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The Drawing & Holding Power of the Ohio County High Schools

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P. L.

1933

THE DRAWING AND HOLDING POWER OF THE
OHIO COUNTY HIGH SCHOOLS

BY

P. L. SANDERFUR

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
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WESTERN KENTUCKY STATE TEACHERS COLLEGE

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CHAPTER I
INTRODUCTION

The extent to which the school systems of Kentucky are enrolling and holding the school population through successive grades is a very important factor in measuring the efficiency and the effectiveness of the school systems of the state.

"Well-trained teachers, expensive equipment, fine school buildings, scientifically prepared curriculums, and efficient organizations are some of the factors that indicate an effective and efficient school system. Yet these are of but little value to the child who does not remain in school long enough and regularly enough to get the benefits from them."¹

With these principles in mind, the writer, being a teacher of Ohio County and interested in the efficiency of its schools, was prompted to make this study.

Location of Ohio County.—Ohio County is located in the middle west portion of the state on the waters of Green River; it is bounded on the north by Daviess and Hancock Counties, on the east by Breckinridge and Grayson, on the southeast by Butler, on the southwest by Muhlenberg, on the west by McLean, and on the northwest by Daviess.

Occupations and School Systems.—The county is strictly rural. The chief occupations are farming and mining. In the last ten years much oil has been produced, which has brought a large amount of money into the county.

At present there are in the county 104 one-teacher schools,

¹ Jesse E. Adams, A Study in the Equalization of Educational Opportunities in Kentucky (Lexington, University of Kentucky Press, 1923), p. 6

three two-teacher schools, four county consolidated and high schools, and six independent graded schools. Many of the county students attend the independent high schools, their tuition being paid by the county.

Purpose of this study.—The purpose of this study can be divided into three parts:

1. To determine the drawing and holding power of the Ohio County high schools.
2. To find out why certain students are dropping out of school.
3. To offer suggestions, if possible, as to how the drawing and holding power of the Ohio County high schools may be increased.

The writer believes that a study made with this purpose in mind should be of much value to superintendents, boards of education, and other school men. On this point Professor Brown says:

"The causes that contribute to the 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, especially on the part of girls; 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. The remedy will be found, in part at least, in keeping both parents and pupils informed concerning the work of the next year as well as of the current year, and concerning the economic and social values of the course as a whole; in providing as great variety of subjects as possible, so that the pupil may have an opportunity to choose those in which he is most interested, and to which he is best adapted; in providing some courses that are of direct vocational value; in providing three, two, or even one, year courses for those whose economic condition prevents their attending longer, but who would be glad to avail them-

selves of the advantages offered in a short, practical course; in studying more carefully the peculiar needs of the adolescent; and in securing teachers who are both sympathetic companions and good instructors. The school cannot undertake to change the economic condition of its pupils, and there must continue to be a considerable number who, for financial or other reasons, will leave school before finishing the course; but a careful study of the problem in every community should make it possible to reduce very materially the deplorable elimination of pupils.²

² John Franklin Brown, The American High School (New York, The Macmillan Company, 1925), pp. 391-92.

CHAPTER II

THE STUDY

This study was started in the fall of 1932. The writer, in order to have a better understanding of the problem before him, read all the available material in this field of study and found that, although the drawing and holding power of the schools had been studied and discussed by various individuals, he was unable to find a single published study of the specific type which he had undertaken. Therefore, he set up his own plan of study.

Sources of data.—The data for this study were secured from many sources:—

1. Records in the county school superintendent's office.
2. Questionnaires sent to the principals of the county high schools and to the principals and eighth grade teachers of the independent high schools.
3. Individual questionnaires and personal interviews.
4. State records and other studies.

Technique of study.—The technique employed in this study has been largely the case study. Detailed information has been secured about each of the eighth grade graduates in Ohio County for the school year 1928-29, which number was found to be 258. Seventy-six of these graduates were from the independent graded schools and 182 were from the county schools. In most cases the treatment of the data has been separate for the two groups, with comparisons between the groups.

In securing the information for the case study four devices

TABLE I

TABULAR FORM USED IN SECURING INFORMATION FROM COUNTY SCHOOL SUPERINTENDENT'S OFFICE AND SAMPLE OF DATA

Name*	Address	Sub-district	Age 1929	Common School Exam. Grade	High School to be attended
4	Centertown, R. 1	109	13	71	Centertown
19	Hartford, R. 3	6	13	72½	Hartford
39	Hartford, R. 3	12	13	78	Pleasant Ridge
74	Echols	91	15	65	Rockport
88	Select	64	13	64	Cronwell
104	Prentiss	87	15	66	Beaver Dam
150	Rosine	71	15	72	Horse Branch

* Numbers instead of names of pupils have been used for convenience. For example, Number 4 is Martenia Brown.

This form was the initial work done on this study. Other tables will be presented to show the follow-up work which was done with these pupils.

were used. First, the writer secured from the records in the county superintendent's office a list of the names of the county eighth grade graduates and data, as shown by Table I, concerning these graduates.

Secondly, after the writer had secured the above information he sent questionnaires to the principals of the county high schools to supply the information for the respective names that were listed. The names listed were those who signified their intention of entering the respective high schools, at the time of taking the common school examination. Similar questionnaires were also sent to the principals of the independent high schools, as many of the county students attended these high schools. Additional questionnaires were sent to these principals asking^{them} to supply the names and the information for their eighth grade graduates for the school year of 1928-29.

Thirdly, in many cases, not being able to secure satisfactory information, individual questionnaires and personal interviews were used.

Fourthly, in order to secure information concerning this same group of students while they were in the grades, the state superintendent's biennial reports were carefully checked.

Difficulties encountered.—The independent graded schools have no complete record of their former grade pupils, and the writer found it difficult to secure an accurate list of their eighth grade graduates. By the excellent co-operation of the principals and eighth grade teachers, it is felt that a fairly accurate list was obtained.

Many of the students had moved since completing the eighth grade, and it was quite difficult to locate some of them. A few had left the county, but in every case the desired information was secured concerning them.

In securing data from the state superintendent's biennial reports, it was difficult to ascertain the true number of students in each of the first eight grades, as in some cases practically all the students for the two grades combined for the alternation of subject matter were listed in one grade.

CHAPTER III

INTERPRETATION OF DATA

The writer believes that it will be helpful, as a background and also for comparisons, to give the number enrolled from year to year as these 258 eighth grade graduates of 1928-29 progressed from the first grade to the eighth. Therefore, Tables II and III have been worked out, showing the enrollment of the pupils in each group for grades one to eight inclusive over a period of eight years, beginning with 1921-22.

By studying the numbers in Tables II and III which are inclosed in the rectangles indicated by heavy lines the progress of the groups with which this study deals may be ascertained. Table II, which represents county groups, shows that in the school year 1921-22 there were 545 boys and 418 girls, a total of 963 pupils, enrolled in the first grade. For the next year in the second grade there were enrolled only 314 boys and 243 girls, a total of 557, which shows a heavy loss, 42 per cent. This is probably due to a large percentage of repeaters in the first grade.

"There is some evidence for believing that the percentage of failures or non-promotions in the first year . . . is greater than that for other grades of the elementary school, and since failures in this grade cannot lead to dropping out of school, it naturally causes a banking up in the first year. For example, in 1925 the United States as a whole showed only 68.8 per cent as many children in the second grade as in the first. In the state of Kentucky for the same year the second grade enrollment was 64.75 per cent of the first year elementary enrollment. . . . One is led to believe that in the first year there is usually a piling up of pupils out of all proportion to that of other grades."¹

1

Adams, op. cit., pp. 15-17.

TABLE II

ENROLLMENT OF COUNTY STUDENTS BY GRADES FOR EIGHT YEARS
WITH SHADED LINES SHOWING PROGRESS OF GROUP STUDIED

School Year	GRADES								
	I	II	III	IV	V	VI	VII	VIII	
1921-22	Boys	545	365	410	406	426	261	189	285
	Girls	418	260	307	363	306	264	189	235
	Total	963	625	717	769	732	525	378	520
1922-23	Boys	396	314	416	427	416	216	310	190
	Girls	340	243	297	356	292	226	339	262
	Total	736	557	713	783	708	442	649	452
1923-24	Boys	395	286	376	499	326	216	183	200
	Girls	344	189	303	415	312	208	232	276
	Total	739	475	679	914	638	424	415	476
1924-25	Boys	595	361	422	285	268	238	932	256
	Girls	531	235	348	236	240	229	250	285
	Total	1126	596	770	521	508	467	482	541
1925-26	Boys	652	338	308	360	238	228	170	179
	Girls	570	182	289	485	206	207	206	215
	Total	1222	520	597	845	444	435	376	394
1926-27	Boys	564	313	250	261	211	175	175	189
	Girls	492	195	235	245	226	152	231	242
	Total	1056	508	485	506	437	327	406	431
1927-28	Boys	744	284	314	245	149	279	150	177
	Girls	492	143	239	246	158	290	129	282
	Total	1236	427	553	591	307	569	279	459
1928-29	Boys	748	305	269	244	253	136	234	137
	Girls	659	297	305	246	200	195	227	170
	Total	1407	602	574	490	453	331	461	307

For the above reason it is usually thought that comparisons, in order to be reliable, should be made with the second grade and not with the first.

By again studying Table II, we notice that there are 679 pupils of the county group enrolled in the third grade for the year 1923-24, an increase of 122 pupils over the number found in the second grade the previous year. The best explanation of this increase seems to be that there is also a piling up in the third grade due to lack of promotions. The reliability of the explanation seems to be upheld by Table II. Of the other groups who entered at different years there is an increase in the number in the third grade over what there was in the second grade the year before. Now, following this original group through the eighth grade, we find that 137 boys and 170 girls, a total of 307, are enrolled in the eighth grade in the school year 1928-29, which number should be the students who enrolled in the first grade for 1921-22.

It is noticed that there are more pupils in the eighth grade than there were the year before in the seventh grade, but this can be easily explained, as every year a large percentage of the students who take the common school examination fail, and many of them enroll again the next year in the same grade. This statement is borne out by records at the office of the county superintendent of schools.

From the above group of 307 pupils enrolled in the eighth grade, 84 boys and 98 girls, a total of 182 pupils, passed the common school examination at the end of the school year. This

TABLE III

ENROLLMENT OF INDEPENDENT-GRADED STUDENTS FOR EIGHT YEARS
WITH SHADED LINES SHOWING PROGRESS OF GROUP STUDIED

School Year	GRADES								
	I	II	III	IV	V	VI	VII	VIII	
1921-22	Boys	171	106	140	82	59	54	66	60
	Girls	128	106	118	83	59	58	66	56
	Total	299	212	258	165	118	112	132	116
1922-23	Boys	135	86	116	115	86	54	66	76
	Girls	117	70	109	109	78	77	78	70
	Total	252	156	225	224	164	131	144	146
1923-24	Boys	148	89	101	86	104	60	76	58
	Girls	95	81	79	86	89	84	61	71
	Total	243	170	180	172	193	144	137	129
1924-25	Boys	119	87	67	79	91	68	62	53
	Girls	122	67	71	62	91	75	75	65
	Total	241	154	138	141	182	143	137	118
1925-26	Boys	131	88	82	62	73	73	64	67
	Girls	125	87	67	74	60	79	76	88
	Total	256	175	149	136	133	152	140	155
1926-27	Boys	122	63	93	66	57	75	89	46
	Girls	116	97	91	75	70	54	84	64
	Total	238	160	184	141	127	129	173	110
1927-28	Boys	76	81	76	71	51	48	58	71
	Girls	119	91	101	72	66	65	56	82
	Total	195	172	177	143	117	113	114	153
1928-29	Boys	173	98	172	67	70	59	47	68
	Girls	137	74	69	87	71	66	67	59
	Total	310	172	241	154	141	125	114	127

is 23.4 per cent of the girls and 15.4 per cent of the boys, or 18.9 per cent of all the pupils enrolled in the first grade eight years before. As stated previously, it is felt that the number enrolled in the second grade gives a better basis for comparisons; so the percentages of those who passed the common school examination are 31.2 per cent of the boys, 34.5 per cent of the girls, or 32.6 per cent of both boys and girls who were enrolled in the second grade seven years before.

Then, by studying Table III, which represents independent-graded students, we find the same piling up of students in the first and third grades; also there is a hold-over in the eighth grade but not so great as that of the county group in Table II. This difference is probably due to the fact that the county students are required to pass a common school examination given by the county school superintendent, while the independent-graded students are promoted by their respective teachers. Whether all students should be required to pass a special examination is not a part of this study; however, it would make an interesting and worth while study.

As to the percentages in Table III, we find enrolled in the first grade for the year 1921-22 a total of 299 pupils, 171 boys and 128 girls. In the second grade for the next year we find enrolled 86 boys and 70 girls, or a total of 156 pupils. In the eighth grade for the year 1928-29 we find 68 boys and 59 girls, or a total of 127 pupils.

By further study of Table III, we find that the eighth grade enrollment for the year 1928-29 is 42.4 per cent of the first grade enrollment for the year 1921-22 and 81.4 per cent

TABLE IV

QUESTIONNAIRE AND SAMPLE OF DATA SECURED

Name*	Sex	Age# 1929	Occupation of Parent	Distance from H.S.	Year Ent'd	Years Done	Why not entering or not grad.
2	F	13	Farmer	3 miles	1929	4	
32	F	13	Agent	15 miles	1929	2	Too far from H. S.
42	F	15	Farmer	10 miles	- -	0	Married
86	M	13	Merchant	6 miles	1929	2	Lack of ambition
162	M	13	Farmer	4 miles	1929	4	
178	M	14	Farmer	4 miles	1929	4	
219	M	16	Truck driver	200 yds.	- -	0	Lack of ambition

*

For convenience numbers are used to represent names

#

Age on birthday nearest July first, 1929

Suggested reasons for not entering or for not completing high school:

1. Lack of money
2. Poor grades
3. Lack of ambition
4. Went to work
5. Poor health
6. Lived too far from high school
7. Parents not interested
8. No encouragement from teacher
9. Repeated eighth grade
10. Other reasons

of the enrollment of the second grade for the year 1922-23. Of the 127 pupils who were enrolled in the eighth grade for the year 1928-29 only 76 were promoted to the ninth grade.

Table IV shows the questionnaire, including samples of data, used in securing information about each of the 258 eighth grade graduates studied. In many cases the accuracy of the data secured by these questionnaires was checked by sending questionnaires to different people and asking them to fill in blanks for the same students. In every case the data secured was practically the same except for the last question on the questionnaire, which was the reason given for the non-entrance or the dropping out of students from the high school. There seemed to be a difference of opinion in some cases as to whether it was lack of ambition on the part of the student or lack of interest on the part of the parents. In cases of disagreement the reason that had the most votes was tabulated as correct. The reader can easily understand how the lack of interest on the part of parents might cause a lack of ambition on the part of the pupil. Therefore, the reliability of the data is not affected by the above difference of opinion.

TABLE V

TABULATED DATA OF COUNTY GROUP IN REGARD TO H. S. ATTENDANCE

Items	: Boys	: Girls	: Total
Number of eighth grade graduates	84	98	182
Number entering high school in 1929	68	80	148
Per cent entering high school in 1929	80.9	81.6	81.3
Number grad. from high school in 1933	38	32	70
Per cent of total number completing H. S.	45.2	32.6	38.5
Per cent of enrollment completing H. S.	55.9	40	47.2
Per cent graduating compared with first grade enrollment for 1921-22	6.9	7.6	7.2
Per cent graduating compared with second grade enrollment for 1922-23	12.1	13.1	12.5

By studying this table we find that 70 of the 182 county eighth grade graduates completed high school in 1933, which is 38.5 per cent. The number of graduates from high school is 7.2 per cent of the enrollment in the first grade for the year 1921-22, and 12.5 per cent of the enrollment in the second grade for the year 1922-23. Using the latter as the more reliable percentage, we find that out of every 100 pupils enrolled in school only 12 completed high school, which is somewhat low. There is a noticeable difference in the percentages for the boys and for the girls in items five and six, the boys having a much higher percentage than the girls.

TABLE VI

TABULATED DATA OF INDEPENDENT-GRADED GROUP IN REGARD TO HIGH SCHOOL ATTENDANCE

Item	Boys	Girls	Total
Number of eighth grade graduates	40	36	76
Number entering high school in 1929	38	34	72
Per cent entering high school in 1929	95	95.4	94.7
Number graduating from H. S. in 1933	23	17	40
Per cent of total number completing H. S.	57.5	47.2	52.6
Per cent of enrollment completing H. S.	60.5	50	55.5
Per cent graduating compared with first grade enrollment for 1921-22	13.4	13.3	13.4
Per cent graduating compared with second grade enrollment for 1922-23	26.7	24.3	25.6

By studying this table we find that 40 of the 76 independent eighth grade graduates completed high school in 1933, which is 52.6 per cent. The number of graduates from high school is 13.4 per cent of the enrollment in the first grade for the school year 1921-22, and 25.6 per cent of the enrollment in second grade for the year 1922-23. Using the latter percentage as a basis for computation, we find that out of every 100 pupils enrolled in school 25 completed high school. Again there are noticeable differences in the percentages for the boys and for the girls in items five and six, the boys having much the larger percentage in both items.

TABLE VII

TABULATED DATA CONCERNING THOSE WHO DID NOT GRADUATE IN 1933

County Group	Boys	Girls	Total
Graduating next year	2	8	10
Did not enter high school	16	18	34
Entered this year	1	0	1
Quit first year	12	9	21
Quit second year	12	11	23
Quit third year	6	12	18
Quit fourth year	3	2	5
Total	52	60	112
Independent Group			
Graduating next year	6	1	7
Did not enter high school	2	2	4
Quit first year	5	5	10
Quit second year	2	3	5
Quit third year	2	3	5
Quit fourth year	2	3	5
Total	19	17	36
Grand total	71	77	148

The above table shows what happened to the 148 pupils of both groups who did not complete high school in 1933. It will be noticed that 17 pupils expect to graduate in 1934, and that the mortality is much higher in the first and second year of the county group and in the first year of the independent-graded group than for the other years.

TABLE VIII

A FREQUENCY DISTRIBUTION OF REASONS GIVEN FOR NON-ENTRANCE
AND FOR DROPPING OUT OF HIGH SCHOOL BY BOTH GROUPS OF PUPILS

Reason Given	Frequency		
	Non-Entrants	Entered and left	Total
County Group			
Lack of ambition	6	18	24
Married	6	13	19
Parents not interested	6	8	14
Went to work	7	5	12
Too far from school	4	5	9
Lack of money	5	8	13
Poor grades	0	4	4
No encouragement from teacher	0	2	2
Poor health	0	3	3
Died	0	1	1
Total	34	67	101
Independent Group			
Lack of ambition	1	5	6
Married	1	5	6
Parents not interested	1	4	5
Went to work	1	4	5
Lack of money	0	1	1
Poor Grades	0	4	4
Died	0	1	1
Total	4	24	28
Grand total	38	91	129

Table VIII gives a distribution of the reasons given for non-entrance and for dropping out of high school, by both the county and the independent-graded groups. Lack of ambition is the reason that has the highest frequency for both groups. Marriage and parents-not-interested come next in the order named. Out of a total of 129 frequencies the three reasons named above have a total of 74 frequencies. Distance from high school is a reason often given for failure to attend school, but here it is listed only 9 times out of a total of 101 frequencies for the county group.

Distance from High School

A study of the distances the county pupils lived from high school, made from data secured by questionnaires, reveals the following: the median distance of the pupils who completed high school is 3.6 miles, the median distance of those who entered and quit is 4.2 miles, and the median distance of those who did not enter is 6 miles; the farthest distance that any pupil who graduated had to travel was 12 miles; only four students lived over 13 miles from high school; one of these entered and quit, and the other three did not enter.

TABLE IX

FREQUENCY DISTRIBUTION OF AGES OF PUPILS OF BOTH GROUPS LISTED UNDER HEADINGS ACCORDING TO HIGH SCHOOL ATTENDANCE

Age 1929:	County Group				Independent Group			
	Grad- uates*	Ent'd -Quit:	Non- Entr.:	Total:	Grad- uates*	Ent'd -Quit:	Non- Entr.:	Total:
19	0	2	1	3	0	0	0	0
18	1	0	1	2	1	1	0	2
17	3	8	1	12	1	1	0	2
16	3	12	9	24	2	0	1	3
15	15	10	12	37	5	9	2	16
14	24	16	6	46	11	8	1	20
13	24	14	3	41	18	6	0	24
12	10	6	1	17	8	0	0	8
11	0	0	0	0	1	0	0	1
Total:	80	68	34	182	47	25	4	76

* Pupils expected to graduate in 1934 are included here.

By studying the above table we find that the median age of the county group is 14.71 years and of the independent group is 14.25, a difference of .46 years. Comparing the ages under the differing headings of the county group, we find that the median age of those who completed high school is 14.25 years, of those who entered and quit is 14.87 years, and of those who failed to enter is 15.58 years. Likewise comparing the ages of the independent group, we find the median age of this group to be 13.81 years for the graduates, 14.81 years for the quitters, and 15.5 years for the non-entrants.

TABLE X

PUPILS OF BOTH GROUPS TABULATED UNDER DIFFERENT HEADINGS AND ACCORDING TO HIGH SCHOOL ATTENDANCE

H. S.:	Independent Students						% Grad. '33 & '34	% Entr.
	Expected 1929-30*	Grad. 1933	To grad. in 1934	Dropped	Didn't Enter			
I	16	10	2	3	0	75	100	
II	16	11	0	5	0	68.7	100	
III	16	7	1	5	3	50	81.2	
IV	17	8	3	5	1	64.7	94.1	
V	5	2	2	1	0	80	100	
VI	6	2	0	4	0	33.3	100	
County Students								
I	30	14	2	13	1	53.3	96.6	
II	19	7	1	3	8	42.1	57.8	
III	23	4	2	11	6	26.1	73.9	
IV	12	4	0	3	5	33.3	58.3	
V	19	10	1	2	6	57.8	68.4	
VI	9	4	0	5	0	44.4	100	
VII	27	13	1	6	7	51.8	74.1	
VIII	19	5	1	11	2	31.6	89.5	
IX	8	5	1	2	0	75	100	

* At the time of their eighth grade graduation these pupils signified their intention of entering high school in the fall of 1929.

One of the present high schools had not been established in 1929. A few county students could not be allocated to any one high school on account of changes in residence.

By studying Table X we find that the holding power of the independent high schools is higher for the independent students than it is for the county students. For example, the holding power of High School I is 75 per cent for the independent students and only 53.3 per cent for the county students. This difference is noticeable for all the independent high schools except High School VI; in this case the percentage is higher for the county students. The percentage of those entering high school, or the drawing power of the independent high schools, is higher for the independent students than for the county students in every case except High School VI, and it is the same for this school. The holding and drawing power of the independent schools for the county students when compared with that of the county-consolidated schools was found to be practically the same.

CHAPTER IV
CASE STUDIES

In the belief that a more detailed analysis of a few cases, where personal information makes it possible, will throw additional light on the others, eighteen samples—nine from the independent-graded group and nine from the county group—have been selected. Three of each group have been selected from those who did not enter high school, three from those who entered high school and dropped out, and three from those who completed high school this year.

County Group

Number 116 is a boy who was eighteen years old when he passed the common school examination. His father is a farmer who has very little education. Their home is five miles from a high school. The father and mother did not insist that the boy go to high school; in fact, they told him that he could decide for himself. He, being a type that needed encouragement, did not enter high school.

Number 19 is a boy who was sixteen years of age when he passed the common school examination, making an average of 85 per cent, which was above the average of the entire group taking the examination. Very few students from this sub-district have attended high school. His parents have had no high-school work, but they said that they wanted their son to attend. The boy started in the fall of 1929, traveling a distance of seven miles by horseback. He attended regularly for

three months—until the hunting season opened. When asked why he quit, he replied, "I don't see what good a high-school education will do me; I don't intend to teach school, and I'm tired anyway." His mother wanted him to return to school, but his father agreed to let him do as he pleased. At the present time he is working on his father's farm.

Number 3 is a boy living in an adjoining sub-district to Number 19 above. Very few of the students who complete the eighth grade in this sub-district fail to enter and to complete high school. This boy was thirteen years of age at the time he passed the common school examination. He entered high school in the fall of 1929 and completed the year's work. When asked why he came to high school, he replied, "I have always been told by my parents and teachers that I must go to high school; so I have never planned anything else." He also said that he planned to go to college.

Number 53 is a girl who lives one mile from high school. Her father is a miner, and her mother is dead. The girl did not enter high school, but stayed at home to keep house for her father. She said that she thought it was best to stay at home, as she could not go to high school and keep house, and her father also thought it best.

Number 136 is also a girl who lives only one mile from high school. Her father is a farmer with a fair education. This girl is the only child, and apparently she does as she pleases at home. She entered high school in the fall of 1929 and attended regularly the entire year. The next year she failed to enter. When asked her reason for not entering, she

replied, "The work is too hard; I can never learn mathematics." Her mother ~~appeared~~ to agree with her.

Number 30 is a girl who was fourteen years of age at the time she completed the eighth grade. Her father is dead, and her mother, who lives on a farm, has to work hard to meet the bills. The mother has sacrificed to send her boy to high school, and now she gladly sends the girl. The girl traveled nine miles to school every day, and she completed her high-school work in 1933. When asked why she came to high school, she said, "Mother wanted me to get an education so I could teach school." She is one of a very few girls from her immediate community who have completed high school.

Number 143 is a girl who lives one-fourth mile from high school. She was fourteen years old when she completed the eighth grade. Her father is a renter and for several years has had only part-time employment at day labor. When asked why she did not go to high school, she said that she had to stay at home and work. Her parents are not educated, and they failed to see that an education would mean more to the girl than what work she did.

Number 18 is a girl who lives six miles from high school but has a good road the entire distance. She was fifteen years old when she passed the common school examination, making an average of 84 per cent. Her father and mother have no high-school training, but they appear fairly intelligent. The girl started to school and made excellent grades for the first semester. For some reason her mother then decided that she was paying too much attention to the boys and told her she could

either quit talking to the boys or quit school. The girl quit school, and two years later she married a boy who has a fifth grade education.

Number 133 is a boy who was thirteen years old when he passed the common school examination, making an average grade. He lives nine miles from school, and the road is very bad during the winter. Yet this boy completed his high-school work this year, 1933, and says that he wants to go to college. This boy's mother is really sold to the idea of an education, and she did not fail to let her son know it; in fact, she has also sold the idea to her husband.

Independent Group

Number 247 is a boy who was fifteen years old at the time he completed the eighth grade. His father is a miner and because of needy circumstances did not insist that his son go to high school. The boy, also not realizing the value of an education, preferred to go to work in the mines and therefore did not enter high school.

Number 235 is the son of a tenant farmer, who works hard to make a living for his family of five children. Neither of the boy's parents has much education; yet both said that they would provide for their children the best they could, if the children would attend high school. This boy entered high school in the fall of 1929 and remained in school the first year. His work during the latter part of the year was not very satisfactory, and he seemed to have lost all interest in school work. He did not enter the next year. It may be said

that this boy was not very obedient to his parents; instead of staying at home and helping with the work, he loafed on the streets until late at night.

Number 234 is the sister of the boy last mentioned, she being one year older than he. Here were the same home conditions, but the girl remained in school. This girl was obedient and stayed at home, doing much of the work that is ordinarily considered a boy's work, while her brother was loafing on the streets.

Number 213 is the daughter of an energetic farmer. She was fifteen years old at the time she completed the eighth grade. She was not considered a brilliant student, yet she made good grades. Her father and mother permitted her to begin "keeping company" at a very early age, and the result was that she married instead of going to high school.

Number 217 is the son of a railroad man with part-time employment. The boy was fifteen years old when he finished the eighth grade. He entered high school and made fair grades for three years. The fourth year he failed to enter. He gave lack of money as the reason; however, from other information the writer is led to believe that his quitting school was due more to lack of ambition and encouragement than to lack of money.

Number 199 is a boy who was twelve years old at the time he completed the eighth grade. His father is a teacher, and his mother is well educated. The boy finished his high-school work this year, 1933, and when asked why he attended high school, he replied, "In the first place, I wanted to attend, and then, if I had not, I expect Dad and Mother would have

persuaded me to attend. Dad has a way of insisting on my doing things that is hard to get around." Then with a laugh he added, "You know what I mean, don't you?"

Number 219 is the son of a truck driver. The boy was sixteen years old when he completed the eighth grade. His parents appear to be interested in school work, yet the boy did not want to attend high school. He said that he had rather help his father on the truck line. This is a case where the father allowed his son to dictate as to when he should stop school. However, in other affairs the father is apparently the boss. There is also a daughter in the home, but she, being of a different disposition, decided that she would attend high school, this being her last year. If this boy had had a father like the father of Number 199, would the story have been different?

Number 191 is a girl who was fourteen when she completed the eighth grade. Her father has been dead three years, and her mother has sacrificed to keep her in school. The girl attended regularly for three and one-half years; she then decided that it was an opportune time to elope and marry, and so she did, thus ending her school work.

Number 237 presents a very interesting study, that of a boy who was fourteen years of age when he completed the eighth grade. His father, who was killed in an accident shortly before the boy's graduation from high school, was a miner and had received very little work for the last three or four years. This boy has four brothers and four sisters. Two of the brothers and two of the sisters have completed high school. These two brothers and one sister have positions in another state,

TABLE XI

SUMMARY OF SPECIAL CASE STUDIESPupil* : Group not Entering

55	No encouragement from father
247	No encouragement from father
116	No encouragement from parents
143	No encouragement from parents
213	Married
219	Lack of ambition and encouragement

Group Who Quit

19	Became discouraged; no encouragement
136	Mother thought best for her to quit
18	Mother told her to stop
235	Case of a rebellious boy
217	Lack of ambition and encouragement
191	Married

Group Who Finished

3	Encouragement by parents and teachers
4	Mother planned it
234	Mother encouraged her
133	Mother sold the idea
199	Parents said he must go
237	Sister encouraged him

* Numbers used instead of names for the eighteen special case studies.

while the other sister who finished high school has taught school, worked her way through the Western Kentucky State Teachers College, and now has a position in a high school. The writer has talked to this boy many times about his school work, and he has always said, "I will get through school some way." The entire family seems to have that same school spirit, regardless of financial conditions. Needless to say, Number 237 finished high school this year, 1933.

Since studying this family, the writer has decided that material barriers to education will crumble before the right sort of ambition and determination.

A glance at Table XI, which is a summary of the chief factors influencing the enrollment, elimination, and continuation of these students in high school, reveals the fact that no encouragement from parents was the chief reason given for those who did not enter; two of the group who entered quit because their mothers thought it best, two quit through lack of encouragement at home, one married, and one was a case of rebellion; and all of the group who completed high school were influenced by encouragement at home. Therefore it seems safe to conclude that if the attitude of the home had been intelligently active in favor of high school attendance practically all of the eighteen special cases would have finished high school. If, then, the 18 cases be accepted as representative of the 259 pupils, an important factor has been brought to light about why the drawing and holding power of the high schools of Ohio County is not greater than it is.

CHAPTER V
SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

1. The drawing power of the Ohio County high schools based on the number of eighth grade graduates is 81.3 per cent for the county students and 94.7 per cent for the independent-graded students, or 85.2 per cent for both groups.
2. The holding power of Ohio County's high schools based on the number entering high school is 65.3 per cent for the independent-graded students and 54.1 per cent for the county students, or 58.2 per cent for both groups.
3. The percentage of high school graduates in 1933 compared with the original number who entered the second grade in 1922-23 is 12.5 per cent for the county group and 25.6 per cent for the independent-graded group, or 15.4 per cent for both groups.
4. For every 100 pupils of the independent districts entering school in the second grade in 1922-23, 75 reached the eighth grade, 49 completed the eighth grade, and 25 completed high school; for the county pupils 55 entered the eighth grade, 33 completed the eighth grade, and 12 graduated from high school.
5. The holding power for both the county and independent groups is approximately 10 per cent higher for the boys as compared with that for the girls, while the drawing power is much nearer equal for boys and girls.

6. No relation was found to exist as to the size of the high school compared with the holding power. The community in which the high school is located seemed to be the determining factor.
7. In the special case study the attitude of the parents at home was found to be the chief factor which determined high-school attendance.
8. In the other part of the study the four reasons that had the highest frequencies were lack of ambition, marriage, parents-not-interested, and going to work. The writer believes that the home is chiefly responsible for all of the above reasons.
9. The median distance of the county group of high-school graduates was 3.6 miles from high school, the median distance of those who entered and quit was 4.2 miles, and the median distance for those who did not enter was 6 miles.
10. The study of the ages of the eighth grade graduates revealed that the older the pupil is at the time of eighth grade graduation, the less likely he is to enter and to complete high school.
11. No relation was found between the grades made in the common school examination and the entrance and completion of high school.

Conclusion

This study revealed many interesting facts, and it has also brought out the fact that it is incomplete. Before a

final answer could be given to some of the questions studied, other information would be necessary. Why the drawing and holding power of the independent schools is higher for the independent students than for the county students is a question hard to answer definitely, and it cannot be answered from the findings in this study. Some might say that it is the distance the county students have to travel, but it is brought out in this study that the holding power of the independent schools is also much higher for the grades than is that of the rural schools, which answers that argument. The age of the pupils and the distance they lived from high school seemed to affect the attendance, but to what extent the writer is unable to say.

No similar studies made by others were available to the writer; therefore, he was unable to make comparisons.

Recommendations

In consequence of the investigations he has made, the writer wishes to submit the following recommendations:

1. That more attention be given by administrators and teachers to the attendance problems.
2. That the independent-graded schools keep a record of their pupils in the first eight grades as complete as that now kept of their high-school pupils.
3. That, in order to increase attendance in high school, a better publicity program be presented to teach parents the value of high-school training.

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