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Reasons for Pupil Drop-Outs in McLean County Schools

Chloe Blanchard
Western Kentucky University

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Blanchard,

Chloe W.

1954
REASONS FOR PUPIL DROP-OUTS
IN MCLEAN COUNTY SCHOOLS

BY

CHLOE W. BLANCHARD

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

WESTERN KENTUCKY STATE COLLEGE
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Approved:

Major Professor and
Department of Education

Minor Professor
Graduate Committee
ACKNOWLEDGEMENTS

As the work on the survey of the class of 1940-41 in the McLean County Schools has proceeded, it has been necessary to enlist the assistance of many persons.

It is therefore the desire of the writer to recognize the assistance of the County School Superintendent, Mr. Clay Watson, who so kindly assisted me in the location of necessary school records. Appreciation is also extended to the teachers of the Beech Grove, Sacramento and Calhoun schools for their helpful assistance in locating children who had appeared on the primary roll, and to all other others who have in various ways assisted me.

Grateful acknowledgement is also extended to my husband, Charles P. Blanchard, who so patiently encouraged, and inspired me to a thorough and complete survey of the study undertaken, to Dr. Lee Francis Jones and to the Advisory Committee.
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<td></td>
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</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

In the papers, educational journals and occasionally in farm magazines and other periodicals we read of the unsatisfactory school conditions prevalent in the state of Kentucky.

As a citizen, student, teacher and would-be educator in this beautiful state, it appears desirable to determine to some degree whether or not inadequate school programs exist in Kentucky and if so to locate some of the factors determining them. Obviously the field is too broad to be covered in a single investigation.

This particular study has been concentrated in one small county of the state. As it proceeded, broader and broader avenues for investigation opened only to be eliminated one by one to a few specific observations treated in this investigation.

This is a study of the children appearing on the rolls in the primary grades of all the schools in the county system during the school year of 1940-41. It was then determined where these children were twelve years later relative to their scholastic lives.
McLean County is in the north central part of western Kentucky. It is bordered on the north by Daviess County, on the east by Ohio County, and on the south and west by Webster and Muhlenberg Counties. McLean is also touched on the extreme west by Henderson County.

McLean is traversed and in some places bordered by Green River. The occasional high flood stage of this stream has played an important part in the economy and lack of school unity within the county.

Economically speaking the county derives three sources of income due to its geographical location. Through the central part is the Green River valley, an excellent area of farming land, especially for seasonal crops, such as soy beans, corn, tobacco, and hay. Due to the frequent flooding of the land, little permanent grazing land is seeded.

In the southeast part of the county is one of the West Kentucky coal fields. Coal veins in this area are approximately four feet thick and are mined extensively, being the basis for the economy of that section of the county. Surface land in that area is seeded to pasture and used for small patches of tobacco and occasional corn, but farming is not extensively done.

On the north and west sides of the county the land is rolling, and the soil is relatively poor in quality. It is here that a good grade of crude oil is produced.

It may therefore be concluded that McLean County is located in a fair to poor farming area with comparatively static population.
School System

The school system of the county is in the process of change, consolidation, and improvement. This change is evident through Table I, "Rate of Consolidation."

During the school year of 1940-41, at which time the children appearing in this study entered school, there were in the county school system eighteen separate school units. Twelve of these were one-room schools. Two were two-room units and four were consolidated grade or grade and high school units.

During this period schools were being consolidated rather rapidly. Therefore the children were moved from one school district to another frequently without ever changing residence. In this manner they received the advantage of larger groups in a class and fewer classes in a room.

There existed in the county one independent school system in the town of Livermore. This was a twelve grade school unit. In the fall of 1952-53 this school system came into the county system. During the same fall term of 1952-53 there was established in the county one private or parochial elementary school. There is one elementary colored school in the county system which has not been taken into account in this study.

The above-mentioned facts relative to the independent districts are irrelevant to this study other than to indicate the continued and most recent change within the system.
<table>
<thead>
<tr>
<th>School Year</th>
<th>1 Room</th>
<th>2 Room</th>
<th>4 Room</th>
<th>High School</th>
<th>Independent District</th>
<th>Parochial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>12</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1941-42</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1942-43</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1943-44</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1944-45</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1945-46</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1946-47</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1947-48</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1948-49</td>
<td>Group entered H. S.</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1949-50</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1950-51</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1951-52</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
CHAPTER II
PURPOSE AND LIMITATIONS

The purpose of this study was to determine if possible the causes of or reasons for pupil drop-outs in the McLean County school system. For specific study the entire class entering school in their primary year of 1940-41 was taken up for consideration and evaluation.

It was the purpose of the writer to determine the following:

1. How many children, boys and girls, appeared on the rolls of McLean County schools for their first year of school work during the school term of 1940-41.

2. How many of these children appeared there because of failure the year before.

3. What were the ages of children entering relative to failures.

4. What per cent of failure of the class failed from year to year as they progressed through school.

5. To determine to some degree at the end of the twelve-year period:
   (a) What per cent actually graduated?
   (b) What per cent quit?
   (c) What per cent is retarded but still in school?

6. To find as far as possible reasons for termination of school work with less than high school graduation.
It is apparent almost without statement that there are definite limitations in the pursuit of such a study here set forth.

Even though McLean County's economic nature is principally agricultural and therefore comparatively static relative to population, there were some changes and movements over the twelve-year period. A small number of the children appearing on this roll have disappeared completely. They presumably moved from the county, leaving few if any contacts remaining in the county. For this number it was not possible to determine whether or not their high school work was completed.

Some of the reasons given by children for their leaving school are questionable. Pride and poverty often enter in, in such a manner as to be avoided in personal interviews with the individual. Social confusion in the family such as divorce, or step-parents, may influence the child's leaving school, and yet the individual when questioned does not mention such problems as contributing toward his or her lack of a completed formal education.

It may be questionable in many instances whether or not the persons actually realized within themselves the true cause for their decision to leave school.

With these limitations in mind, this study progressed to determine as far as possible the answers to problems set forth in Chapter I.
Sources of Data

In order to obtain information on the entering class of 1940-41, the most logical source of information was the permanent record books filed in the office of the County Superintendent.

The writer turned to these records with some degree of success. Through consulting these record books filed by the eighteen different schools then existing in the county district, it was possible to list the name of each child appearing on the first grade roll. It was also possible to determine how many of those children appeared in the first grade of that year by reason of failure the previous year.

These records also revealed the number of children held back in 1940-41 to repeat the grade in 1941-42.

The records also showed how many children had moved from one school to another within the county district and how many had moved from the county or possibly the state.

In studying these records year by year through the twelve years in question, the writer was able to determine the percent of failures year by year, and the percent of those moving out, from one school term to the next.

It is obvious that from the close of school one year to the opening of school the next, some children moved away, where they were unable to be accounted for.

In a few instances record books had apparently been borrowed from the office and never returned. As a result of this, an average for the missing year had to be taken.
In other instances teachers had negligently and most regretably failed to properly complete the record, in which case it took considerable more time to determine certain facts which would otherwise have been readily accessible.

In some instances relative to numbers in given grades, Reports of the Superintendent supplied the information.

Information relative to the graduation of children who had remained in the county during their twelve years was simple. They appeared on the graduating roll of the record book twelve years later. However a small percentage of children who had entered school elsewhere appeared on the graduation roll.

In order to determine whether or not other children, who had appeared on the elementary first grade roll and did not appear twelve years later, had graduated, teachers, parents, and relatives were consulted.

Teachers very obviously have a lasting interest in their pupils and, in a surprising number of cases, knew the children in question. Even these young men and young women might be surprised at the note of regret, concern and sadness, which came over a teacher's face as he or she had to say regrettably, "That child did not graduate."

Parents were consulted relative to their own and to relatives' children concerning retardation or lack of graduation.

Students who graduated were contacted as to reasons for graduation and attitudes relative to school.

Non-graduates were consulted regarding reasons for leaving school with less than high school graduation.
All sources of information contacted were especially helpful and appeared sincerely interested in contributing correct information toward the study.
CHAPTER III
EVALUATION OF DATA

The first situation to be determined for the purpose of this study was the number of children appearing on the primary roll in the year 1940-41. For this purpose the county record books from all schools in the county were consulted. These books are bound and filed in the office of the county superintendent of schools.

A study of Table II shows an appearance in the primer class of that year a total of 275 children. Of these 133 were boys, and 142 were girls.

It might be concluded that, here were 275 children appearing for the first time of proper school age to enter the public school and so were now properly on their way to a good and completion education. The records, however, did not reveal such to be the case.
<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class entering</td>
<td>133</td>
<td>112</td>
<td>245</td>
<td></td>
</tr>
<tr>
<td>Failed Previous Year</td>
<td>32</td>
<td>25</td>
<td>57</td>
<td>24.1%</td>
</tr>
<tr>
<td>Those Failed Once also</td>
<td>9</td>
<td>4</td>
<td>13</td>
<td>5.3%</td>
</tr>
<tr>
<td>Failed Second Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number Failed</td>
<td>30</td>
<td>20</td>
<td>50</td>
<td>19.1%</td>
</tr>
<tr>
<td>at Close of 1940-41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Of these 133 boys on this roll, thirty-two were there by reason of failure in the first grade the previous year. That is to say a little more than twenty-four per cent of the class were the previous year's failures.

Of the 112 girls appearing on the roll, twenty-five of those or eighteen per cent were there as a result of failure the previous year.

Approximately twenty per cent of those on the first grade roll for the term of 1940-41 had been failed at the close of the school year.

An approach was made to this situation with questions relative to age. Were the children entered in school too young? A well-kept record book revealed this information also.

A study of Table III indicates the relationship failure and high school graduation
Of the thirty-two boys who had failed, three appeared to have entered the school at the early age of five years. At least they had not passed the sixth birthday. There were four of the failures who were over-age, being fourteen, twelve, and ten years of age when they appeared on the roll in 1940-41. Of the thirty-two who had failed once, nine failed again.

Of the twenty-five girls who had failed the previous year, all except three were of normal age. Those three were over-age, being ten, eleven, and fourteen years of age when they appeared on the 1940-41 roll. Of the twenty-five girls who had failed once, four were failed again.

<table>
<thead>
<tr>
<th></th>
<th>Failed Once</th>
<th>H. S. Graduate</th>
<th>Failed 2nd Time</th>
<th>H. S. Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>32</td>
<td>4</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Girls</td>
<td>25</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>11</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>
Of the class of 133 boys thirty were failed or asked to repeat the work of the first grade. Of the 142 girls who appeared on the roll, twenty were asked to repeat the first grade. Thus we have of the 275 children, fifty children or approximately twenty per cent, failures.

The period of 1940-41 to 1951-52 was one of national unrest. Many changes among families and living conditions occurred.

The population of the county did not remain entirely static, and it was not a simple matter to follow the success or failure of each child as he or she progressed through school during this period.

The following table "Losses by Grades" indicates some of the changes occurring to this class of students.

In Studying Table IV, which was "Losses by Grades," it is discernible that a large number of children either failed or moved away during the year. We know that fifty failed leaving a smaller number to have moved from the district.

The difference between those entering school and those finishing in the class was not so great in 1941-42 or 1942-43. However, by 1943-44 there appeared to be considerable shifting about of population within

<table>
<thead>
<tr>
<th></th>
<th>Failed 1940-41</th>
<th>High School Graduate</th>
<th>Still in School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>30</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Girls</td>
<td>20</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

TABLE IV
FAILURES IN TOTAL CLASS OF 1940-41
<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade</th>
<th>Entered</th>
<th>Grad. from Grades</th>
<th>Total Loss</th>
<th>Moved or Failed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>1940-41</td>
<td>1</td>
<td>132</td>
<td>142</td>
<td>275</td>
<td>86</td>
</tr>
<tr>
<td>1941-42</td>
<td>2</td>
<td>99</td>
<td>99</td>
<td>198</td>
<td>87</td>
</tr>
<tr>
<td>1942-43</td>
<td>3</td>
<td>97</td>
<td>108</td>
<td>205</td>
<td>86</td>
</tr>
<tr>
<td>1943-44</td>
<td>4</td>
<td>93</td>
<td>101</td>
<td>194</td>
<td>85</td>
</tr>
<tr>
<td>1944-45</td>
<td>5</td>
<td>84</td>
<td>91</td>
<td>175</td>
<td>85</td>
</tr>
<tr>
<td>1945-46</td>
<td>6</td>
<td>87</td>
<td>88</td>
<td>175</td>
<td>75</td>
</tr>
<tr>
<td>1946-47</td>
<td>7</td>
<td>79</td>
<td>89</td>
<td>168</td>
<td>50</td>
</tr>
<tr>
<td>1947-48</td>
<td>8</td>
<td>84</td>
<td>76</td>
<td>160</td>
<td>48</td>
</tr>
<tr>
<td>1948-49</td>
<td>9</td>
<td>72</td>
<td>77</td>
<td>149</td>
<td>The total number entering H. S.</td>
</tr>
<tr>
<td>1949-50</td>
<td>10</td>
<td>68</td>
<td>59</td>
<td>127</td>
<td></td>
</tr>
<tr>
<td>1950-51</td>
<td>11</td>
<td>52</td>
<td>45</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>1951-52</td>
<td>12</td>
<td>38</td>
<td>39</td>
<td>77</td>
<td></td>
</tr>
</tbody>
</table>
the county district. It must be remembered that these were war years, and populations were scarcely at rest anywhere.

The most pronounced loss of children enrolled appears in 1917-18 when the class had reached the eighth grade. That year 160 pupils entered with only ninety-five completing the year.

This was the greatest loss of pupils since the first grade year.

Since failures past the eighth grade are no longer taken by the year, our computations were made from one year to the next.

The greatest loss of pupils now appears to be from the sophomore to the junior year, with 127 pupils entering the sophomore or tenth grade and forty dropping by the wayside between then and the first of the junior year, or eleventh grade, but between entrance of the juniors and the seniors the loss was only ten, indicating more stability in the last two years of high school.

It would appear from Table IV that only seventy-seven pupils or twenty-eight per cent of the children who entered school in 1910-11 ever graduated, but actually this was not the case.
An individual check on all persons appearing on the roll sheds further light on the true picture.

Still in school ———— 2
Boys unaccounted for ———— 26
Boys died ———— 2
Quit school, various reasons ———— 56
Entered the service ———— 3
Definitely graduated ———— 43

Girls unaccounted for ———— 19
Quit school, various reasons ———— 56
(13 got married)
Definitely graduates ———— 67

After accounting for each individual, the total number then graduated is known to be 110. This results in forty per cent graduation.

32 per cent of the boys
47 per cent of the girls
Special Case Studies

Here are recorded four cases studied, relative to children who ended their formal education with less than high school graduation.

1. This instance relates to a charming and attractive brunette. She is equally as attractive mentally. Her scholastic accomplishments had been excellent. Her grades in all subjects indicated excellent rating by her teachers. Why then, did she leave school in the second half of her junior year?

According to the young lady herself, she was tired of going to school. She could see no real need or advantage in continued pursuit of academic training. School held no interest for her. Her mother was dead, and she was the lone housekeeper for her father, a menial laborer.

2. A tall physically strong young man left school in his sophomore year. His scholastic standing was average to poor. According to him, school was uninteresting. He found no pleasure in school and felt no need for continuing. Not even basketball, a sport for the chosen few, was available or of interest to him. His father, an active farmer, could use him on the farm. This boy was not able to see any connection between a good education and better farm practices.

3. This tall, rather intelligent girl lived in a state of confusion and unhappiness. She left school in her junior year. She was motherless, with an ill father, unattractive stepmother and a sense of family responsibility she could do nothing about. She left school for marriage. After a period of re-adjustment and apparent feeling of
more security she re-entered school and at the time of this study was yet in school.

4. In this case also an attractive and capable young lady left school in a state of confusion in her junior year. She was struggling in a home being torn apart by divorce. The home confusion appeared to leave her with no desire to continue school and no real felt need for further academic accomplishment. According to her own statement, she was unable to study.

In the next four case studies here listed, we find students who continued school through high school graduation.

1. The young man of this instance comes from a comparatively small family. Though his parents had only completed high school, the vision toward college was always held before the children. In spite of modest to poor economic circumstances, the boy completed high school and entered college. According to his statement, he could never think of doing otherwise.

2. In this case a very capable young man had grown up in a broken home. Before his high school completion, he was blessed with a satisfactory and encouraging stepfather. His mother and stepfather continually encouraged further schooling. The fall following graduation found him in college. He felt it was the proper and best thing to do.

3. A very attractive young girl from a broken home chose marriage before graduation. The fact still remained that she was an accomplished student. Her scholastic standing was good. Her husband was a high
school graduate. She continued her own studies to graduation and finished high school with an excellent scholastic standing.

4. This young man grew up in a home where education was always encouraged. He took part in sports and held a high scholastic standing in all classes. He met high school graduation with no other thought than to enter college. At the close of this study he is in college but much discouraged. He finds preparation in his small high school somewhat inadequate for coping with classes on a college level.

Interviews with those who quit school indicated many reasons and factors contributing to the business of leaving school early. As indicated in specific cases, home conditions over which schools apparently have no control are a heavily contributing factor.

Teachers, a very real part of any school plant, wield a great influence toward the interest of the child in academic training and his desire to continue.

The writer was interested in a comparison of the early leavers in McLean County Schools to the rest of the state, the rest of the south, even the rest of the nation.

For this comparison the writer has referred to the "Bulletin of the Bureau of School Service."\(^1\)

According to Table II of the above mentioned bulletin, on page 12 we find that at age eighteen in the United States there were in school 26.4 per cent of our population. In the south there was in school 30.4

per cent at age eighteen and in the state of Kentucky 25.3 per cent in school. By this measurement the county of McLean had a high per cent of graduation from the class of 1940-41 which attained a forty per cent completion.

We might ask, for what were these children prepared after they were graduated? This question cannot be answered in this thesis, other than to suggest that through the problems apparent in No. 4 of the case studies of graduates where the young man found his high school training in this county was not adequate for college study. Other cases studied but not mentioned in this thesis have indicated the same result.
CHAPTER IV

SUMMARY - CONCLUSIONS AND RECOMMENDATIONS

In summary of the entire study, we find that approximately forty per cent of the primary class of McLean County entering school in 1940-41 attended school through high school graduation.

Of this percentage some came from homes of encouragement, some from excellent economic circumstances, some from poor economic backgrounds, disinterested and broken homes.

It would be interesting to know what became of the approximate sixty per cent who failed to graduate. A few have moved away and could not be accounted for. They may or may not have graduated. Two died, but by far the majority simply left school.

In looking further for conclusions relative to specific reasons for early leavers, we find these factors.

1. Lack of parent interest in education.
2. Curriculum inadequacy.
3. Economic status.
4. Lack of teacher interest in pupil.

The case studies in these findings will bear out the statement that no single reason stands by itself in causing a child to leave school.

Some from poor home backgrounds or broken homes continue to graduation. Some meet discouraging teachers, but remain to graduate, while some from any or all of the above-stated conditions leave school.

In full and complete consideration, it may be concluded that an overall
improvement in school conditions and in home conditions must be brought about to further strengthen the holding power of the schools, thus increasing the number graduating and the quality of graduates in the McLean County schools.

On the basis of this study and the study of related reading materials as they are applicable to conditions found in McLean County, the writer recommends first, in all steps toward improvement in school conditions and holding power of the school, a major well-planned program of parent education.

One of the first problems isolated relative to early school leavers was that of disinterested parents. The parents of these children who leave school have little understanding and an incomplete concept of the value of or need for high school education.

The United States census figures in 1940 report that 99.1 per cent of all Kentucky residents over twenty-one years of age are native to the United States. By far most residents of McLean County are native not only to the state of Kentucky, but to the county. Because of this they have no knowledge of other schools with which to compare their own, in quality of school plant, training offered or result of training.

Based on the above facts, it is the conviction of the writer that general information on other school systems, numbers graduating, courses offered, operations of schools and results of accomplishments of graduates from other sections of the country, might be an advantageous

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For further study on the problem of school leavers on a national and state wide basis the reader is referred to "Bulletin of the Bureau of School Service," College of Education, University of Kentucky, June, 1953.
bit of knowledge for parents and teachers of the county in evaluating the holding power of the county school system.

It is recommended that P.T.A., and civic organizations make it their specific business to acquaint the parents of the county with the more progressive school systems, with accomplishments of children who are products of that system, to teach parents the added joy in personal living attainable through broader academic background, acquaintance with and personal relationships between individuals of this country and world affairs, and of the advantages of the better trained and academically accomplished child through graduation from an improved high school.

After improved parent education and in cooperation with parents, it is further recommended that attention be given to a re-adjusted, better planned curriculum. This curriculum should fit the needs apparent to the county. In McLean it appears that a well-planned agriculture and home economics program should take a prominent place. However there appears to be room and need for commerce, college preparatory and others, better determined after a complete and thorough survey of the county and the needs of the individual children and interest of parents desiring such training for their children.

Economic status of families should be considered in demand on children for petty cash relative to extra materials, drives and donations. Though each request from school to home for money may appear in itself to be a just and worthy cause, in the course of a school term the amounts may total to considerable sums, proving most burdensome or totally impossible for some families. Particularly when sending several
children to school at the same time from one home.

Based on the statements made by children who have left school, there is scarcely a greater need than that of improved child-teacher relationship.

Children from ages twelve through seventeen, where the greatest amount of leaving takes place, are in a period of rapid growth of development, both physical and mental. Many problems at this age assume major proportions, which a few years later would not be dignified with recognition as a problem.

Love, interest, understanding and spirit of guidance are necessary qualities in a teacher of this age group. These are necessary for every teacher.

In addition to improvement in child-teacher relationship throughout the county, a well-organized guidance program, in charge of a well-trained guidance director, is highly desirable.

With careful attention to the above recommendation and to such other problems as may become apparent, in carrying out the above recommendations, it is the sincere belief of the writer that much improvement and lessening of early school leavers may be brought about.

The causes and results of early school leaving are many and varied. They are not peculiar to McLean County alone.

The fact still remains that an educated populace is necessary to improve and maintain our American democracy. This can best be done through the mutual cooperation of teachers, parents and children, our American citizens of today and tomorrow.
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