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# A Study of the Higher Educational Career of the Eighth Grade Graduates of the Warren County Schools

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1936

A STUDY OF THE  
HIGHER EDUCATIONAL CAREER OF THE EIGHTH GRADE  
GRADUATES OF THE WARREN COUNTY SCHOOLS

BY

THELMA MAYDELL GLASSCOCK

A THESIS

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

WESTERN KENTUCKY STATE TEACHERS COLLEGE

JUNE, 1936

Approved:-

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Minor Professor

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## PREFACE

The writer of this thesis wishes to express sincere gratitude to Dr. Lee Francis Jones for his kindness, patience, and guidance in writing this paper, and to Dr. N. O. Taff for his well chosen advice and thoughtful suggestions.

The writer also wishes to acknowledge with thanks the assistance in collecting the data that was so willingly given by the Warren County Superintendent, Everett Witt, and his secretary, Miss Velma Jones.

## CHAPTER I

## INTRODUCTION

A higher educational career is desired by most boys and girls who have completed the grammar school work. Whether this ambition is achieved or not depends upon various factors such as local situation, both from a geographic and a social standpoint, home environment, economic environment or conditions, and advantages offered by schools which they must attend. Due to these very reasons there are many children of to-day who will be our citizens of to-morrow dropping out of school, blind to the increased efficiency of livelihood and a higher degree of happiness which comes through developing one's abilities.

Professor Thorndike compiled the following table, from an examination of statistics from twenty-three large American cities, relative to the elimination of pupils from school.<sup>1</sup>

## Per Cent of Those in a Given Grade Not Continuing to Next Grade

In fourth grade not continuing to fifth.....	10 per cent
In fifth grade not continuing to sixth.....	16 per cent
In sixth grade not continuing to seventh.....	20.6 per cent
In seventh grade not continuing to last grammar grade.....	26 per cent
In last grammar grade not continuing to high school.....	32.5 per cent
In first high school year not continuing to second year high school	37 per cent
In second high school year not continuing to third year high school	29.4 per cent
In third high school year not continuing to fourth year high school	33.3 per cent

This table indicates a tremendous loss in attendance, especially at the close of each year of high school. In regard to the elimination of pupils from high school Professor Thorndike says:<sup>2</sup>

<sup>1</sup> Brown, John P., The American High School, (New York, The Macmillan Co., 1923), pp. 389-390.

<sup>2</sup> Ibid, p. 391.

"The third matter of importance is that the high school, which attracts so many, holds so few. Something in the mental or social and economic status of the pupil who enters the high school, or in the nature of the particular kinds of education given in the high schools is at fault. The fact that the elimination is so great in the first year of the high school gives evidence that a large share of the fault lies with the kind of education given in the high schools. One can hardly suppose that very many of the parents who send children to the high school, do so with no expectation of keeping them there over a year, or that a large number of the children who complete the elementary course and make a trial of the high school are so stupid or uninterested in being educated that they had better be got rid of in the first year.

The causes that contribute to this elimination of pupils should be more carefully studied than they have yet been. With our present information they seem to be mainly the economic necessity of going to work; the natural desire of the adolescent to engage in some independent activity; ill health; the belief of parents and pupils that the full high school course is of little or no economic value; lack of interest in the subjects required in the course; lack of ability to do the work; and dissatisfaction with teachers who do not understand them."

One educator, in regard to pupils completing grade work and failing to enter high school says:<sup>3</sup>

"During this period of transition the charge was often made that the schools were mainly for the minority, designed, whether consciously or not, in the interest of those who demanded and who could make use of academic training. The feeling was growing, also, that the inherited curriculum was one sided and unbalanced. It is true that in the stress of our rapidly changing social and industrial conditions our schools have not risen as they should to their responsibility of furnishing opportunities for the training of individual pupils for social efficiency. Particularly is this true of the schools in our larger towns and cities. After a certain amount of work is mastered by many pupils in the early grades there is often difficulty in retaining them in school. The boys, particularly, seem to feel that the school is no longer able to function in their lives, and so they drop out of school and we find many of them clogging the ranks of the unskilled. A large number of these boys and girls do not work on leaving school. They do not find themselves able to become adjusted to the life of the community."

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<sup>3</sup> Johnston, Charles H., The Modern High School, (New York, Scribners Sons, 1914), pp. 167-168.

In a recent issue of the Journal of the National Education Association an outstanding educator, in regard to secondary education for the new day, says:<sup>4</sup>

"The first implication of leisure for secondary education is increasing enrollment. Industry no longer has a place for youth of secondary-school age. The present enrollment of 4,000,000 is only slightly more than half the population of secondary-school age. The time is near at hand when society must provide every youth with satisfactory and continuous educational opportunities to the age of eighteen or higher.

In the past, secondary education has been a privilege- free and open to all- but nevertheless reaching only a fraction of its potential numbers. For the remainder there were places in industry.

But the old order is dying. We have entered upon a new and vastly different social-economic order. Each year sees the number of places for youth in industry decreasing. The time cannot be far distant when society must provide continuous educational opportunity for all youth at least to the age of eighteen. And so the path of secondary educational opportunity in America widens to accept an every increasing proportion of youth. But it has widened not alone to accept greater numbers. Within the gates of secondary education there are ever-widening opportunities so that each individual pupil finds something of value regardless of his interest or his capacity.

With all the progress that has been made in the adaptation of instruction to individual needs, this remains the outstanding problem of the secondary schools. Pupil needs- not college entrance requirements, marks, credits, units- must increasingly be made the prime motive in secondary instruction.

The type of population now entering the secondary schools demands instruction different from the college preparatory type. From the standpoint of the safety of the state itself it is imperative that this great regiment of youth which formerly found places in industry be provided through the secondary schools with activities which are challenging and satisfying. These young people cannot be left idle. An academic curriculum will not meet their needs. The problem of meeting the individual needs of this vast body of youth is one of the major challenges to secondary education in the next decade.

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4

Ashby, Lyle W., "Secondary Education for the New Day", Journal of the National Education Association, (May 1934), pp. 132-139.

The primary need in rural education is to interpret to the people the potential contributions of the rural secondary school to a richer, more abundant country life. Give the people a vision of what can be done and they will work unceasingly for better schools.

Since the movement toward consolidation is slow, often inadequate to provide a greatly enriched program after being accomplished, and in many places not possible, great significance is attached to experimentation having as its objective the enrichment of the small secondary-school curriculum. Much can be done to make the average small high school more effective.

The development of curriculum materials out of the problems of community life is important. After all else is done, the test of the worthwhileness of the rural school lies in the total effect it has upon the student and the community. While the rural secondary school must make use of textbooks and of the work of specialists in the universities, in teachers colleges, and in state departments of education, the effective school will do so by first giving attention to local community needs and then drawing upon outside sources for the help they offer toward the meeting of local problems."

So, by reading current literature in regard to higher training for our pupils we find a trend of thought implying that the cause for non-attendance in high school lies as much in factors connected with the school, such as teachers, curriculum, and procedure, as in the pupils. The question of elimination of pupils from high school will bear much careful study.

The facts mentioned in this introduction apply to general conditions, while the study which follows relates to one county or local conditions, with reference to the loss of pupils from eighth grade graduation through high school.

## CHAPTER II

## STATEMENT OF PROBLEM AND SOURCES OF DATA

This study was prompted by a desire on the part of the writer to ascertain the percentages of eighth grade graduates of the Warren County schools during the period from 1926 to 1931 who entered, attended one or more years, graduated from high school, and to find reasons for failure to attend high school as given by individual students from various parts of the county.

## STATEMENT OF PROBLEM

1. To find the number of eighth grade graduates of the Warren County schools over a five-year period:
  - a. That entered high school
  - b. That never entered high school
  - c. That failed the eighth grade test
  - d. That finished one, two, or three years of high school
  - e. That graduated from high school
  - f. That married before entering or completing high school
  - g. That died before entering or completing high school
  - h. The average grade made on the eighth grade test
  - i. The average age of graduation from the eighth grade
2. To compare the number of failures of the eighth grade test of those who completed the eighth grade in a

- one, two, or three teacher school with those who completed the eighth grade in the consolidated high schools in the county.
3. To compare the percentage of eighth grade graduates from one, two, or three teacher schools who failed to enter high school with those who graduated from the eighth grade in the consolidated high schools.
  4. To find some causes for failure to enter high school through a study of individual cases from various sections of the county.

The data have been collected chiefly from records and reports on file in the office of the county superintendent of Warren county. Additional data have been obtained through individual conferences with many of the teachers of Warren county, through conferences with parents and pupils, and through letters from former teachers.

The data have been treated in tabular and graphical form.

A few studies, similar in purpose to this study have been made. One such study was "The Drawing and Holding Power of the Ohio County High Schools."<sup>1</sup>

In this study, presented mainly in tabular form, the writer attempted to solve his problem through a study of the eighth grade

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<sup>1</sup> Sanderfur, P. H., "The Drawing and Holding Power of the Ohio County High Schools", (Unpublished Thesis, Western Kentucky State Teachers College, August 1933).

graduates. He found that the elimination of pupils from the Ohio County High Schools was marked, and the reasons given by individual pupils for non-attendance were practically the same as the reasons given by individuals of the Warren County schools who were interviewed in this study.



CHAPTER III  
TREATMENT OF DATA

During the period from 1926 to 1931 the Warren county school system consisted of eight consolidated high schools offering an approved four year course, two consolidated high schools offering three years of training, and three consolidated high schools which offered only two years of high school work, two three-teacher schools, eleven two-teacher schools, and twenty-five one teacher schools. In Figure 1 is shown on a map of Warren county the location of each school and the location of grade schools with reference to accessibility to the high schools.

The composite list of eighth grade graduates from these schools during the period from 1926 to 1931 was 1035. Of this number 506 completed the eighth grade in one, two, or three teacher schools, and 529 completed the eighth grade in the consolidated high schools. The hardship encountered by the majority of these 1035 eighth grade graduates in reaching a high school was negligible, while in most instances free transportation was offered. Yet, as is shown by Table I, we find only 60.6 per cent of these pupils attending high school and that only 64.3 per cent of those attending high school graduated. The alarming fact shown in the table is that 339 pupils out of the entire 1035 eighth grade graduates, or 32.7 per cent, never entered high school. The 404 pupils who

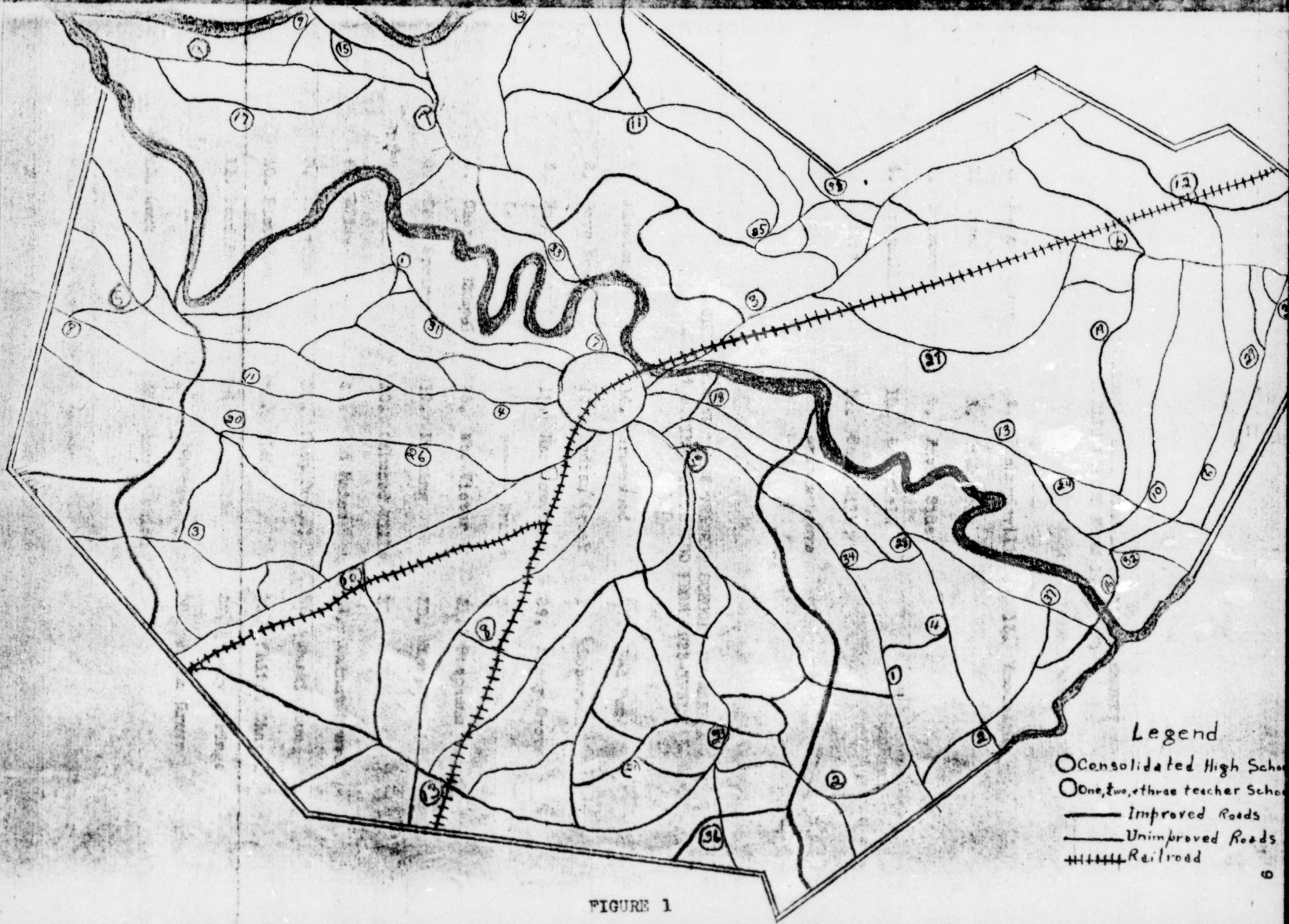


FIGURE 1

CONSOLIDATED HIGH SCHOOLS OF WARREN COUNTY  
DURING PERIOD FROM 1926-1931\*

- |                 |                  |              |
|-----------------|------------------|--------------|
| 1. Barren River | 7. Richardsville | 13. Woodburn |
| 2. Boyce        | 8. Rich Pond     |              |
| 3. Bristow      | 9. River Side    |              |
| 4. Greenhill    | 10. Rockfield    |              |
| 5. Hadley       | 11. Sand Hill    |              |
| 6. Oakland      | 12. Smiths Grove |              |

ONE, TWO AND THREE TEACHER SCHOOLS OF WARREN  
COUNTY DURING THE PERIOD FROM 1926-1931\*

- |                   |                   |                     |
|-------------------|-------------------|---------------------|
| 1. Alvaton        | 14. Greenwood     | 27. Red Pond        |
| 2. Bays Fork      | 15. Indian Creek  | 28. Roberson        |
| 3. Browning       | 16. Martinsville  | 29. Shady Grove     |
| 4. Cedar Grove    | 17. Mortar Branch | 30. Shives          |
| 5. Cherrys Chapel | 18. Mt. Victor    | 31. Stephens Chapel |
| 6. Cook Spring    | 19. Manning       | 32. Three Forks     |
| 7. Delafield      | 20. Oakwood Mills | 33. Underwood       |
| 8. Ellis          | 21. Old Union     | 34. Walnut Grove    |
| 9. Fairview       | 22. Pens Chapel   | 35. Washington      |
| 10. Flat Rock     | 23. Plano         | 36. Whites Chapel   |
| 11. Ford Springs  | 24. Polkville     | 37. Rocky Springs   |
| 12. Glenmore      | 25. Plum Springs  | 38. Beech Grove     |
| 13. Gott          | 26. Quarry Union  |                     |

\* Located on Figure 1 by number.

TABLE I

TABULATED DATA OF EIGHTH GRADE GRADUATES  
RELATIVE TO HIGH SCHOOL ATTENDANCE

Year	Graduated From High School	Completed			Never Entered	No Data Available
		3 years	2 years	1 year		
1926-27	81	9	5	8	61	14
1927-28	85	15	28	51	73	18
1928-29	69	10	20	11	71	14
1929-30	96	8	28	12	74	19
1930-31	73	4	17	18	60	3
Total	404	46	98	80	339	68
Per Cent	39.04	4.44	9.47	7.73	32.75	6.57

graduated from high school was just 39 per cent of the 1035 eighth grade graduates. There is a possibility of the per cent of pupils who graduated being higher due to the fact that 68 pupils out of the 1035 eighth grade graduates or 6.57 per cent had moved out of Warren county, therefore, data concerning their higher educational career was not available. Again, by referring to Table I, we find that the elimination of pupils from high school was less in third year high school than in either the first or the second year which might indicate that the problem of elimination affects the first and second years of high school more than the third and fourth.

The promotion of pupils from one grade to the next has been a much talked of and written about subject; yet in most situations the act of promotion has been left to the teachers with the exception of promotion of eighth grade pupils to high school. Several years ago the eighth grade pupils of the schools of a county were required to meet at the county seat and write answers to essay-type test questions which required two days time. All the pupils attempted to answer the same set of questions, yet these questions were made by someone quite different from their teachers, the same methods had not been used in all the schools. The pupils were in unfamiliar surroundings and it was not practical. Whether or not these pupils were permitted to enter high school, depended on the average grade made on these test questions. For instance, if the passing mark

had been set at 80, a pupil averaging  $79\frac{1}{4}$  remained in the eighth grade for another year. In the last few years it was realized by school authorities that this method of promotion was unsound, unfair, and undesirable. Therefore, there was substituted for this method an achievement test score averaged with the year's grades as marked by the teachers. This method seemed to be better in most ways, yet some difficulties were encountered, such as lack of ability on part of teachers to properly administer the tests, pupils were not acquainted with new-type tests, and there was fear on the part of some teachers that reflection would be cast upon their ability to teach should too many eighth graders fail, therefore they assisted the pupils on the test.

This method just described was the method of promotion used when this study was made; however, in Warren county at present, the matter of promoting eighth grade pupils to high school is left entirely to the discretion of the teachers.

TABLE II

TABLE SHOWING GRADES MADE BY EIGHTH  
GRADE GRADUATES ON COUNTY EXAMINATION

Year	Grades					Total
	A	B	C	D	F	
1926-27	25	83	55	11	4	178
1927-28	55	91	73	24	7	250
1928-29	29	87	46	24	9	195
1929-30	40	110	63	20	5	238
1930-31	16	63	46	39	10	174
Total	165	434	283	118	35	1035

In Table II is shown a frequency distribution of the grades made by the eighth graders used in this study. When plotted, as is shown in Figure 2, the curve is decidedly skewed. That is, the number of pupils ranked in the "A" class outnumber the failures. The "B" group is almost double the "D" group, and the largest number does not fall in the "C" group. The fact, as is shown by Table II, that only thirty-five pupils failed the test out of the entire 1035 cases is remarkable. Either the pupils considered in this study are above the average, the tests were not administered properly, or the tests were not adequate.

Again by studying Table II we find that the grade with the highest frequency which was assigned the eighth grade pupils was "B". Another point with reference to grades as a factor of elimination of pupils from high school was observed by the writer while collecting data on these graduates, namely, that practically all the pupils who ranked "D" never entered high school and of the few who did enter most of them dropped out at the close of the first year of high school. The writer noted, when examining the records in the superintendent's office and witnessed the same fact in his own community, that in the majority of cases those receiving low marks had attended school irregularly.

In the current issue of the School Review, Charles H. Butler



says:<sup>1</sup>

"Of course, even this considerable mass of data does not warrant an ultimate pronouncement to the effect that absence is the sole cause, or even the main cause, of low marks nor that regular attendance will insure high marks. Many factors influence achievement, and there are unknown factors, such as attitude and disposition, which probably influence both marks and attendance in such a way as to contribute to the relation found. Still, the evidence indicates inescapably that there is a distinct and consistent tendency for low marks to be accompanied by poor attendance and vice versa, and the consistency of this tendency gives some reason to believe that this relation may be a causal relation."

TABLE III  
NUMBER OF EIGHTH GRADE GRADUATES IN EACH AGE  
GROUP

Year	Age in Years												Total
	10	11	12	13	14	15	16	17	18	19	20	21	
1926-27	0	3	9	27	52	45	31	7	3	0	1	0	178
1927-28	0	1	16	58	63	43	35	20	12	1	1	0	250
1928-29	0	10	17	33	53	51	26	8	2	2	2	1	195
1929-30	1	2	28	33	73	57	27	9	7	1	0	0	238
1930-31	0	0	8	38	48	44	25	9	11	1	0	0	174
Total	1	6	78	189	289	240	144	53	25	5	4	1	1035

<sup>1</sup>

Butler, Chas. H., "The Relation of Achievement and Attendance in One High School", School Review, (April, 1926), pp. 288-290.

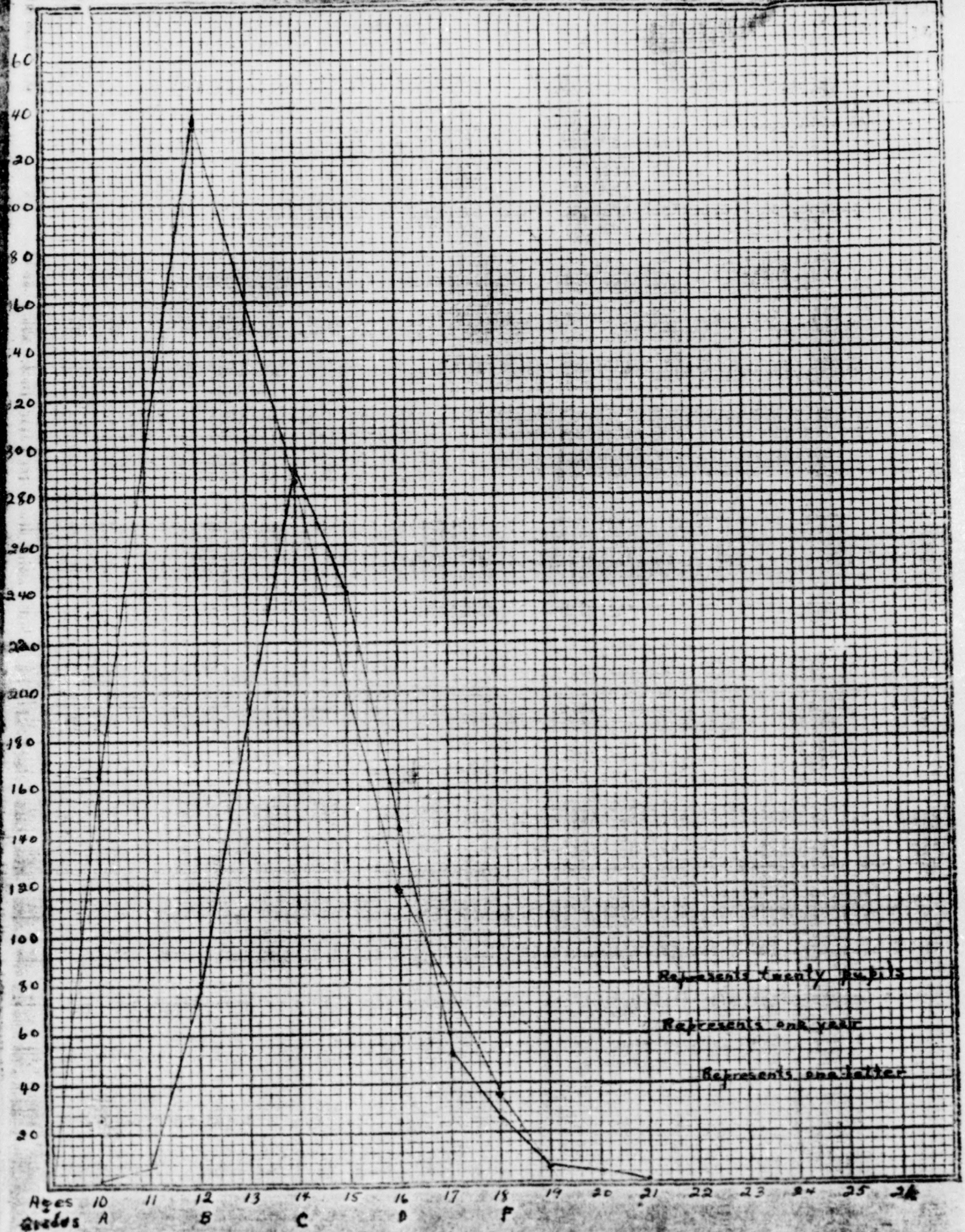


Figure 2

By studying Table III we find a frequency distribution of the ages of the 1035 eighth grade graduates considered in this study. The ages of the pupils ranged from ten to twenty-one years, with the age of fourteen years having the greatest frequency. Most of the pupils who received low marks failed to enter high school and the same was true of those who finished the eighth grade at the age of nineteen, twenty or twenty-one years.

The facts presented in Tables I and II may be more clearly comprehended by studying Figure 2, which is an age-grade graph of the eighth graduates considered in this study.

By studying Table II we find that 22.5 per cent of the pupils who failed the eighth grade test were pupils who had completed the eighth grade in the consolidated high schools of the county. The fact that 22.5 per cent of the pupils who failed the test had completed the eighth grade in the consolidated high schools of the county is a fact which is of significance. The fact that 22.5 per cent of the pupils who failed the test had completed the eighth grade in the consolidated high schools of the county is a fact which is of significance. The fact that 22.5 per cent of the pupils who failed the test had completed the eighth grade in the consolidated high schools of the county is a fact which is of significance.

TABLE IV

TABULATED DATA COMPARING FAILURES OF EIGHTH GRADE TEST  
OF PUPILS IN CONSOLIDATED HIGH SCHOOLS WITH OTHERS

Year	Failed in Grade Schools	Failed in Consolidated High Schools	Total
1926-27	2	0	2
1927-28	3	4	7
1928-29	5	5	10
1929-30	4	3	7
1930-31	3	6	9
Total	17	18	35
Per Cent	48.59	51.43	100

By studying Table IV we find that 48.57 per cent of the pupils who failed the eighth grade test were pupils who did their eighth grade work in one, two, and three teacher schools of the county, while 51.43 per cent of the pupils who failed the test did their eighth grade work in the consolidated high schools of the county. Whether or not the facts shown in this table are of any value, the writer does not know, but any pupil who completes any grade in a consolidated school has the advantage of more time devoted to his welfare, to say the least. The fact that more pupils failed the eighth grade test in the consolidated high schools does not indicate that the training in the consolidated schools is inferior, but that a better grading scheme is probably followed.

Table V  
 TABULATED DATA CONCERNING EIGHTH GRADE GRADUATES  
 WHO NEVER ENTERED HIGH SCHOOL

Year	Completed Eighth Grade in Consolidated High School	Completed Eighth Grade in One, Two, or Three Teacher Schools	Total
1926-27	18	43	61
1927-28	12	61	73
1928-29	20	51	71
1929-30	12	62	74
1930-31	15	45	60
<b>Total</b>	<b>77</b>	<b>262</b>	<b>339</b>
<b>Per Cent</b>	<b>22.71</b>	<b>77.29</b>	<b>100</b>

As is shown by Table V, more pupils who completed the eighth grade in one, two or three teacher schools failed to enter high school than failed to enter from the eighth grade in the consolidated high school. Out of the thirty-five failures twenty were from the schools. The per cent of the total number of pupils who failed to enter high school that completed the eighth grade in the grade schools was 77.29, and from the consolidated high schools was 22.71 per cent. These figures seem to support the theory that more pupils are eliminated from the small grade schools than from the larger consolidated schools.

TABLE VI

TABULATED DATA CONCERNING EIGHTH GRADE GRADUATES  
WHO DIED, MARRIED, AND FAILED

Year	Died	Married	Failed Test	
			Boys	Girls
1926-27	1	15	2	0
1927-28	2	28	4	3
1928-29	2	18	6	4
1929-30	0	16	5	2
1930-31	1	12	3	6
Total	6	89	20	15

In Table VI is given some miscellaneous data concerning the 1035 cases considered in this study. Of the group of graduates there were eighty-nine who married before entering or completing high school and six who died before entering or completing high school. Out of the thirty-five failures twenty were boys and fifteen were girls.

While collecting the data for this study, the writer was amazed to find that so many pupils who had completed the eighth grade had never entered high school. Therefore, in order to find some of the reasons for not entering high school, the writer interviewed fifteen eighth grade graduates, three from each school year considered in this study, who never entered high school. These pupils were chosen from various localities with the intention of making the data representative of the county.

Year	Number of Pupils	Localities	Reasons for Not Entering High School
1910	3	...	...
1911	3	...	...
1912	3	...	...
1913	3	...	...
1914	3	...	...
1915	3	...	...
1916	3	...	...
1917	3	...	...
1918	3	...	...
1919	3	...	...
1920	3	...	...

TABLE VII

TABULATED DATA OF FIFTEEN CASES WHO NEVER ENTERED  
HIGH SCHOOL

Pupils*	Age When Graduated	Grade Made on Test	Distance In Miles From a High School	School in Which Eighth Grade was Completed	Occupation of Father	Year Graduated from Eighth Grade
1	13	A	6	One Teacher	Farmer	1927-28
2	15	D-	5	One Teacher	Farmer	1927-28
3	15	D	1	Con. H. S.	Farmer	1927-28
4	15	F	.5	Con. H. S.	Farmer	1928-29
5	15	A	5	One Teacher	Farmer	1928-29
6	16	C	5	Two Teacher	Doctor	1928-29
7	15	B	5	One Teacher	Farmer	1929-30
8	16	C	1	Con. H. S.	Merchant	1929-30
9	17	B-	4	One Teacher	Farmer	1929-30
10	16	B	6	One Teacher	Farmer	1930-31
11	16	B	3	One Teacher	Farmer	1930-31
12	13	D	2	Con. H. S.	Farmer	1930-31
13	15	C	5	Two Teacher	Farmer	1926-27
14	13	C	3	Two Teacher	Farmer	1926-27
15	14	A	3	Two Teacher	Farmer	1926-27

\*For convenience numbers are used instead of names of pupils.



In Table VII is given the personal data obtained from each of the pupils interviewed, and following Table VII is listed the causes given for not entering high school in order of the number of times given.

The reasons given by the fifteen pupils interviewed why they never entered high school were:

- A. Parents did not insist and pupil did not care much about going to high school (6)
- B. Financially unable (4)
- C. Married (3)
- D. Distance to a high school too great (2)

high school.

of this number completed one year of high school work, 4 completed two years, and 6 completed three years.

The number of pupils who never completed high school was 15 or 37.5 per cent.

There were no data available for the number of pupils who completed one year of high school work.

The number of pupils who completed two years of high school work was 4 or 26.7 per cent.

## CHAPTER IV

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## SUMMARY

The facts presented in this study relative to the higher educational career of the 1035 eighth grade graduates of the Warren county schools during the period from 1926 to 1931 may be summed up as follows:

There were thirty-five pupils who failed the county examination. Seventeen of these finished the eighth grade in one, two, or three teacher schools, and eighteen finished in consolidated high schools.

There were 404 or 39.04 per cent that graduated from high school.

There were 628 pupils that attended high school, 80 of this number completed one year of high school work, 98 completed two years, and 46 completed three years.

The number of pupils who never entered high school was 339 or 32.75 per cent.

There were no data available for sixty-eight pupils or 6.57 per cent of the 1035 cases.

The number of eighth grade graduates who completed the eighth grade in one, two, or three teacher schools was 506. Of

this number, 262 never entered high school.

The number of eighth grade graduates who completed the eighth grade in the consolidated high schools was 529. Only 77 of this number failed to enter high school.

The ages of the 1035 eighth grade graduates ranged from ten years to twenty-one years, with the age of fourteen years occurring the greatest number of times.

There were eighty-nine of the eighth grade graduates who married before entering or completing high school and six pupils who died before entering or completing high school.

The reason given by fifteen eighth grade graduates for not entering high school were:

Parents did not insist and pupil did not care to attend high school.

Financially unable.

Married.

Distance to a high school too great.

### CONCLUSIONS

This study indicates that a large number of boys and girls are not attending high school and that a number of those entering high school are eliminated before completing four years of training. Evidently, the consideration given to the problem of non-attendance in high school has not been adequate. Probably basic causes of elimination of pupils from high school could be had through comparison of several studies similar in purpose to this one. It is the writers opinion that the conditions brought out in this study are representative of the state as a whole.

### RECOMMENDATIONS

As an outgrowth of this study the writer wished to submit the following recommendations:

1. That more time be given by grade teachers in building up the proper attitude of the pupil toward high school attendance.
2. That a few modernly equipped high schools be maintained in a county rather than several inefficient, small ones.
3. That through adult education, or some effective means, parents maybe made to realize the necessity of their children obtaining a high school education.
4. That complete records be kept on file in the county superintendent's office relative to eighth grade

graduates who attend high school, who never enter, who  
move from county, and who marry or die before their high  
school course is completed.

That more attention be given by teachers and  
administrators to the causes for non-attendance in high school.

That other studies, similar in purpose to this study,  
be made in other counties in order to determine whether or  
not the facts brought out in this study are representative  
of the State.

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