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A STUDY OF STUDENT DROP-OUTS AT THE
SOUTH CACHE HIGH SCHOOL 1948-53

by

Rosslyn M. Eppich

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Education

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

1954

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Roslyn M. Eppich

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INTRODUCTION

Importance of the Problem

Since the 16th century, educators have endeavored to find a way to teach the masses of young people the fundamentals necessary for a good life. Protestant reformers "...advocated that education should be universal, compulsory, free..."¹

Freedom, where could it be found? With the search for religious freedom in the newly settled American colonies, came a stronger desire and need for a higher standard of education. Schools were established, laws passed and the great forward movement in compulsory education was on its way. Each state took care of its own administration and students by various ways, according to its individual circumstances.

The Mormon pioneers caught the spirit. Their leaders sought to educate all the children and the adults as well. Every man, woman and child was to learn all they could. They believed a well established, universal educational organization meant free men and women. The people of Utah, in this generation, are the benefactors of their foresight and planning.

Even though compulsory education laws have been passed, many children fail to take advantage of the opportunities presented to them by their state government. It is noted by educators that too many youth are dropping out before graduation from high school. Society and friends influence them to quit.

They are forgotten by society very soon and are absorbed into the labor pool of the world and are forced to compete with men and women

1. Wilds, E. H. The Foundations of Modern Education. p. 288.

who are much better educated. Their future in a world of changing values is uncertain.

It is the purpose of this study to attempt to discover the influences and pressures which tend to lead students prematurely from the classroom. From the information gathered, a solution will be sought to help others remain in regular school attendance.

Problem and delimitation of problem

Statement of the problem. During the past three centuries there has been an increasing concern over the education of young people and how this can best be accomplished. Traditionally, it has been decided that a child should be in school for a specified number of days and years; however, we find the length of time has been gradually increased.

Educators have constantly tried to get more children in school and to hold them there so as to give them the best education possible. Studies seem to indicate that student drop-outs in the American secondary schools have been gradually on the increase the past few years.

It has come to my attention that students quitting school at the South Cache High School are a growing concern to both parents and teachers. How extensive these drop-outs are, and the reasons for this trend, is the problem to be studied.

The problem. The problem of this study is to analyze the students who dropped out at the South Cache High School during the years 1948-1953 to determine, if possible:

1. Why the student dropped out of school.
2. What was his attendance and grade status?
3. Did his home, friends, and the school have anything to do with his quitting school?

4. What can be predicted by this information to help keep others in school?

Delimitations of the study. The number of students selected in this study was limited to those registering the sophomore year through graduation at the South Cache High School during the years 1948-1953. The years decided upon to study were chosen so as to eliminate the abnormal war years of World War II. The interviews were restricted to those former students who resided in Cache County at the time of contact; thus getting a closer personal contact and verbal reaction to the questionnaire submitted to them. The results and analysis are from sixty selected cases, all of whom were students at the South Cache High School.

Definition of the drop-out. The term "drop-out student" in this study is defined as those students who did not transfer to another school to complete their formal education or who did not graduate from high school, but withdrew from the South Cache High School before completing the required courses for graduation.

Method of procedure

To get the necessary information for this study, the following methods were employed:

1. Lloyd Theurer, Superintendent of the Cache County Schools, and Edward W. Payne, Principal of South Cache High School, were contacted for permission to use the high school records for the data required.
2. A comparison of the graduation lists and the original entry of sophomore students was made. Any student not listed as a

graduate was recorded as a drop-out unless it was proved from other records or reliable sources that he had passed away, transferred to another school, or graduated in a class either previous or after the year being examined. A record was made of the student's name, parents' name, home address while in school, last available grades, attendance records, intelligence quotients, and any other pertinent information found on the permanent records of the school.

3. It was decided to check the results by interviewing as many students as could be found in the Cache Valley area. Their addresses were obtained and they were contacted by personal interview.
4. Each student was approached with the idea in mind, "How you can help someone else to make the best of his schooling opportunities." They all cooperated and answered the following questions very willingly.
 - (1) Name
 - (2) Present address
 - (3) Your occupation
 - (4) Birthdate
 - (5) Your present age
 - (6) What was your age when you discontinued school?
 - (7) What class would you have graduated with? (year)
 - (8) What grade were you in when you discontinued school?
 - (9) What time of the year did you discontinue school? (month and year)

- (10) What was your address when you attended school?
- (11) How far did you live from school? (nearest $\frac{1}{2}$ mile)
- (12) Are you married?
- (13) Did your wife (or husband) graduate from school?
- (14) What classes did you like best? Why?
- (15) What classes did you dislike in school? Why?
- (16) What classes have been most useful to you? Why?
- (17) Were you living with both, one, or no parents when you quit school? Which ones?
- (18) Why did you discontinue school?
- (19) How did your parents feel about you leaving school?
- (20) Did you like school?
- (21) Do you wish you had finished school? Why?
- (22) Would you advise other students to finish school? Why?
- (23) Would you like to attend school now if you could? Why?
- (24) What sports, clubs, or other organizations did you belong to or participate in?
- (25) Did you attend school games, dances, parties, etc. at school?
- (26) How do you feel about clubs, sports, parties, etc. at school?
- (27) What would you suggest that would help others to stay in school? (Be specific)

(See Appendix for copy of questionnaire used)

REVIEW OF LITERATURE

Educators throughout the country have been concerned over the voluntary withdrawals of high school students and have attempted to find ways to halt this problem. Richard D. Allen, when discussing the counseling program for the voluntary withdrawals says:

Every high school has many pupils who remain only a short time. Some will leave, through choice or economic pressure, as soon as legal compulsion is removed. Still others will be permitted by their parents to leave as soon as they fail, become discouraged, have disagreements with teachers or are unable to arrange programs to their complete satisfaction. Often inability to dress well, "to keep up with the Joneses", or to be in class with their chums, will determine whether pupils remain in school. The attitudes of pupils and their parents are the most important factors in the problem. With part-time work most of those who really want to stay in school can do so.

Previous studies indicate that the school-leaving group is not inferior in intelligence, but has a wide range of ability that is only slightly warped toward the lower range of academic ability.

In the past, almost half the pupils in our high schools left by the back door, almost unnoticed. The present attempt is to utilize available facilities for the guidance, adjustment, and assistance of these less fortunate pupils.¹

Walter H. Gaumnitz states:

Many an educator expresses surprise to find statistical proof that today only about 80% of American children entering high school reach the 9th grade and that only about half are present on graduation day. . . They have been startled to find a much higher drop-out than they expected.²

Today school leaving is a central problem facing any agency that deals with youth. Along with job-getting and mate-getting it is a central problem for each individual youth. The three problems are most inter-related.³

1. Allen, Richard D. A Counseling Program for the Voluntary Withdrawals. Education Digest, 5:(1). September 1939.
2. Gaumnitz, Walter H. High School Retention: How Does Your State Rate? School Life, 35:69-71. February 1953.
3. Cornelues, Samuel. School Leaving. School and Society 53:29. January 4, 1941.

Employers are prone to accept minors for work and do not question the youth's age. They are given the menial tasks and more unstable jobs because, "Statistics show a striking tendency for increased levels of schooling to be associated with higher wage or salary income".¹

The War Department rules that high school careers are no longer to be interrupted for army service, yet the lure of high paid industrial jobs is "double-decimating" secondary schools in a number of cities.

Employers, noting the fact that minors equipped with social security cards, consider that fact sufficient authorization for them to employ the children under any type of working conditions.

In those states in which the school systems issue work permits both under state and federal laws, placement officers are being kept busy notifying employers that certificates cannot be issued because a verification of the birth date shows the boy or girl to be under 16.²

Youth does not realize the value of education in dollars and cents, so they drop out and follow the line of least resistance. Richman asks, "Why do these boys and girls leave school?" He gives the answer as:

. . . most of these drop-outs, for instance, show failures in two or more subjects. Many of them show home conditions ranging abject poverty to broken families with the resultant lack of one parent. In many cases there is a deficiency in health, eyesight, hearing, reading ability or comprehension, or there are low I. Q's.³

When a child drops out their usual intent is to find work, but since most industries won't hire anyone under 18 years of age, there is little choice but the streets, reports Harry H. Richman.⁴

He also says, "Here we see the recruits for gas station holdups, petty larceny, moral and other delinquents. Those who stay honest often

1. Office of Education. Educational Attainment and Wage or Salary Income. April 15, 1947. Volume III, page 9.
2. Whitcomb, Mildred. Industry is Robbing Our Classrooms. Nation's Schools 32:(2)64. August 1943.
3. Richman, Harry H. Drop-outs. The Clearing House 13:183-192. No. 9.
4. Ibid.

find their morale and belief in our country shattered by several years of unemployment."¹

In Utah, we are proud of our record for students attending school; yet, our own losses are high. The 10th grade class from 1943-44 through 1949-50 until graduation shows the following results:²

Table 1. Average enrollment and mortality for Utah 1943-44 through 1949-50

	Grade 10	Grade 11	Grade 12	Total
Average enrollment	10595	9671	8346	
Average mortality during year	924	1325	431	2680
Pct. loss during year	8.7	13.7	5.2	27.6

The average number graduated each year was 7915 students. (See chart in the Appendix on enrollment figures for seven classes through successive grades, all public schools)

The figures from the chart show that the boys have a higher percentage leaving school than do the girls. For the same years, as shown, the 1236 girls left school, or a 25.6 per cent loss; 1444 boys left school, or a 29.7 per cent loss of students for each graduating class. (See chart in Appendix)

It would be interesting to learn how each high school in the state compares with these figures. Several studies have been made from the various high schools throughout the State of Utah, and studies are now in progress. Each one completed shows the number dropping out of school to be much higher than expected.

1. Richman, Harry H. Drop-outs. The Clearing House 13:183-192. No. 9.
2. Report from the Utah State Department of Education.

At the Delta High School, 851 people had dropped out of school before graduation over a period of 25 years. Grade 11 shows the largest mortality and grade 10 coming next. Glen W. Seegmiller expresses:

It is a conclusion arrived at by the author from responses given, that aside from the few who quit to go to work, the direct reason for quitting school, as expressed by the group, were more excuses instead of basic, fundamental and underlying reasons.¹

At the Spanish Fork High School, Lewis K. Bowen found that retardation and lack of interest could be added to the list of reasons for quitting school.² While Clara Rebecca Johnson found at the Payson High School that the non-attendance records showed the following:³

Table 2. Reasons for non-attendance at Payson High School

Reason	Percentage
Illness	31.2
Harvest	22.2
Work other than harvest	21.4
Truancy	7.0
Hunting	5.1
Out of town	4.4
Shopping	2.0
Basketball tourney	1.7
Funerals	1.2
Tending children	0.7
Missed bus	0.14

Those who are making studies to find why students leave school are learning that about the same reasons exist throughout the nation.

A group of 440 Louisville boys and girls from 14 to 19 years old left school while still in the grades or high school were interviewed by 2 employees of the United States Labor Department in an effort to discover why they quit. Reasons given by 438 were as follows:

1. Seegmiller, Glen W. A Survey of Former Delta High School Students Who Discontinued School Before Graduation. Master's Thesis, Department of Ed., B.Y.U. 1949.
2. Bowen, Lewis Keith. A Study to Determine What Caused Students to Discontinue School Before Graduating From Spanish Fork High School. Master's Thesis, B.Y.U. 1950.
3. Johnson, Clara Rebecca. A Study of Non-Attendance in the Payson Senior High School for the Year 1947-49. Master's Thesis, B.Y.U. 1949.

Table 3. Why Louisville boys and girls left school

Reason	Percentage
Dissatisfaction with school	47.7
Economic need	19.4
Lure of job	11.7
Marriage and pregnancy	6.6
Others	14.6

The 209 who left because of dissatisfaction with school seemed to have left for the following reasons:¹

Reason	Number
Failing grades -- discouraged	38
Dissatisfied with courses	29
Disliked teachers or teaching methods	25
Disliked social relations or the non-coed system	13
Unable to adjust after transfer	8
Thought discipline too severe	5
Other miscellaneous reasons	17
Disliked school generally	74

In another study it was found that students withdrawing came most frequently from homes of a low economic and cultural level.² It was ruled by a judge in Ohio that it is obvious that poverty is no excuse for non-attendance at school. Such being the case, it is also apparent that if poverty interferes with such attendance, the burden rests upon the public at large to remove such impediment by appropriate means.³

There is much to be done in addition to the previously mentioned ways of correcting student drop-outs. David T. Armstrong says:

1. Treat pupils as young adults.
2. Segregate book learners from non-book learners.
3. Be truthful and honest in answering pupils' questions.
4. Establish more evening schools for those who work, or build up a work-school program.

1. Why Boys and Girls Leave School. American Teacher 33:2-10. April 1949.
2. Hovde, Aslaug. A Study of Withdrawals from High School. Calif. Jr. of Sec. Ed. 16:297-298. May 1941.
3. Poverty: Impediment to Attendance. Nation's Schools 37:(5)48-49. May 1946.

5. Expand the offerings in all manual skills and trades for those who can profit by them.
6. Establish regional technical institutes.¹

Aslaug Hovde says that conclusions drawn from his study are:

. . . (1) that no kind of high school could hold all students until graduation because of their mentality and economic status, but (2) that perhaps one-fourth of those withdrawing would remain longer if there were courses within their grasp; (3) that since one-half of the students enrolled withdrew at the end of two years or before, the school must plan to give them during that period such training as will best fit them to meet the every day life situations in their environment at home and at work.²

The Denver, Colorado, study shows that their schools have done a remarkable job of keeping young people in school. Only 9 per cent of the students fail and drop out whereas the nation's average is much higher.

They maintain that we are giving the young people a "sling shot education in a hydrogen-bomb age". High schools tend to stick to the traditional subjects instead of branching out and teaching boys and girls. They have broadened their curriculum until they are teaching eighteen courses of music alone.

The teachers have been trained to give individual guidance to each of thirty youngsters they are responsible for during their entire high school career. The students' interests and abilities are foremost in importance and classes have been designed to help him most. Students change classes only when the student and counselor agree on what should be done to remedy a problem. The child is taught the necessary subjects as well as the arts so that his career is well-rounded.

1. Armstrong, David T. Pupils Objections to School. Nation's Schools 35: (3)51. March 1945.
2. Hovde, Aslaug. A Study of Withdrawals from High School. Calif. Journal of Secondary Education 16:297-298. May 1941.

Only 6 per cent of Denver's students fail one or more college courses. Usually 20 per cent of the college students fail one or more classes. Denver has found a valuable method that other schools should consider. The masses of people who are disillusioned are the discontented people affected by the world's "isms" that a Democracy must fight and unless the schools can do a better job today, they will not be ready for tomorrow."¹

Earl Cox, in his study of Bingham, found that pupils with high grades were found to be absent less than pupils with low marks; and that pupils classified in the lower ability groups were absent more than pupils of a higher ability level.²

In the Duchesne study by Aplanalp, it was found that the teachers and principals were most commonly blamed for student drop-outs. He showed that 70.58 per cent didn't consider the principal or teacher as a friend. (It was found that only 34 per cent of the students dropping out had been contacted and asked to return to school.)³

Here is a problem that needs much attention. Why are students allowed to quit school without so much as a wave of the hand or a goodbye when they leave school? Teachers, counselors and principals should have checked on him before he was allowed to drop out of school.⁴

Lars E. Jenkins gives the idea that failure in classes is conducive to drop-outs. He showed that 46 per cent of the drop-out students had failed one or more classes.⁵

1. Clark, T. B. Denver Schools Connect Learning with Life. Readers' Digest. February 1951. 58:89-92.
2. Cox, A. Earl. Non-Attendance at Bingham High School. Master's Thesis. 1947.
3. Aplanalp, Thomas J. An Investigation of Pupils who Dropped Out of Secondary Schools of Duchesne County. 1945-49.
4. Ibid.
5. Jenkins, Lars E. A Study of the Records of Drop-outs of Cheyenne, Wyo.

Harold Dillon goes farther and says that 52 per cent had failed one or more classes or had been retained in the elementary grades. He states that 27 per cent of the leavers left during the 10th grade because this was the last year of compulsory education.¹

Melvin Wilson tells why students left the Payson High School. The causes he found contributing toward the elimination from school in his study of 27 cases are:

Table 4. Why students left Payson High School²

Reason	Number	Percent
Lack of intelligence - low I. Q.	18	67
Lack of home support or urge	12	44
Lack of educational tradition in family	12	44
Lack of ability	11	40
Lack of ambition	10	37
Poor home training	6	23
Discouraged because of irregularity	5	19
Instability of adolescence	3	11
Failure of school to give desired courses	2	7
Ill health or sickness in family	2	7
Needed to help support family		

Perkins found that about 40 per cent and probably more of the students who completed grade seven in the Granite School District leave before graduation. He says the differences between leavers and continuers were: (1) adjustment to school work, (2) home and family, and (3) need for money and material things.³

From Ogden High School, Martin reports "In general, students are unable to see the problems which confront them at the time of leaving

1. Dillon, Harold J. Early School Leavers. National Child Labor Committee. New York 16, New York. 1948.
2. Wilson, Melvin. Why Pupils Leave Payson High School before Finishing the Ninth Grade. Master's Thesis. 1924.
3. Perkins, Milton L. School Leavers in the Granite School District, 1949-50.

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school and lack of sufficient objectivity to make true analysis of the reasons why they leave school." He also had the teachers judge the boys and girls and they concluded that 80 per cent of the boys and 78 per cent of the girls who discontinued school were attendance problems. They said the student drop-outs had no interest in school, and had poor study habits.¹

Jessie M. Casper noted that teachers lack uniform standards in grading and determining the failure or success of a pupil, and it has an important bearing on pupil failure. Records must be kept throughout the student's entire school career if we are to help him. An improved curriculum should be broader and more varied, and maladjusted students should be withdrawn from high school and placed in special schools better prepared to meet individual needs of those unable to adapt to the high school curriculum.²

In most instances each author has found the same basic reasons for student drop-outs and the reasons peculiar to his own locality. In each case this peculiarity has been recorded to show where-in the study is different.

In summarizing this material a statement by Muriel M. Levy lists eight causes of failure which will materially help to lessen the drop-out problem. All the problems, he believes, can be eliminated or materially reduced by the teacher. (1) Lack of interest; (2) Home conditions not conducive to study; (3) Physical and mental exhaustion; (4) Absence; (5) Too rapid acceleration; (6) Infinitely incomprehensible

1. Martin, Paul A. A Follow-up Study of the Drop-out from Ogden High School and Their Later Life Adjustments. Master's Thesis.
2. Casper, Jessie M. A Study of Pupil Failure in the High Schools of Utah. Master's Thesis. 1940.

Mass of knowledge; (7) Too many opposing forces; (8) Dissatisfaction with the teacher.¹

Harold J. Dillon tells us if the schools are to recognize the needs of youth and attempt to provide for them, they must record all pertinent experiences of students and share the records with all school personnel. Students must have a feeling or sense of belonging to the school. (This implies that the teacher must know the student and his background first and teach the subject next. They must be familiar with the cumulative records and work with the school personnel on each and every problem.²

1. Levy, Muriel M. What Price Failure? School and Society 47:766-67. June 11, 1938.
2. Dillon, Harold J. Early School Leavers. National Child Labor Committee. New York 16, New York. 1948.

A SURVEY OF THOSE WHO WITHDREW FROM
SOUTH CACHE

Presenting and analyzing school records

Breakdown of enrollment

Table 5. Breakdown of enrollment at the South Cache High School

Year to graduate	Original class number	Graduates	Transfers	Drop-outs	Percent of drop-outs
1948	163	115	4	44	23.9
1949	173	143	7	34	19.6
1950	149	101	14	34	22.1
1951	167	147	--	20	12.0
1952	167	149	--	19	11.3
1953	165	140	--	25	15.2
				Average	17.3

The above table reveals a large number of drop-outs for the years 1948-1950 and a much fewer number for 1951-1953. In 1948-1950, there were transfers listed as either entering or leaving South Cache, thus making up the total enrollment. During 1951-1953, the transfers to and from the school were equal in number. After totaling the figures, there were 176 drop-out students for these years.

School attendance laws at the South Cache High School

Two significant laws governing attendance were in effect at this time. The first, known as the "18 day rule", provided that any student staying out of school 18 days received a credit cut of one term, or six weeks, in his class work, or 1/6th of his credit. He could miss 17 days and receive full credit, but he lost credit on the 18th day and every 18 days missed thereafter. A sluff was counted as five days of absence. This rule was used during the years 1948-1951.

In 1951, a new regulation was begun. The deduction from the grade rather than from the credit was made. It provided that a student who was ill received four days of excused absence by presenting a slip signed by his parents; thereafter he was to obtain an excused or non-chargeable absence only with the signature of a doctor or nurse. Otherwise, he was charged 1 per cent per day. All other absences were charged 2 per cent per day with the exception of a sluff, which received 10 per cent per day cut. At the end of the nine week term, the per cent deduction was totaled and subtracted from the term grade.

When a student is delinquent constantly, he loses interest in school and his grades lag in accordance. He becomes discouraged and the work mounts up while his spirits sag, until he wants to forget school. This seems to be one of the first reasons for quitting school. Tables 6 and 7 on pages 18 and 19 show the median for attendance is rather low in the case of students who drop out. The total days a student attended school, the year he dropped out is also recorded even though he may have gone one or two days right at the beginning of the school year.

In table 8 on page 20, the median of attendance was considerably higher for the years 1948-1949 than for the other years, even though fewer students graduated.

Intelligence quotients of those interviewed

In checking the intelligence quotients of the delinquent students, there seems to be an indication that the poorer students are dropping out

Table 6. Days attendance in the year of drop-out

Days attended	Boys						Total
	1948	1949	1950	1951	1952	1953	
170	-	1	-	-	-	-	1
165	-	1	-	-	-	1	2
160	2	-	2	1	1	2	8
155	4	-	2	-	-	-	6
150	2	2	1	-	2	-	7
145	3	1	-	-	-	1	5
140	1	2	1	1	-	-	5
135	-	1	-	-	-	1	2
130	1	1	-	-	1	-	3
125	-	-	-	1	-	-	1
120	1	-	-	-	-	-	1
115	-	-	-	-	1	-	1
110	-	-	1	1	-	-	2
105	-	-	-	-	-	1	1
100	-	-	-	-	-	-	-
95	1	1	-	-	-	-	2
90	-	-	1	-	-	2	3
85	-	2	-	-	-	-	2
80	1	-	1	1	-	-	3
75	-	-	1	-	-	1	2
70	1	-	-	-	-	-	1
65	1	-	-	-	-	-	1
60	-	-	-	1	-	-	1
55	-	2	1	-	1	1	5
50	1	-	-	-	-	-	1
45	-	-	-	-	-	-	-
40	-	-	1	-	-	-	1
35	-	-	1	-	-	-	1
30	2	-	-	1	-	-	3
25	1	-	-	-	-	-	1
20	-	-	-	-	-	-	-
15	-	-	3	-	-	-	3
10	1	1	-	-	-	-	2
5	-	-	-	-	-	-	-
0	-	-	-	-	-	-	-
No data available	5	4	-	2	2	1	14

Table 7. Days attendance in the year dropped out

Days attendance	Girls						Total
	1948	1949	1950	1951	1952	1953	
170	-	-	-	-	1	-	1
165	-	-	3	-	-	1	4
160	4	5	2	5	1	6	23
155	-	1	6	3	2	1	13
150	-	1	2	-	1	1	5
145	1	-	1	-	3	1	6
140	4	-	-	-	-	-	4
135	-	-	-	1	-	-	1
130	-	-	1	-	-	-	1
125	-	1	-	1	-	-	2
120	-	-	-	-	-	1	1
115	1	-	-	-	-	-	1
110	-	-	-	-	-	-	-
105	-	-	-	-	-	1	1
100	-	-	-	-	-	-	-
95	-	-	-	-	-	-	-
90	-	-	-	-	-	1	1
85	-	-	-	-	1	-	1
80	1	-	-	1	-	-	2
75	-	-	-	-	1	-	1
70	-	1	-	-	-	-	1
65	-	-	-	-	-	-	-
60	-	-	1	-	-	-	1
55	1	-	-	-	-	-	1
50	-	-	-	-	-	-	-
45	1	1	-	-	-	-	2
40	-	-	1	-	-	-	1
35	-	1	-	-	-	-	1
30	-	1	1	-	-	-	2
25	-	1	-	-	-	-	1
20	-	-	1	-	-	-	1
15	-	-	-	-	-	-	-
10	-	1	-	-	-	-	1
5	-	-	-	-	1	-	1
0	1	-	-	-	-	-	1
No data available	1	1	1	-	-	1	4

Table 8. Total days a student attended school during the drop-out year

Year of graduation	Median of attendance (days)	Median of absences (days)	Students unaccounted for
1948	140	32	5
1949	135	37	4
1950	80	92	-
1951	110	62	2
1952	130	42	2
1953	105	67	1

of school. The following table shows the median for the boys is 91 and the girls 87 while the school average is about 100. These scores were the only available ones from the records, but they seem to indicate that the students dropping out were on the lower end of the I. Q. scale.

Table 9. Available intelligence quotient scores of drop-outs

Score	I. Q's. of Boys		Score	I. Q's. of Girls	
	Frequency			Frequency	
108	2		107	1	
103	2		100	1	
101	3		99	1	
99	1		98	1	
98	3		94	2	
94	1		93	2	
93	2		91	2	
92	1		89	1	
91	1	Median Score	87	2	Median
90	1		85	1	
89	2		84	2	
88	1		83	2	
85	2		81	2	
84	2		76	1	
83	1		75	1	
82	1		74	1	
81	1		71	1	
80	1			24	
75	2				
74	1				
68	1				
		32			

Grades of drop-outs

The last reported grades show that the girls had a higher average than the boys. The boys averaged "C" and "D", while the girls were in the "B" and "C" group. These grades mean that the boys are average and below, while the girls are average to above average. The average grade for the entire school was high "C".

The data indicates that the boys intended drop-out was of a longer duration than that of the girls, because the girls in most cases fell in love, quit school and got married, while the boys only became discouraged and finally dropped out. See tables 10 and 11.

It was found that at least three fourths of the boys lost credit while only one-fourth of the girls received losses.

The boys' best grades, on a whole, were usually higher and their credit out less in the vocational subjects than in the academic work. The girls followed the same trend with homemaking and type being their outstanding classes with accompanying better grades of from 5 per cent to 20 per cent with the median being 10 per cent.

English, biology, history, and such were the hardest for boys, and the girls had trouble with English, shorthand, chemistry and algebra.

Distance drop-outs lived from school

By checking the distance each student lives from school, it was found that many students close to the high school had free transportation. Busses came from each town and gathered students in such a way that no one had more than one-fourth of a mile to walk, while those in Hyrum had not more than one-half mile to the nearest bus stop or to school. The only exception was with one family who had more than the above

Table 10. Last reported grades (average) for boys

Grade	1948	1949	1950	1951	1952	1953	Total
<u>Freshman Year</u>							
A	-	-	-	-	-	-	-
B	-	-	-	-	-	-	-
C	1	3	2	1	1	-	8
D	2	2	-	-	-	1	5
F	-	-	-	-	-	1	1
<u>Sophomore Year</u>							
A	-	-	-	-	-	-	-
B	-	-	-	-	-	-	-
C	5	4	3	-	2	2	13
D	3	4	2	1	3	3	16
F	3	-	2	-	1	-	6
<u>Junior Year</u>							
A	1	-	-	-	-	-	1
B	-	-	-	-	-	-	-
C	3	2	1	1	1	1	9
D	3	1	3	3	-	3	13
F	-	-	-	1	-	-	1
<u>Senior Year</u>							
A	-	-	-	-	-	-	-
B	-	-	-	1	-	-	1
C	2	2	1	-	-	-	5
D	1	1	3	-	-	-	5
F	-	-	-	1	-	-	1
No Record	4	-	-	-	-	-	4

Table 11. Last reported grades (average) for girls

Grade	1948	1949	1950	1951	1952	1953	Total
<u>Freshman Year</u>							
A	-	-	-	-	-	-	-
B	1	1	-	-	-	-	2
C	-	1	-	-	-	-	1
D	2	1	-	-	-	-	3
F	-	-	-	-	1	-	1
<u>Sophomore Year</u>							
A	-	1	-	-	-	-	1
B	1	-	4	2	-	1	8
C	3	2	3	1	5	5	19
D	-	1	-	-	-	-	1
F	-	-	-	-	-	-	-
<u>Junior Year</u>							
A	1	-	1	-	-	-	2
B	2	4	6	2	1	1	16
C	6	3	4	4	3	3	24
D	-	-	-	1	1	2	4
F	-	-	-	-	-	-	-
<u>Senior Year</u>							
A	-	-	-	-	-	-	-
B	-	1	-	-	-	1	2
C	-	-	1	1	-	1	3
D	-	-	-	-	-	-	-
F	-	-	-	-	-	-	-

mentioned distance to travel and they were paid to transport themselves to and from school for a distance of $2\frac{1}{2}$ miles. See map in appendix.

The students dropping out of school are distributed proportionately throughout the towns as the following table will show. All the communities sending students to South Cache were all represented in the drop-out problem.

The school records did not show the school population by towns; in order that a per capita figure might be indicated, the 1950 U. S. Census was used to show the comparison.

Table 12. Distribution of drop-outs by communities

Town	Town population*	Number of drop-outs	Percent drop-outs
South Logan	150**	7	4.7
Millville	401	15	3.7
Paradise	401	15	3.7
Wellsville	1241	46	3.7
College Ward	300	8	2.7
Nibley	304	8	2.7
Hyrum	1704	35	2.3
North Logan	535	11	2.1
Mendon	369	7	1.9
Young Ward	250**	4	1.6
Providence	1055	15	1.5
River Heights	800**	7	.9

*Town population as of 1950 taken from U. S. Census

**Estimated figures

Presenting and analyzing the interview survey

From the total number of students that dropped-out, 60 students were contacted for personal interview. These students were all residents of Cache County, or people who had returned to visit. They were asked the questions found on the questionnaire. (See appendix for questionnaire)

All students contacted were frank and very willing to answer the questions. Nearly everyone expressed a desire to see the results and wanted to help others to stay in school.

The number interviewed was not picked for the results they would give, but purely those available for a random sampling. There were 34 boys and 26 girls sampled.

Age when discontinuing school

Table 13. Present ages of drop-outs (Also see graph on present ages on following page)

Age	Boys	Girls	Total
17	1	-	1
18	1	2	3
19	2	7	9
20	5	3	8
21	2	5	7
22	9	3	12
23	8	4	12
24	4	2	6
25	2	-	2

Table 14. Age when students discontinued school

Age	Boys	Girls	Total
14	-	1	1
15	4	2	6
16	5	10	15
17	15	12	27
18	9	1	10
19	1	-	1

Refer to graph on page 27

Boys dropped out most frequently at age 17 and 18, or during the junior and senior year. The girls were slightly younger, being 16 and 17, or during the sophomore and junior year.

Date of discontinuance

The boys dropped out mainly during the months of March, April, and May; the girls during March, April, and May, with September, October, and November running a close second.

For convenience, the months have been grouped as follows to show the time of year they dropped out of school:

Figure 1

Present Ages Of Students Interviewed

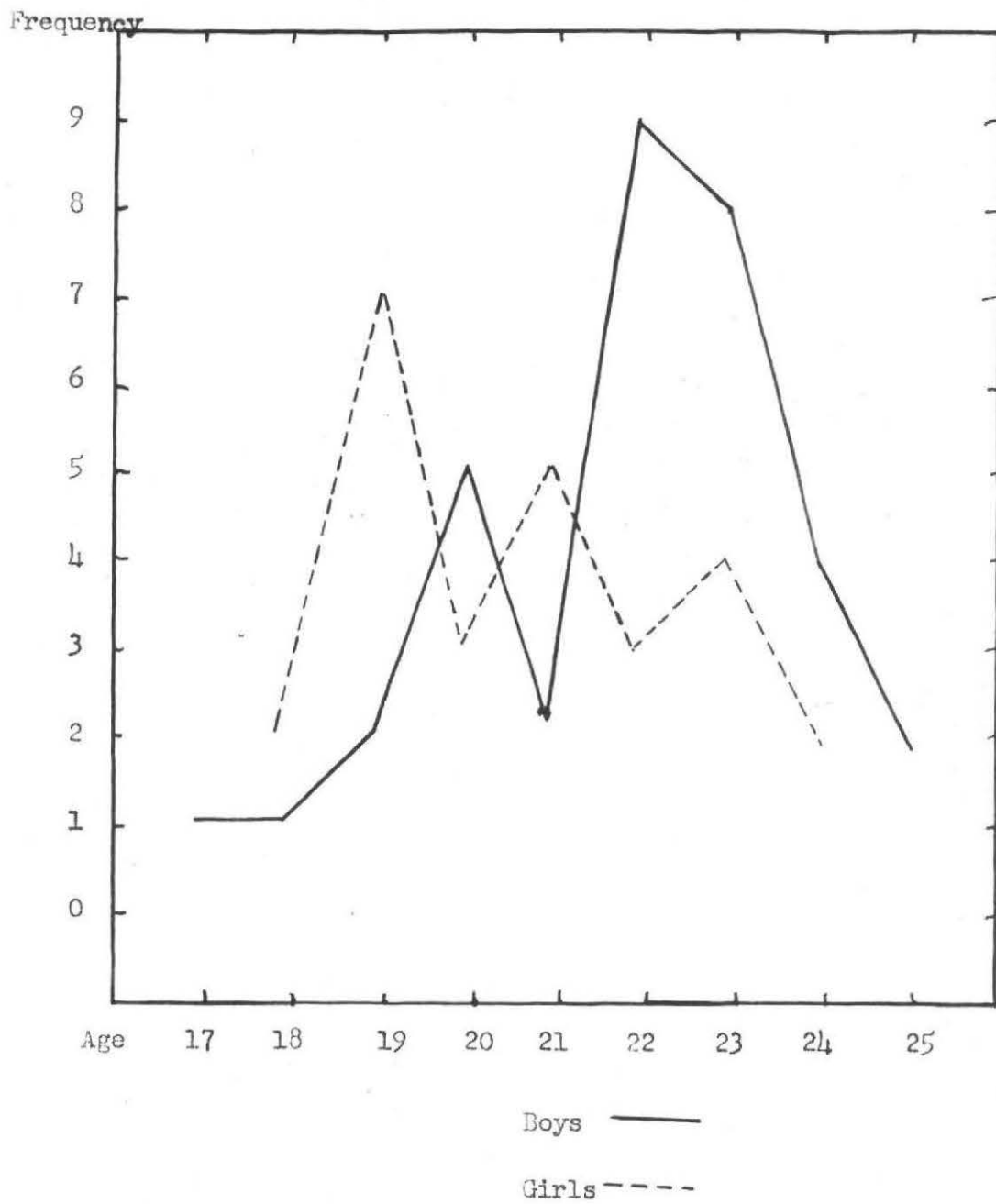
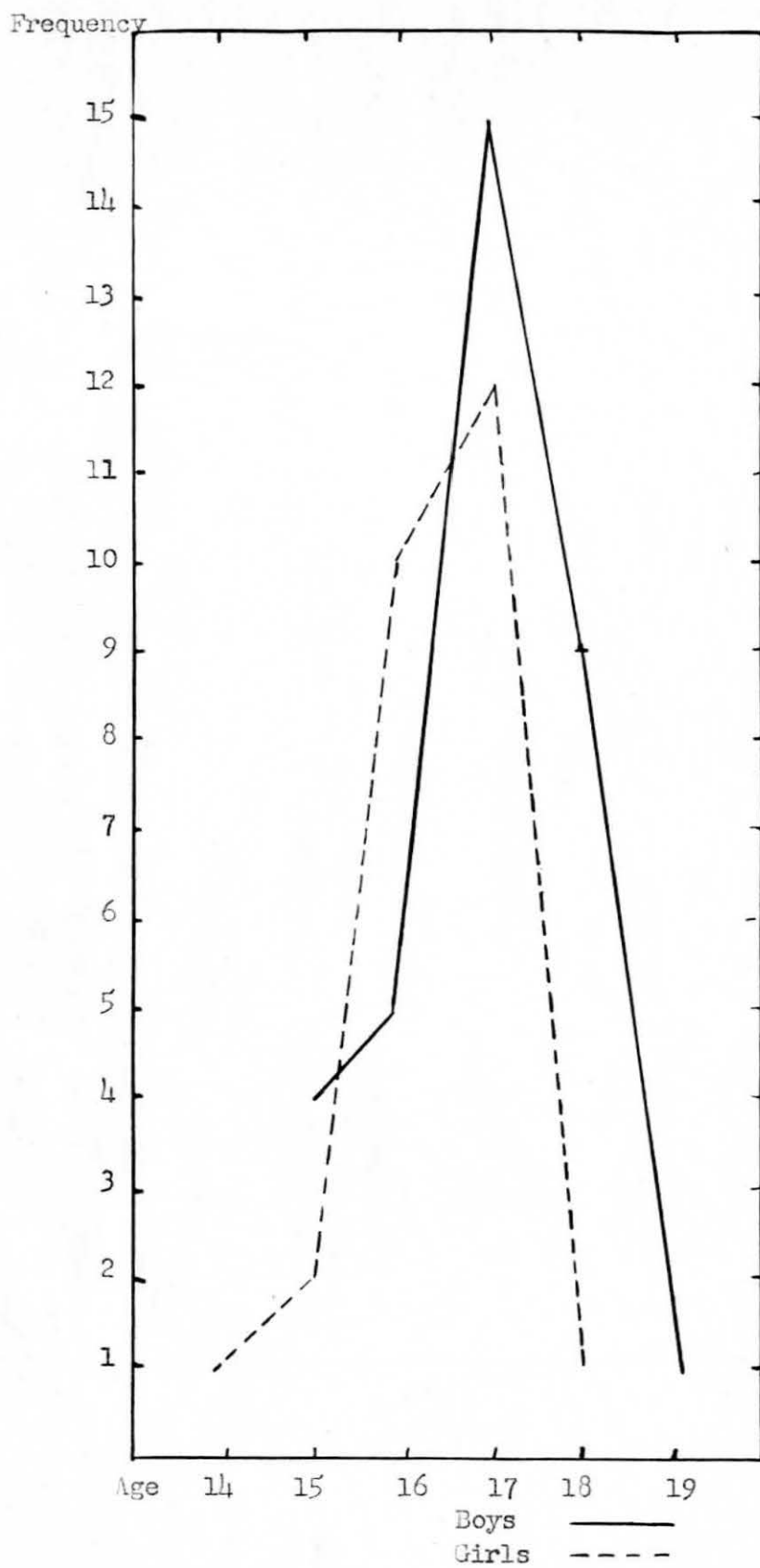


Figure 2

Age Students Quit School



Fall: September, October, and November
 Winter: December, January, and February
 Spring: March, April, and May
 Summer: June, July, and August

Table 15. Season of drop-out

Season	Boys	Girls	Total
Fall	6	8	14
Winter	6	5	11
Spring	22	11	33
Summer	-	2	2

Home town of students

The students interviewed lived in the following areas while attending school.

Table 16. Home-town location and distribution

Town	Boys	Girls	Total
Hyrum	5	10	15
Millville	3	3	6
Nibley	2	-	2
North Logan	1	1	2
College Ward	4	2	6
Young Ward	2	0	2
Wellsville	9	6	15
River Heights	-	-	-
South Logan	-	-	-
Providence	2	2	4
Paradise	3	2	5

Distance lived from school

The students who were living distances away from school were provided free bus transportation to and from school. The greatest distance walked to a bus stop or school was one-half mile in a very few cases, with one-eighth mile being the average.

The distance from school is shown in Table 17. (Also see map in appendix)

Table 17. Distance from school.

Miles to school	Number of students	Miles to school	Number of students
.25	2	6.5	5
.5	6	7.0	8
1.0	3	7.5	1
1.5	4	8.0	-
2.0	-	8.5	3
2.5	-	9.0	6
3.0	-	9.5	-
3.5	-	10.0	5
4.0	2	10.5	-
4.5	1	11.0	2
5.0	3	11.5	-
5.5	-	12.0	2
6.0	7		

The greatest distance traveled was 12.0 miles from North Logan and North Mendon. All said that the distance traveled didn't bother them and was not a factor for their quitting school.

Present marital status

Table 18. Present marital status of drop-outs

	Number married	Number not married	Number divorced	Total
Boys	14	19	1	34
Girls	21	1	4	26

The boys had married seven girls who had graduated from high school and eight who had not graduated. The girls had married ten high school graduates and fifteen were not graduates.

Home background of drop-outs

The parents' attitude toward the student discontinuing school is shown by the following results:

Figure 3

Marital Status Of Interviewed Drop-outs

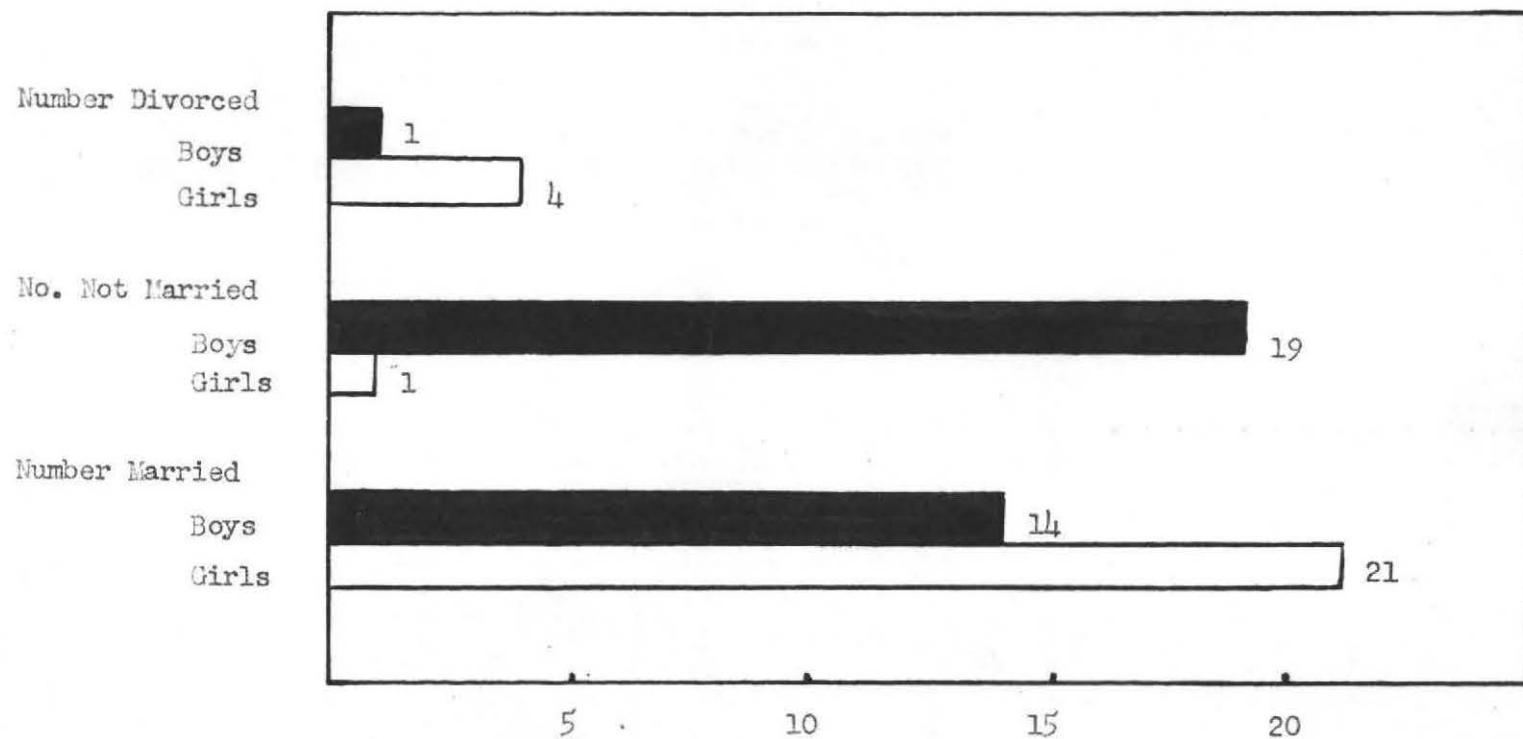


Table 19. Parents' attitudes toward the discontinuance of school

	Parents objected	No objection	Unbiased
Boys	21	12	1
Girls	14	11	1
Total	<u>35</u>	<u>23</u>	<u>2</u>

The above statistics reveal that the majority decided for themselves and the parents were unable to control these decisions. Following is a sample of the answers given by the students when asked "How did your parents feel about you quitting school?"

- "My parents didn't like it. They tried to keep me in school."
- "My husband said to go to school, but I wouldn't."
- "My parents wanted me to finish, but agreed that I could stop because I was older than the others."
- "They felt terrible."
- "My parents were separating; they didn't care."
- "They would rather I had finished school, but told me to do as I thought best."
- "They wanted me to go a fifth year and complete my schooling."
- "They were angry with me and wanted me to finish, but later they signed with me so I could get into the service."
- "I was needed at home, and dad wanted me in school, but wouldn't do anything about it."

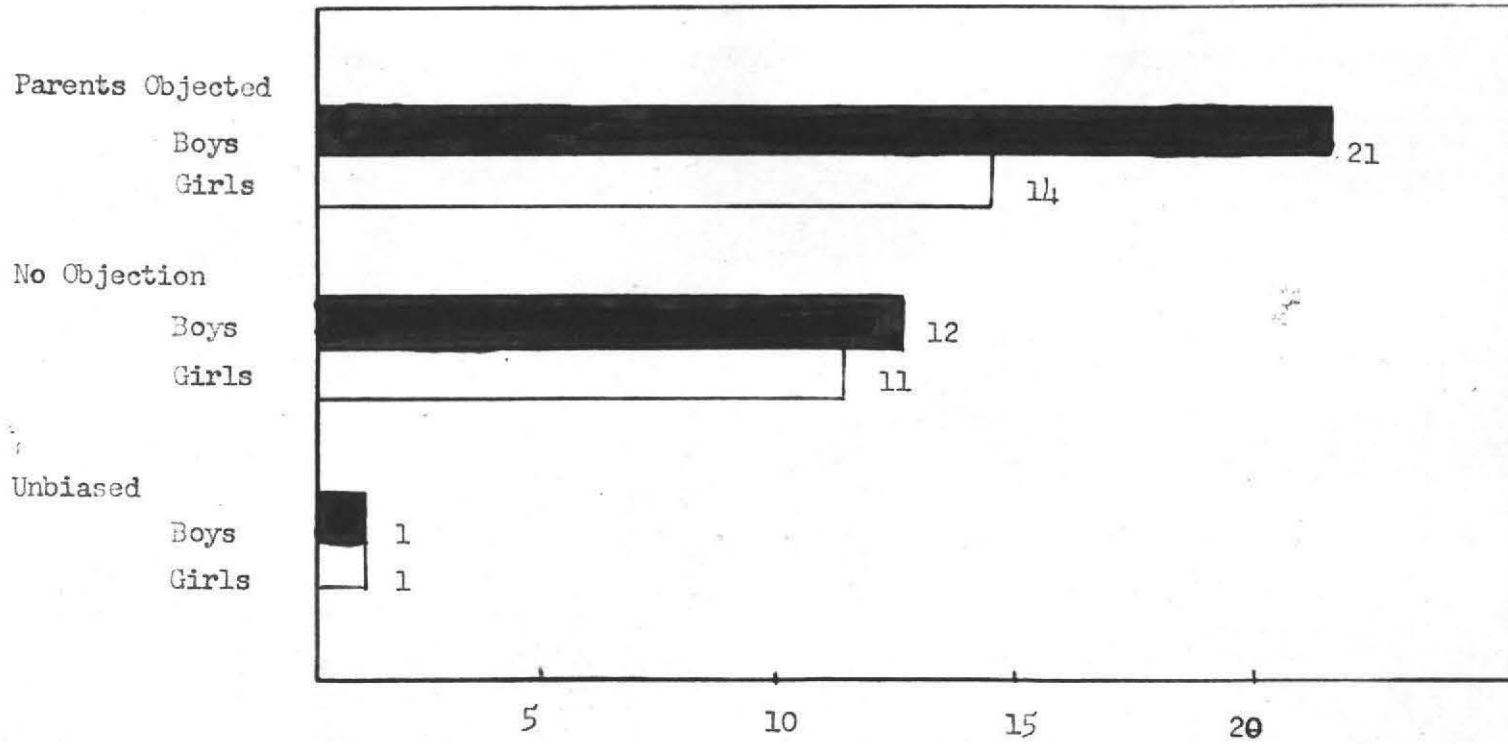
Do drop-outs wish they had completed school?

Twenty-six boys, or 76.8 per cent expressed themselves as wishing they had finished school. Four, or 11.6 per cent did not want to finish and four, or 11.6 per cent at times wished they had completed high school. Seventeen girls, or 65.4 per cent, wished they had finished school.

Figure 4

Home Background Of Drop-outs

Do Parents Object to Students Quitting School?



Six, or 23.1 per cent did not wish they had stayed in school; and three, or 11.5 per cent were undecided about the matter.

When asked if they liked school, they replied:

Table 20. Students' attitude toward finishing school

	Yes	No	Undecided	Yes, until marriage
Boys	19	10	6	-
Girls	16	4	5	1
Totals	35	14	11	1
Percentage	58.3	23.3	18.3	1.7

They gave the following reasons for their statements:

- "I was not enthused about it."
- "I liked it very much."
- "I hated it."
- "I liked school, especially good grades."
- "Not necessarily, but I don't know why."
- "Yes, in some subjects, but not in others."
- "Sometimes, but I hated the idea of forced education."
- "I didn't like school then."
- "Yes, but vocational work is the best."
- "Yes, if you leave out English."

In spite of their own experience and desires at the time they quit school, they all gave an overwhelming vote for others to finish school. Thirty-three, or 97 per cent of the boys; and 23, or 88.4 per cent of the girls said they thought all students should graduate. One boy, or 3 per cent; and three girls, or 11.6 per cent, said it was not too important to graduate. Everyone, however, said it was more important for a boy to finish school than it was for a girl. There was not one student who said do not graduate from high school. Every student said to finish if the circumstances were such that one could. Try to get along with the teachers, and be prepared for class each day, was their reaction.

One young couple who had discontinued school at the beginning of the sophomore year was very emphatic about the advantage of an education which included a high school diploma. They presented many facts why they should have finished school, such as "being able to get better jobs, gaining added prestige of a high school education, more easily accepted into the town social circles, better able to care for a family, more friends and business acquaintances and better able to cope with the problems of life." Neither were sorry they had gotten married, and had their two beautiful children, but regretted not taking their parents advice at the time they were considering leaving school.

Typical answers to the question "Do you wish you had finished school?" were:

- "I wouldn't have married so soon."
- "I could have gone to college."
- "I wish I had a diploma."
- "I didn't get any help from the things at school."
- "I feel like I need it to get along in life."
- "When others finished I wanted to be like them and have a diploma."
- "The opportunities for work and the job requirements are such that a high school education is required."
- "I had lots of fun at school, but absence made me get behind and I couldn't keep up."
- "My work as a waitress teaches me more than school did."

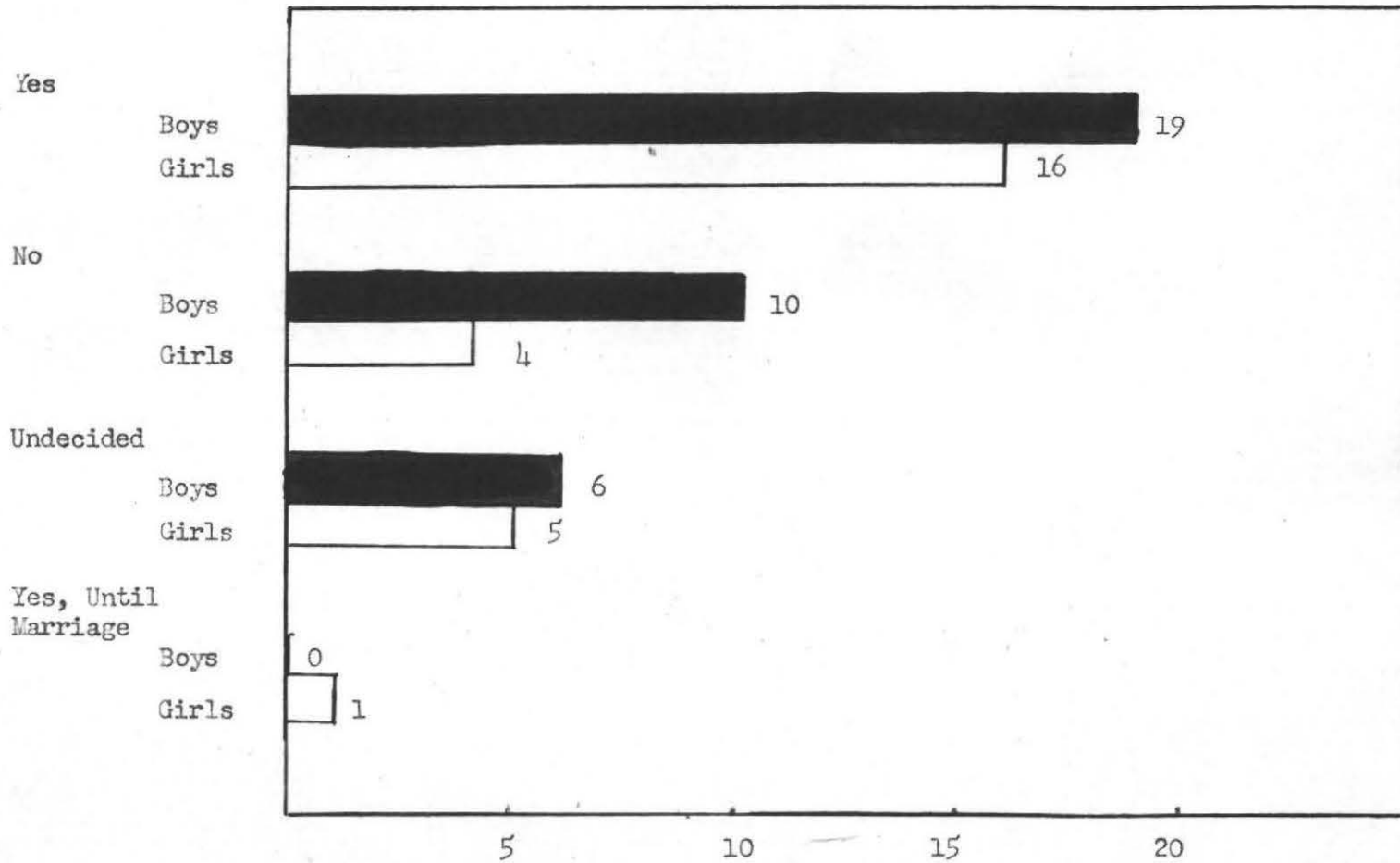
Student suggestions for keeping others in school

Most former students interviewed felt others should stay in school. Only one boy and three girls out of the sixty interviewed said it would depend on the circumstances. Their reasons for their answers were varied, but essentially they were as follows:

- "A high school education helps all, especially in the service, on a mission, in life, etc."
- "Something mighty important should be the only reason for a person leaving school."

Figure 5

Drop-outs Wish They Had Completed School.



- "People don't know how important school is until they are out."
- "Boys by all means go to school. Girls not quite so important."
- "If they get involved with engagements, they better get married."
- "Go to school; however, it depends on the situation."
- "It's a waste of time if they dislike school, but it's still better to go."
- "I want to go to college and can't because I don't have my high school diploma."
- "Get it while you're young and fresh. It's too hard to go back."
- "Even housewives need more education."
- "Sixteen is too young to get married. Girls should go to school."

Twenty-five boys and eighteen girls have had a change of heart about going back to school. Each one expressed that they would attend school now if they had the opportunity. Family duties such as children, work, obligations, etc., do not allow them to go back to get a formal education. Four girls and four boys were not sure what they would do, and four girls and five boys said they would not go to school.

The students were asked if they would return to school if the opportunity presented itself to them. The totals are tabulated here to show the interesting results.

Table 21. Students' reaction concerning returning to school

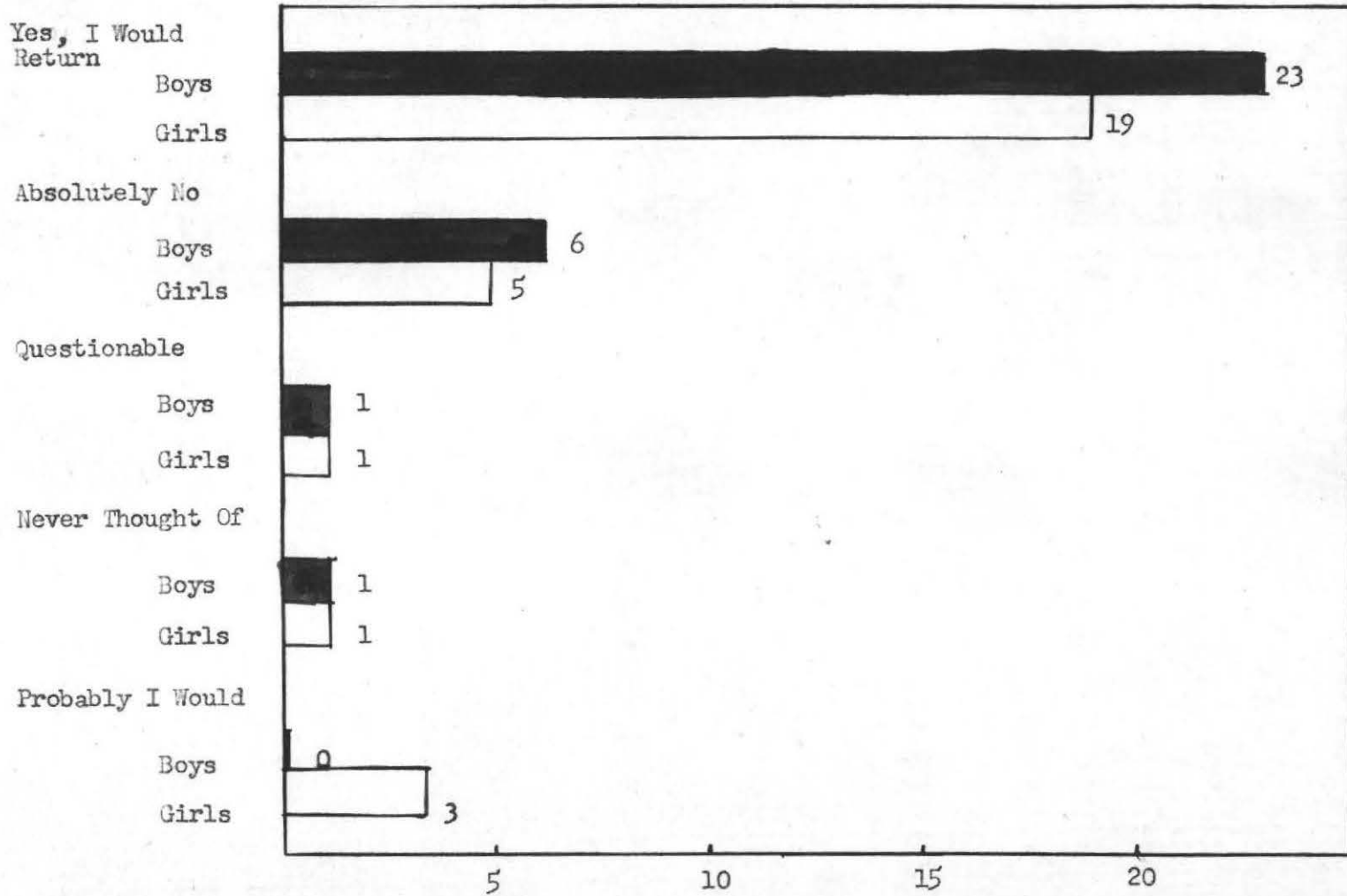
	Boys	Girls	Total
Yes, I would return	23	19	42
Absolutely no	6	5	11
Questionable	1	1	2
Never thought of it	1	1	2
Probably I would	<u>3</u>	<u>-</u>	<u>3</u>
Total	34	26	60

It appears that most of the students would appreciate a chance for additional education. A sample of their answers is:

- "If I didn't have to take algebra and the teachers were interesting to all students, I would like to return to school."
- "I lack the nerve but would like to go back."
- "I know now what an education means, and how it helps one to take part and get along with others."

Figure 6

Would You Return To School If You Could?



- "I'm too far behind, but if I could go to college and get the material for a high school diploma, I would go."
 "I'd like to be like others who have graduated from high school."
 "No, I can't see the need."
 "Yes, with proper arrangements, if for nothing more than to get English."
 "I've thought a lot about correspondence work."
 "I'm taking vocational training now at the college."

Many students commented that they needed help when they quit school and that was part of the reason they dropped out. Suggestions they made concerning what could have been done to help them stay in school are listed below:

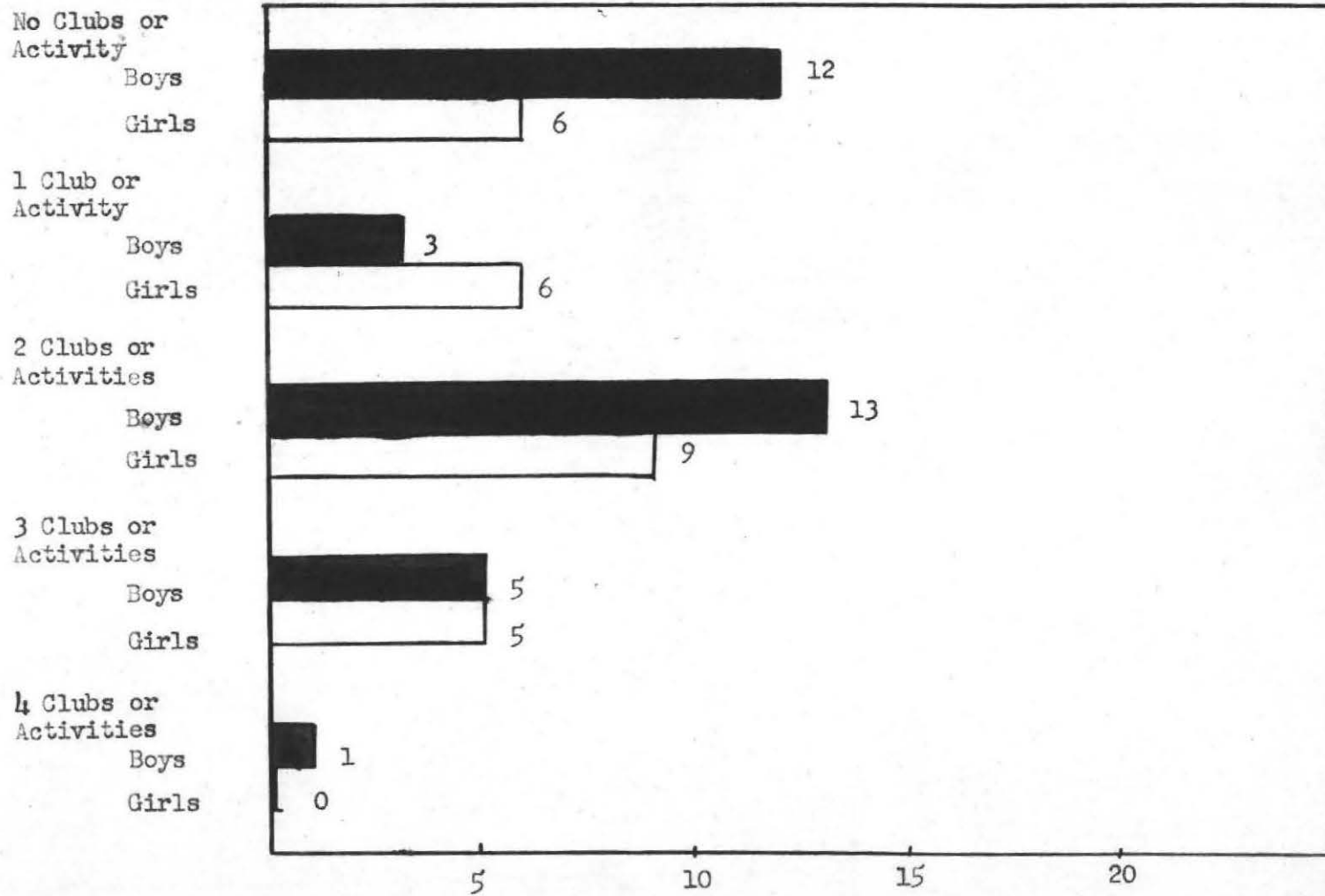
- "Students, don't make up your mind until it can't be changed by good advice."
 "Have more teachers advise on needs, and that age doesn't matter."
 "More good, friendly teachers are necessary to keep students in school."
 "We need much more student counseling."
 "Teachers could take more interest and encourage students more."
 "Help them catch up when behind in their studies."
 "Get more facilities in school to aid teaching."
 "Lay out the needs for an education; you must make the students see their folly."
 "Wait to get married until after you graduate."
 "Listen to parents, teachers and friends for good advice."
 "Show the student the need of an education and convince him by showing examples."
 "Missing too much education and social activity can cause delinquency."
 "Give all an equal opportunity in sports, plays, etc.. Don't let cliques run things."

School activities participated in by drop-outs

School activities seemed to be a minor factor in dropping out of school. Thirty-two boys and twenty-three girls were regular attenders of athletic and school activities. One girl attended sometimes, and two boys and two girls said they never attended. All expressed themselves as saying these things were essential to help maintain interest and school spirit.

Figure 7

Club And Student Activities of Drop-outs



Of the group dropping-out of school 12 boys and six girls claimed no club or athletic affiliation and expressed that this fact could have influenced their dropping out of school.

Table 22. School activities participated in by drop-outs

	No clubs	1 club	2 clubs	3 clubs	4 clubs	Total
Boys	12	3	13	5	1	34
Girls	6	6	9	5	-	26
Totals	18	9	22	10	1	60

Nearly one-third of the students were not of the group belonging to clubs while over one-third belonged to two clubs, and ten of the students belonged to three clubs.

Table 23. Club membership of drop-out students

Club	Boys	Girls	Total
Better Boys Club	20	-	20
Better Girls Club	-	18	18
F. H. A.	-	11	11
F. F. A.	14	-	14
Sparta Pep	-	4	4
Chorus	2	3	5
Athletics	12	-	12
Amegos (Scholarship for senior girls)	-	1	1
Junior class officer	1	-	1
Intra-murals team	-	-	1
Con-moto (chorus)	-	1	1

From the list of club memberships, the drop-out students were concentrated in the Better Girls and Boys Clubs, with the vocational groups coming second. The boys participated in athletics of the school in football, basketball and track. Some baseball was played by this group. Some were on the main teams for the school. One boy stated if it had not been for the fun he received while playing football, he would not have stayed in school as long as he did.

Classes liked by those interviewed

Attitudes toward classes played an important role in determining school attendance. The likes and dislikes of subjects varied with the different personalities of the students.

Table 24. The classes liked most by school leavers

Class	Boys	Girls	Total
Seminary	5	15	20
Physical education	3	15	18
Shop work	17	-	17
Agriculture	12	-	12
English	2	9	11
Home Economics	-	11	11
History	3	6	9
All classes	7	2	9
Health	9	-	9
Biology	2	7	9
Mathematics	6	2	8
Farm Mechanics	8	-	8
Physiology	3	4	7
Type	1	5	6
Chorus	-	3	3
Driver training	1	2	3
Bookkeeping	1	2	3
Shorthand	-	3	3
All except biology	2	-	2
Chemistry	1	1	2
Algebra	-	2	2
Botany	2	-	2
Science (general)	-	1	1
Band	-	1	1
Reading	-	1	1
Speech	-	1	1
Civics	-	1	1
Social Science	-	1	1
None	2	2	4

Reasons for liking these certain subjects were:

- "I liked the teacher."
- "I liked vocational work and farming."
- "I liked home work and home life."
- "I liked the religious side of life."
- "I enjoyed the friendship of teachers and classmates."
- "It was more fun where the explanations were given."
- "I enjoyed working with my hands."
- "I got to go to contests and enjoyed them."

Classes disliked by drop-outs

Table 25. Classes disliked most

Class	Boys	Girls	Totals
English	13	9	22
Mathematics	5	7	12
Biology	7	1	8
Civics	2	4	6
Algebra	2	4	6
History	2	3	5
Physical education	2	1	3
Seminary	1	1	2
Chemistry	2	-	2
All classes	1	1	2
Type	-	1	1
Speech	1	-	1
Science (general)	-	1	1
American problems	-	1	1
Physiology	-	1	1
Geometry	1	-	1
All except Seminary and Physical education	-	1	1
None	6	4	10

Why students dislike classes has been the age old question when one is trying to find a way to make things more interesting for them. Here are a few of the reasons that some of the students have given for disliking school:

"I couldn't understand it. It was a waste of time."

"I disliked the teacher."

"I had trouble reading."

"I was blamed for sluffing when I didn't."

"Teachers played favorites."

"It was too hard to understand because my English teacher in the grades didn't make me learn basic material."

"Mixed classes and ages in the same class room were not good."

"Fear of making mistakes in front of the teacher and pupils."

"I hated the classes and teachers. I had a rough time in class."

"No credit was given for the work I did."

"No interest for me because of theory and method of teaching."

"I was fooled by my grades and as a result I failed other classes."

Classes most useful to the students contacted

Even though many students found contempt for some subjects, and others enjoyed them; it seems they all came to an agreement on what subjects helped them most.

Table 26. Classes most useful

Class	Boys	Girls	Total
Home economics	-	16	16
English	5	8	13
Seminary	5	8	13
Mathematics	8	4	12
Agriculture	11	-	11
Shop	10	-	10
Farm mechanics	9	-	9
Physical education	3	1	4
Driver training	1	1	2
Type	1	1	2
Speech	-	1	1
Physiology	-	1	1
Biology	1	-	1
Reading	-	1	1
Spelling	-	1	1
Botany	1	-	1
All	1	1	2
None	5	3	8

Why these classes were more valuable than the others is best revealed by the students' own answers.

"It helps in daily conversation, and one's culture."

"It taught me to take care of my home and family."

"I learned new methods to use on my farm."

"Speech helps make one less bashful."

"Physical education improves one's physical and mental health."

"Seminary trains one in the religious background of his faith."

"It taught me my vocational needs."

"Reading, writing and expression are necessary in all cases."

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This investigation, at the South Cache High School, was undertaken to determine the reasons for students dropping out of school and to find out why they left school prematurely. Nineteen forty-six through 1953 were the years used in the study. Factors concerning attendance, grades, likes and dislikes, intelligence quotients, and attitudes were studied to determine, if one can, the predictive signs of a student planning to drop out of school.

The survey method was employed to discover and record the facts necessary for the study. The high school cumulative and permanent records were carefully and completely examined for the desired information. A questionnaire was used to discover the student's personal attitudes toward school and subjects and activities. The prepared forms were filled out by the author as each student gave his or her reaction to the stated question. With the data collected and organized, the casual and evaluative methods were used in comparing and analyzing the findings.

The findings of the study, which were presented in detail in the preceding chapters, are summarized in the following statements:

1. One hundred seventy-six students dropped out of the South Cache High School during the enrollment of the classes of 1948-1953 with an average of 17.3 per cent of the class dropping out of school before graduation.
2. Many factors contributed to the students leaving school early.

One of the greatest reasons was the effect of the school rule that provided a deduction of one-sixth of a student's credit for every 18 days he was not in attendance at school during the year. Many students had to remain at home for farm work and this law affected them greatly; thus, they lost credit and were unable to graduate, so they terminated their formal education rather than return another year. In the spring of 1950 this rule was changed so that a per cent was taken off for each day absent. Two per cent was deducted for each day absent for work, one per cent for unexcused sickness, no per cent for excused (doctor or nurse's verification) absence. This percentage was deducted every term and this alone enabled the student to graduate with a lower grade rather than loss of credit.

3. Absence was a factor in influencing a student to leave school. These drop-out students were absent on an average of 55.3 days, or 12.1 per cent of the school year.
4. The above-mentioned days absence is a poor attendance record, when it is considered that the average student will miss 27 days, or 15.7 per cent of the school year. The records of the drop-outs show 58 students, or 33 per cent had good attendance records; and 118, or 67 per cent, had poor attendance at school.
5. The drop-out student tends to have a lower intelligence quotient than does the average student.
6. The grades of the average student, or school continuer, has an average score of 78 per cent, while the drop-out student shows the boys to have a grade of 71 per cent and the girls 82 per cent

Table 27. Average grades of interviewed drop-outs for boys

Grades	1948	1949	1950	1951	1952	1953	Total
<u>Freshman</u>							
A	-	-	-	-	-	-	-
B	-	-	-	-	-	-	-
C	1	-	-	-	-	-	1
D	1	-	-	-	-	-	1
F	-	-	-	-	-	-	-
<u>Sophomore</u>							
A	-	-	-	-	-	-	-
B	-	-	-	-	-	-	-
C	1	-	-	1	-	1	3
D	-	3	-	-	1	1	5
F	2	-	-	1	-	-	3
<u>Junior</u>							
A	1	-	-	-	-	-	1
B	-	-	-	-	-	-	-
C	1	-	2	-	-	-	3
D	2	-	1	1	-	2	6
F	-	-	-	-	-	-	-
<u>Senior</u>							
A	-	-	-	-	-	-	-
B	-	-	-	-	-	-	-
C	2	2	1	1	-	-	6
D	-	1	-	-	-	-	1
F	-	-	-	1	-	-	1
<u>Unaccounted for</u>							
	1	-	-	-	-	-	1

Table 28. Average grades of interviewed drop-outs for girls

Grades	1948	1949	1950	1951	1952	1953	Total
<u>Freshman</u>							
A	-	-	-	-	-	-	-
B	-	-	-	-	-	-	-
C	-	-	-	-	-	-	-
D	-	-	-	-	-	-	-
F	-	-	-	-	1	-	1
<u>Sophomores</u>							
A	-	-	-	-	-	-	-
B	1	1	-	-	-	-	2
C	-	-	1	-	1	-	2
D	-	1	-	-	-	-	1
F	-	-	-	-	-	-	-
<u>Juniors</u>							
A	1	-	1	-	-	-	2
B	-	1	3	-	-	-	4
C	1	1	3	1	1	-	7
D	-	-	-	-	-	1	1
F	-	-	-	-	-	-	-
<u>Seniors</u>							
A	-	-	-	-	-	-	-
B	-	-	-	-	-	1	1
C	1	-	-	-	1	1	3
D	-	-	-	-	-	-	-
F	-	-	-	-	-	-	-
<u>Unaccounted for</u>							
	-	-	-	-	-	1	1

Table 29. Absence of interviewed drop-outs - boys

Total days	1948	1949	1950	1951	1952	1953	Total
170	-	1	-	-	-	-	1
165	-	-	1	-	-	-	1
160	1	-	1	-	-	1	3
155	1	-	-	-	-	-	1
150	1	-	1	-	-	-	2
145	-	-	-	-	-	-	-
140	1	1	-	-	-	-	2
135	-	-	1	-	-	1	2
130	-	1	-	-	-	-	1
125	-	-	-	-	-	-	-
120	-	-	-	-	1	-	1
115	-	-	-	-	-	-	-
110	-	-	-	-	-	-	-
105	-	-	-	-	-	-	-
100	-	-	-	-	-	-	-
95	-	1	-	-	-	-	1
90	-	-	-	-	-	-	-
85	-	1	-	-	-	-	1
80	1	-	-	1	-	-	2
75	-	-	-	-	-	1	1
70	1	-	-	-	-	-	1
65	-	1	-	-	-	-	1
60	-	-	-	1	-	-	1
55	-	-	-	-	-	1	1
50	-	-	-	-	-	-	-
45	-	-	-	1	-	-	1
40	-	-	-	-	-	-	-
35	-	-	-	-	-	-	-
30	1	-	1	-	-	-	2
25	-	-	-	-	-	-	-
20	-	-	-	-	-	-	-
15	-	-	-	-	-	-	-
10	1	-	-	-	-	-	1
5	-	-	-	-	-	-	-
0	-	-	-	-	-	-	-
Unaccounted for	3	2	-	1	-	1	7

Table 30. Absence of interviewed drop-outs - girls

Total days	1948	1949	1950	1951	1952	1953	Total
170	-	-	-	-	-	-	-
165	-	1	-	-	-	-	1
160	1	-	2	-	-	-	3
155	-	1	2	1	1	1	6
150	-	-	1	-	1	-	2
145	1	-	-	1	-	-	2
140	1	-	-	-	-	-	1
135	-	-	-	-	-	-	-
130	-	-	-	-	-	-	-
125	1	-	-	-	-	-	1
120	-	-	-	-	-	-	-
115	-	-	-	-	-	-	-
110	-	-	-	-	-	-	-
105	-	-	-	-	-	-	-
100	-	-	-	-	-	-	-
95	-	-	-	-	-	-	-
90	-	-	-	-	-	1	1
85	-	-	-	-	-	-	-
80	-	-	-	-	-	-	-
75	-	-	-	-	-	-	-
70	-	-	-	-	-	-	-
65	-	-	-	-	-	-	-
60	-	-	-	-	-	-	-
55	-	-	-	-	-	-	-
50	-	-	-	-	-	-	-
45	1	-	-	-	-	-	1
40	-	-	-	-	-	-	-
35	-	-	-	-	-	-	-
30	-	-	-	-	-	-	-
25	-	-	-	-	-	-	-
20	-	-	-	-	-	-	-
15	-	-	-	-	-	-	-
10	-	-	1	-	-	1	2
5	-	-	-	-	1	-	1
0	-	-	-	-	-	-	-
Unaccounted for	1	1	1	1	-	-	4

- or an average of 75 per cent for the two sexes. On a whole then, the school grades of the drop-out student is only three points lower than the average student who completes his work at school.
7. The distance the student lived from school did not seem to affect the drop-out because many commented that this did not bother them at all.
 8. The students who left school early revealed in their interview that their discontinuance occurred during the junior year more often than during the sophomore year. The senior year showed the lowest mortality. (See figure 2)
 9. It was found that the boys married both graduates and non-graduates almost equally. The girls married non-graduates (15) more often than graduates (10).
 10. Even though parents objected to the school leaving, the student did as he pleased. Thirty-five disobeyed their parents and left school regardless of advice, while 23 parents did not object to the drop-out of school and two were unbiased.
 11. The students stated that they did not care for school because their friends quit school or they became discouraged with classes and school in general. Fifty-eight and three-tenths per cent, however, said they liked school, while 18.3 per cent were undecided, and 23.3 per cent did not care for school. One and seven-tenths per cent terminated school because of conflict after marriage.
 12. An overwhelming vote came from the drop-outs in favor of other students to stay in school. Ninety-seven per cent of

the boys and 88.4 per cent of the girls said to finish school. Only 3 per cent of the boys and 11.6 per cent of the girls said it was not too important to complete an education. No recommendation was offered in favor of leaving school early.

13. All former students who were interviewed, with the exception of one, expressed a wish that they had finished their formal education. They suggested that students should go to school, postpone marriage, study harder, and attend more regularly.
14. Forty-two interviewed students, or 70 per cent, would like to return to school if they could do so. Eleven, or 18.3 per cent would not return; and 7, or 11.7 per cent were not sure what course they would follow. They all commented that they would like to return under certain conditions. These conditions were listed as a modified schedule, increased classes and care for their families.
15. All those interviewed had suggestions to help keep other potential leavers in school. It was mentioned that the students should be educated to be fair with all students and not mistreat those who might be less fortunate than themselves. Others advised students to seek good, sound counsel. Teachers should be more friendly and take more interest in the students, was another comment that was made.
16. Club affiliations in the school were varied. Eighteen pupils, or 30 per cent had no connection with clubs or school activities, while 9, or 15 per cent were in one club or school extra-curricular activity such as a school play, athletics, music, etc.. Twenty-two, or 26.7 per cent belonged to two activities,

and 10, or 16.7 per cent belonged to three or more. One student, or 1.6 per cent participated in four activities, thus illustrating an extreme at both sides of the scale.

17. Activities were found to have had a definite part in keeping students, especially boys, in school.
18. Students have favorite classes and they seem to vary with the personality of the pupil. Twenty students, or 33 per cent, said Seminary was their best-liked subject. Other classes mentioned as liked were physical education, shop, agriculture, English, home economics, history, health, mathematics, and farm mechanics.
19. The classes disliked most were English, mathematics, civics, algebra and history.
20. Reasons for the likes and dislikes of classes and school tend to cancel each other. Teachers, presentation of class material, and basic understanding were mentioned most often. The students decided that even though they had definite dislikes for certain classes, they were the very ones which helped them most as they progressed in their daily activities. They listed home economics, English, seminary, mathematics, agriculture, and shop as the most valuable classes for them.
21. The grades of those students interviewed were very similar to average grades of all drop-outs accounted for.
22. Attendance records were lower for the boys interviewed than average days in school for the total group of drop-outs. The interviewed boy averaged 115 days in school, while the average of the drop-out group of boys was 130 days. The girls

were the same with the median being 150 days. Attendance figures vary slightly between the interviewed students and the total drop-out students.

23. The occupations of the interviewed drop-outs are widely varied. The girls became housewives and the boys followed farming and various semi-skilled trades or labors. The students have chosen the following occupations:

Table 31. Distribution of occupations among those interviewed

Occupation	Number	Occupation	Number
Housewife	24	Farmer and butcher	1
Farmer	10	Junior warehouseman	1
Truck driver	3	Railroad worker and farmer	1
Army	3	Air force	1
Navy	2	Mechanic	1
Construction work	2	Jail	1
Waitress	2	Laborer	1
Meat packer	1	Forest Service	1
Butcher	1	Contractor	1
Reclamation worker	1	Nothing	2

All are working for other men and are comparatively successful in their work. Two are without work having recently been discharged from the armed services, and one is in jail for lawlessness.

Conclusions

On the basis of the findings of this investigation, the following conclusions seem to be justified:

1. Penalties for absence did not affect drop-out students.
2. Closer checking of absenteeism by school officials would improve attendance of the students.
3. The average grade of the drop-out student is slightly lower than that of the non-drop-out.

4. In this study, distance from school seems to have little or no affect on the drop-out student.
5. Pupils of higher I. Q.'s and pupils who receive higher grades attend school more regularly than other students.
6. Drop-out students tend to disregard parental discipline and advice.
7. In contacts that were made, school-leavers encouraged all students to finish school.
8. School activities and clubs have a definite part in keeping the potential drop-out in school.
9. General shop work, electrical wiring, farm machinery repair, home repair, study of foods, clothing, construction, and other similar vocational classes should be encouraged.

Recommendations

After completing this study, the following recommendations are proposed for consideration:

1. The guidance services of the home-room be strengthened and the present system of guidance through the home-room should be re-examined as to its purposes and possible activities.
2. More attention should be paid to the purposes of the learner in the classroom and that the work of the home-room advisory teacher be coordinated with the general guidance program.
3. Attendance of students should be checked more closely. Too many students are allowed to pile up absences without a careful check on reasons for being absent.
4. Each teacher and administrator should become better acquainted with the attendance records of each student and know the

background of the pupils to determine if they are potential drop-outs. This would provide a better understanding between a student and teacher as well as bring to light any symptoms of a potential drop-out.

5. The curriculum must be broadened in order to keep the uninterested students better supplied with desirable classes to suit their needs.
 - (a) A personal touch must be added to show students they are important and needed in the classroom.
 - (b) Student needs for vocational work must be met.
6. Establishment of a complete record system. The cumulative record should contain all the data and information needed by the teacher and counselor for effective work with the student. This would include family background with notations of changes in marital status of parents, deaths, births, parents' work and job changes, scholastic ability and achievement, attendance data, health information, extra-curricular activities, outside work, etc.. These records should be kept up-to-date and passed from teacher to teacher as the student passes through the elementary grades through the high school. One record should be used for all information for the individual student from the beginning to the end of his schooling.
7. Recognize trouble signs. These signs must be recognized by the parent and teacher so they can counsel a student who is failing, whose attendance at school is irregular, is disinterested in school, resentful toward teachers, grades and other students; or has other signs of needing guidance. Teachers should be

- alert to detect these warning signals when they arise.
8. Encourage the student to use the counseling afforded him by the school and help him to feel that the counselor is his friend. Students are usually unable, because of immaturity, to see the problem in its true form, so they are sorely in need of expert advice from someone they feel will understand them and give unbiased help.
 9. The teacher must know the student records and individual needs from the first day he enters the classroom as a learner.
 10. Counseling of students must be improved if students are to be aided in seeing the need for school graduation.
 11. Teaching devices and methods to better meet the needs of the individual must be greatly improved.
 12. All students, even though not as talented as others, should be given equal opportunity and encouragement to participate in some extra-curricular activity in the school. A special interest could be developed in the recessive, backward student in order to encourage his self-confidence and bring out hidden talents.

Need for further study

Individuals wishing to make further study in this important field of student drop-outs may well consider the following suggestions:

1. A comparison of the school-leavers and the school-continuers, using grades, attendance, attitudes, and latter life adjustments and occupations as a criteria.
2. A Study showing the educational status of the parents, brothers, and sisters could be made to determine if the drop-out is

following the tradition set up by the family toward education or is he the exception in his family.

3. The stability of the drop-out student at his work, and work habits compared with the school-continuer to determine if he is able to compare favorably in job-holding.
4. A follow-up study comparing high school work and elementary work of the drop-out to see if his intended drop-out was of longer duration than the period of time shown in this study.
5. Does the guilt complex of quitting school affect the drop-out in his work, society, friends, and religious activities during or after he leaves school?
6. Is it economically sound to "educate" the slower drop-out student in the secondary schools, and if so, what adjustments should be made in our curriculum to meet this need?

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APPENDIX

Questionnaire to be used by Rosslyn Eppich for a Masters' Thesis--
Summer 1953

1. Name _____
2. Present address _____
3. Your (or your spouse) occupation _____
4. Birthdate _____
5. Present age _____
6. Age when you discontinued school _____
7. What class would you have graduated with? _____
8. What grade were you in when you discontinued school? _____
9. What time of the year did you discontinue? _____ 19 _____
10. Your address when attending school _____
11. How far did you live from school? _____
12. Are you married? _____
13. Did your spouse graduate from high school? _____
14. What classes did you like in high school? _____

 Why? _____

15. What classes did you dislike in high school? _____

 Why? _____

16. What classes were most useful to you? _____

Why? _____

17. Were you living with both, one, or no parents when you quit
school? _____
18. Why did you quit school? _____

19. How did your parents feel about you quitting school? _____

20. Did you like school? _____
21. Do you wish you had finished school? _____ Why? _____

22. Would you advise other students to finish school? _____
Why? _____
23. Would you like to attend school now if you could? _____
Why? _____

24. What sports, clubs, or other organizations did you belong to or
participate in? _____

25. Did you attend school games, dances, parties etc. while at school?
26. How do you feel about clubs, sports, parties, etc. at school? _____

27. What would you suggest that would help others to stay in school?

(Be specific.)

ENROLLMENTS, GIRLS, SEVEN CLASSES THROUGH SUCCESSIVE GRADES, ALL UTAH PUBLIC SCHOOLS

School year	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number graduated	Pct. graduated	School year
1951-52	-	-	-	-	-	-	-	-	-	-	4388	4047	68.4	1951-52
1950-51	-	-	-	-	-	-	-	-	-	5029	4189	3924	68.8	1950-51
1949-50	-	-	-	-	-	-	-	-	5422	4731	3471	3249	55.8*	1949-50
1948-49	-	-	-	-	-	-	-	5538	5111	3912	4451	4144	70.1	1948-49
1947-48	-	-	-	-	-	-	5644	5327	4181	5037	4686	4332	69.4	1947-48
1946-47	-	-	-	-	-	5824	5434	4374	5402	5370	4524	4139	69.6	1946-47
1945-46	-	-	-	-	5875	5716	5802	5738	5753	4990	3577	4258	70.5	1945-46
1944-45	-	-	-	5940	5622	5923	5812	5982	5357	5050	-	-	-	1944-45
1943-44	-	-	6172	5787	5760	5908	6092	5814	5520	-	-	-	-	1943-44
1942-43	-	6272	5907	5933	5980	6140	5878	5816	-	-	-	-	-	1942-43
1941-42	5916	5628	5728	5760	5939	5553	5721	-	-	-	-	-	-	1941-42
1940-41	5704	5591	5682	5855	5537	5587	-	-	-	-	-	-	-	1940-41
1939-40	5819	5731	5911	5585	5654	-	-	-	-	-	-	-	-	1939-40
1938-39	5914	5979	5609	5691	-	-	-	-	-	-	-	-	-	1938-39
1937-38	6242	5716	5782	-	-	-	-	-	-	-	-	-	-	1937-38
1936-37	5950	5849	-	-	-	-	-	-	-	-	-	-	-	1936-37
1935-36	6036	-	-	-	-	-	-	-	-	-	-	-	-	1935-36
Total	41581	40766	40791	40551	40367	40651	40383	38589	36746	34119	29286	28093	-	Total

*This lower figure is due to a change of policy in the Salt Lake City 12 year system.

AVERAGES FOR THE SEVEN CLASSES

Average enrollment	5940	5824	5827	5793	5767	5807	5769	5513	5249	4874	4184	4013
Average loss from previous grade	116	3*	34	26	40*	38	256	264	375	690	171	
			*gain									
Ave. pct. loss from previous grade	2.0	.1*	.6	.4	.7*	.7	4.4	4.8	7.1	14.2	4.1	
			*gain									
Cumulative loss from 2nd grade	116	113	147	173	133	171	427	691	1066	1756	1927	
Cumulative % loss from 2nd grade	2.0	1.9	2.5	2.9	2.2	2.9	7.2	11.6	17.9	29.6	32.4	

ENROLLMENTS, BOYS, SEVEN CLASSES THROUGH SUCCESSIVE GRADES, ALL UTAH PUBLIC SCHOOLS

School year	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number graduated	Pct. graduated	School year
1951-52	-	-	-	-	-	-	-	-	-	-	4368	4013	63.1	1951-52
1950-51	-	-	-	-	-	-	-	-	-	5083	4245	3758	61.4	1950-51
1949-50	-	-	-	-	-	-	-	-	5198	4858	3666	3429	55.1*	1949-50
1948-49	-	-	-	-	-	-	-	5728	5242	3830	4636	4099	62.9	1948-49
1947-48	-	-	-	-	-	-	5849	5495	4335	5096	4618	4052	60.7	1947-48
1946-47	-	-	-	-	-	6138	5591	4571	5652	5186	4547	4208	63.3	1946-47
1945-46	-	-	-	-	6071	5926	5981	5917	5635	4869	3057	3752	55.7	1945-46
1944-45	-	-	-	6222	5771	6173	6085	5901	5473	4657	-	-	-	1944-45
1943-44	-	-	6390	6020	5983	6176	6121	6056	5590	-	-	-	-	1943-44
1942-43	-	6634	6136	6039	6256	6207	6247	6012	-	-	-	-	-	1942-43
1941-42	6361	5807	5870	6010	6061	6028	6076	-	-	-	-	-	-	1941-42
1940-41	6118	5869	5960	5951	5977	5950	-	-	-	-	-	-	-	1940-41
1939-40	6222	6102	6073	6011	6004	-	-	-	-	-	-	-	-	1939-40
1938-39	6518	6206	6059	6077	-	-	-	-	-	-	-	-	-	1938-39
1937-38	6675	6302	6111	-	-	-	-	-	-	-	-	-	-	1937-38
1936-37	6646	6286	-	-	-	-	-	-	-	-	-	-	-	1936-37
1935-36	6736	-	-	-	-	-	-	-	-	-	-	-	-	1935-36
Total	45276	43206	42599	42330	42123	42598	41950	39680	37425	33579	29137	29311	-	Total

*This lower figure is due to a change of policy in Salt Lake City's 12 year system.

AVERAGES FOR THE SEVEN CLASSES

Average enrollment	6468	6172	6086	6047	6018	6085	5993	5669	5346	4797	4162	3902	
Average loss from previous grade		296	86	39	29	67*	92	324	323	549	635	260	
Ave. pct. loss from previous grade		4.6	1.4	.6	.5	1.1*	1.5	5.4	5.7	10.3	13.2	6.2	
Cumulative loss from 2nd grade		296	382	421	450	383	475	799	1122	1671	2306	2566	
Cumulative % loss from 2nd grade		4.6	5.9	6.5	7.0	5.9	7.3	12.4	17.3	25.8	35.7	39.7	

ENROLLMENT FIGURES FOR SEVEN CLASSES THROUGH SUCCESSIVE GRADES, ALL UTAH PUBLIC SCHOOLS

School year	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number graduated	Pct. graduated	School year
1951-52	-	-	-	-	-	-	-	-	-	-	8756	8060	65.7	1951-52
1950-51	-	-	-	-	-	-	-	-	-	10112	8434	7682	65.0	1950-51
1949-50	-	-	-	-	-	-	-	-	10920	9589	7137	6678	55.5*	1949-50
1948-49	-	-	-	-	-	-	-	11266	10353	7742	9087	8243	66.3	1948-49
1947-48	-	-	-	-	-	-	11493	10822	8516	10133	9304	8384	64.9	1947-48
1946-47	-	-	-	-	-	11962	11025	8945	11054	10556	9071	8347	66.3	1946-47
1945-46	-	-	-	-	11946	11642	11783	11655	11388	9859	6634	8010	62.7	1945-46
1944-45	-	-	-	12162	11393	12096	11897	11883	10830	9707	-	-	-	1944-45
1943-44	-	-	12562	11807	11743	12084	12213	11870	11110	-	-	-	-	1943-44
1942-43	-	12906	12043	11972	12236	12347	12125	11828	-	-	-	-	-	1942-43
1941-42	12277	11435	11598	11770	12000	11581	11797	-	-	-	-	-	-	1941-42
1940-41	11822	11460	11642	11806	11514	11537	-	-	-	-	-	-	-	1940-41
1939-40	12041	11833	11984	11596	11658	-	-	-	-	-	-	-	-	1939-40
1938-39	12432	12185	11668	11768	-	-	-	-	-	-	-	-	-	1938-39
1937-38	12917	12018	11893	-	-	-	-	-	-	-	-	-	-	1937-38
1936-37	12596	12135	-	-	-	-	-	-	-	-	-	-	-	1936-37
1935-36	12772	-	-	-	-	-	-	-	-	-	-	-	-	1935-36
Total	86857	83972	83390	82881	82490	83249	82333	78269	74171	67698	58423	55404	-	Total

*This lower figure is due to a change of policy in the Salt Lake City 12 year system.

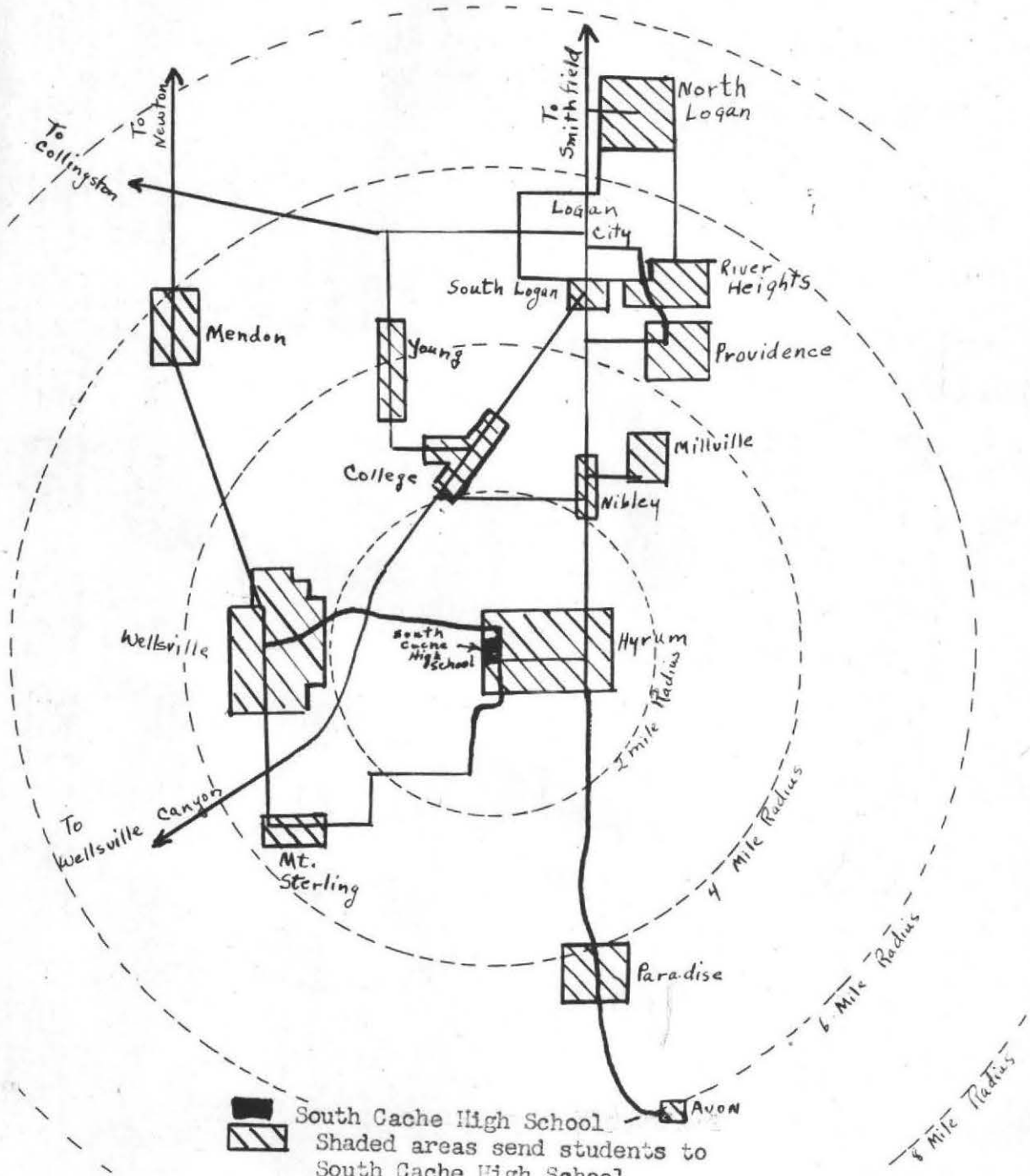
AVERAGES FOR THE SEVEN CLASSES

Average enrollment	12408	11996	11913	11840	11785	11892	11762	11182	10595	9671	8346	7915
Average loss from previous grades		412	83	73	55	107*	130	580	587	924	1325	431
						*gain						
Pct. loss from previous grade		3.3	.7	.6	.5	.9*	1.1	5.0	5.2	8.7	13.7	5.2
						*gain						
Cumulative loss from 2nd grade		412	495	568	623	516	646	1226	1813	2737	4062	4493
Cumulative % loss from 2nd grade		3.3	4.0	4.6	5.0	4.2	5.2	9.9	14.6	22.1	32.7	36.2

	Student's name	Address	Parents' name	Year of birth	Year of drop	Average daily attendance	Intelligence quotient
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							

Figure 8

MAP OF SOUTH CACHE HIGH SCHOOL STUDENT AREA



- South Cache High School
- Shaded areas send students to South Cache High School
- Roads

Scale $\frac{1}{2}$ " = 1 mile

Wellsville and Mt. Sterling considered as Wellsville
 Paradise and Avon considered as Paradise