisters do you have older than you? How many
younger?
25. Give the ages of your brothers and sisters.
26. Do your older brothers help support the family? Do
your older sisters help support the family?
27. How many blocks do you live from school? Do you ride?
If so, how?
28. What subject do you like best? What subject do you like
least?
29. Do you dislike one teacher very much? Do you dislike
more than one teacher?
30. Do you like to play hookie from school?
31. Do you care what people think of you?
32. Do you want to have a good reputation? Are you ever
ashamed of your family?
33. Do you think it pays to go to school? Are your best
friends in school?
34. Do you plan to go to high school? Do you expect to
graduate from high school?
35. Do you think the best boys and girls go to high school?
36. Do you believe everything the teacher tells you?
37. Did you ever want to run away from home? Do you like
to help around home?
38. When you are through school, what kind of work do you
want to do?
39. Would you rather go to work for pay now than to go to
school?

40. Are you doing any kind of work for pay now? If so, what?
41. How many hours per week do you work? How much per week do you earn?
42. What work are you responsible for at home?
43. Will you admit when you have done wrong?
44. Do you like to obey the law? Do you like policemen?
45. Do you go to Sunday school or church? What church?
46. Do you like to go swimming? Play baseball? Basketball? Tennis?
47. Do you ever go to baseball games? Basketball games? Football games?
48. Do you like to go to movies? How many do you attend per week?
49. What kind of movies do you enjoy most? Western? Detective? Love stories? Comic? Musical?
50. Do you play any musical instrument?
51. Do you smoke? How much do you spend per week for candy?
52. How much money do you spend on yourself per week?
53. Where do you get this money?
54. Do your eyes bother you? Do you wear glasses?
55. Do you tire easily when studying? Do you have headaches?
56. How many hours of sleep do you get? Do you sleep alone?
57. Do you eat three meals a day regularly?
58. What do you do when you are not working or sleeping?
59. What do you do in summers?
60. How many years have you lived in Kansas City, Kansas?
61. How long have you lived at your present address?

62. How many different schools have you attended?
63. In what states have you attended school?
64. Have you spent any two years in a grade? If so, what grade?
65. Have you missed any terms of school because of sickness or quarantine?
66. Have you skipped any grades? If so, what grades?
67. Do you think you should have a junior high education?
68. Have you ever been before Judge Meade? If so, what for?
69. What grade school did you attend? Do you want to be in school?
70. What were your reasons for dropping out of school? Poor grades, Lack of clothes, Poor health, Help support family, too far to go, Work at home, or _____
71. Parents reasons _____

Name _____ Address _____ Age _____

IQ _____ Achievement Scores _____

Remarks:

80395