

OKLAHOMA CITY'S APPROACH TO THE DROP-OUT PROBLEM,

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PREFACE

An abiding characteristic of public education in the United States is that approximately thirty percent of all elementary school entrants are eliminated in one way or another prior to graduation from high school. As greater numbers of individuals have sought secondary education and as pressures for increased efficiency in schools have been heightened, attention has been focused sharply on the problem of school withdrawal. Much has been published in scholarly periodicals and elsewhere regarding drop out; but, as yet, little has been accomplished in reducing the rate of its occurrence. The investigation reported herein originated from the premise that attrition rates cannot be substantially reduced until more is known of withdrawal and programs which have been devised to combat the problem. The principal objective of this study was to answer certain questions which dealt with a description of the drop-out problem in Oklahoma City and to describe how the city organized itself in an attempt to alleviate the problem.

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CHAPTER I

THE NATURE OF THE PROBLEM

Introduction

Because of statements issued by prominent citizens including the President of the United States, numerous articles in newspapers and magazines, and ample attention by television and other communications media, the term "school dropout" has become much more familiar to most citizens across the nation during the past year. You may have read some of the articles in a series published recently in an Oklahoma City newspaper concerning the problem as it applies to our area. I think, and many others agree, that the school dropout is the most serious educational challenge confronting the public schools of America and that failure to meet it adequately could very well mean our ultimate downfall.

So wrote the Superintendent of Oklahoma City Public Schools in his drop-out campaign letter to members of the Superintendent's Advisory Committee on School Dropouts on August 27, 1963.

The traditional primary function of secondary schools which was to prepare able students for college has today changed to the idea that just about every boy and girl should complete the program and graduate. Many educators say that the problem of determining ways by which students might be encouraged to complete high school is one of the most important issues in education (63, p. 1).

It seems paradoxical that while our public schools are seeking to resolve difficulties due to increased enrollments, they also are confronted with the problem of retaining the pupils they enroll (2, p. 1).

Within the past few years many people have come to see the drop-out problem as a "national disgrace" and an "economic catastrophe". The fact that almost thirty percent of our young people fail to graduate from high school is regarded as "social dynamite"; the fact that makes competence and skill a requisite for employment is considered a source of explosive discontent and delinquency (84, p. 1).

It is rather interesting to note that ten, twenty, or even thirty years ago, the national drop-out rate was fifty percent. But today, it is impossible not to see the rate as the keystone of a conglomeration of problems which threatens to overwhelm the stability and balance of American existence. It is not a matter of numbers and proportions of dropouts, it is a question of the incredibly changed world into which they seek entrance (78, p. 1).

The drop-out situation is not just a "school problem". It is a phenomenon such, that wherever it occurs, the entire community is implicated and affected. Any satisfactory and lasting solution, whether on the national or local level, is going to require cooperative and coordinated mobilization of all the resources of the community (78, p. 1).

The drop-out problem has still another implication. Pupils who withdraw from school prematurely are, in many instances, the very ones who stand to profit most from education. There is considerable evidence that, in comparison with youth who remain in school, members of the drop-out group tend to be of lower intellectual ability, more prone toward personal and social maladjustment, and less privileged in terms of socio-economic and cultural advantages. Since they possess these characteristics, they especially need the benefits of education if they are to live personally fruitful and socially useful lives (2, p. 2).

As might be expected, the holding power of schools varies among states, among school systems within states, and among schools within school systems. According to data contained in the National Education Association Bulletin of April, 1963, the state having the best retention record was Hawaii. In Hawaii, the total drop-out rate is only 17.3 percent. In contrast, Georgia, Alabama, Kentucky, Louisiana, New Mexico, North Carolina, Tennessee, Alaska, and West Virginia have drop-out rates exceeding forty percent. Oklahoma's rate is congruent with the national rate of thirty percent (63, p. 4).

Allen (2, p. 4) states that certain regions of the country have consistently had high retention rates. He found the highest rates to belong to the northwestern states and Hawaii. The lowest retention rates are consistently found in those states which are generally classified as being in the southeastern section of the country.

Hand (35) did a study of interest in respect to differential retention rates among schools within a state. In his study of Illinois high schools, he found that the school having the highest retention rate lost only ten percent of its pupils before graduation. In contrast, the school ranking lowest lost eighty percent.

The Research Department of the Oklahoma City Public Schools found that the intra-city drop-out rate varied from one section of the city to the other. All areas of the city were affected; however, the highest rates were found at the center of the city.

The overriding fact seems to be that there is no longer any place in our society for the school dropout. If this statement suggests a middle-class condescension, it can be written another way; the school dropout, given the irrevocable direction our society is taking, increasingly has no future (78, p. 3).

A basic assumption underlying this study is that each case of student withdrawal represents at least a small loss to the individual in terms of future security and income, to the school in terms of state support, and to the larger society in terms of lower standards of living, unemployment, crime, and delinquency. This assumption is held despite the commonly expressed view that drop out is necessary in order that high standards be maintained (96). This study was undertaken on the further assumption that personal and social loss associated with school withdrawal will be substantially reduced only when it becomes possible to more accurately view the drop-out problem from a number of reliable vantage points which have been clarified by research.

Extent of Previous Research

From a few studies at the turn of the century, drop-out information and research has burgeoned into fantastic proportions. Numerous individuals, cities, state departments, and national organizations have contributed books, pamphlets, bulletins, and reports. The U. S. Department of Health, Education, and Welfare had just recently published Dropouts: Selected References which is a list of over 200 citations. None of the citations are dated before 1960. Most studies list from fifty to 100 citations.

Although information and research on the drop-out problem has reached considerable proportions, most of it has been done in a subjective manner. There has been little control, and statistically stated hypotheses are rather the exception. Few studies involve interval or ratio levels of measurement.

Although most of the data seem reasonably consistent, there appears to be a great deal of variance in different school settings. In effect, this means that school systems wishing to attack the problem intelligently must resort to local study as a basis for such action. Herein lies the justification for the present study.

The Problem

This study is particularly concerned with the drop-out problem in Oklahoma City. During each school term in recent years, twenty-five to thirty-five percent of Oklahoma City's junior and senior high school students have withdrawn from school. This attrition rate suggests that the problem needs attention.

In view of the need for some means of alleviating the problem, school officials were convinced that a coordinated, centralized, and comprehensive attack of the problem should be initiated. This study is one facet of that attack. Therefore, the central problem is to describe the dimensions of the drop-out problem in the Oklahoma City Public Schools and to describe the activities of various individuals, groups, and agencies as they work together to develop and carry on a program to alleviate the drop-out problem.

Statements of Objectives for the Study

It was through a series of meetings between the author, coordinator of research, and faculty advisory committee that the study was planned cooperatively.

The objective of this study is to gather, organize, and report information concerning the drop-out problem and programs as they existed

in the Oklahoma City Public Schools; however, specifically, it should be concerned with finding answers to the following questions:

1. What does a review of the literature show regarding magnitude and dimensions of the drop-out problem?
2. What does a review of the literature show regarding the programs which have been devised by various communities across the country to alleviate the drop-out problem?
3. What were the magnitude, dimensions, and intra-city relationships of Oklahoma City's drop-out problem?
4. How did Oklahoma City organize itself in order to alleviate its drop-out problem? What programs and projects were devised? How were programs and projects justified?
5. Because of the many drop-out projects and campaigns which had been devised to alleviate the problem, was there any improvement in persistency data between the 1963-64 school year and previous years?
6. How was the back-to-school project involving Oklahoma City University graduate students and secondary home visitors evaluated?
7. What findings, conclusions, and recommendations were formulated as a result of this study?

Scope of the Study

The objectives of this study are somewhat typical of those commonly set forth in other drop-out studies; however, the present study places much more emphasis on the description of individuals, groups, and agencies as they cooperatively developed programs for alleviating the drop-out problem in Oklahoma City. The other studies were much more concerned with such factors as drop-out characteristics, reasons for withdrawal, and holding power.

All of the public Oklahoma City secondary schools were included in this study. In a previous study, the Negro schools were excluded, but in this study they are involved. The assumption is made that Negro

schools do not have drop-out problems which differ significantly from those of white schools to such an extent as to limit conclusions which might be drawn.

The drop-out population considered for general study included all withdrawals reported by the system's research department. A phase of this study was conducted on a semi-controlled basis. For this phase, the population included 293 dropouts who were convinced by graduate students from Oklahoma City University and secondary home visitors to return to school. Some went into special programs such as cooperative education and special education work-study programs which were designed to help students continue their schooling. Others entered regular programs that they had previously pursued. The author then created a two-group design involving chi-square analysis in relation to differences between the two groups concerning variables such as attainment, attitudes, opinions, and clear vocational goal formulation.

Sources and Procedures for Obtaining Data

Data for the study were gathered by the Research Department of the Oklahoma City Public Schools and by the various schools involved. The Coordinator of Research collected the data and made the information readily available to the author.

Essentially all of the information that was utilized came from the following sources:

1. Withdrawal reports submitted by each school to the system's research department.

2. Information from school officials, pupils, and parents regarding the opinion forms which they completed in accord with the following criteria:
 - a. A direct measure of the achievement of the prime objective of all special drop-out programs - the attainment of a clear, realistic vocational goal by pupils in the two-group study phase of this dissertation
 - b. Measures of the results of the two-group study phase of this dissertation in terms of school attainment and attitudes
 - c. Measures of opinions held by students and their parents involved in the two-group study phase of this dissertation in regard to school program

Information regarding school attainment and attitudes was gathered from school officials and records. Information regarding the other two evaluation criteria was gathered by means of two separate opinionnaires. The opinionnaires were sent to students and parents of the two groups in March, 1964. Both instruments were sent at the same time.

The opinionnaire which was sent to the students called for:

1. A rating by the student of his school program using this scale: Very Helpful, Helpful, Undecided, Needs Improvement, Not Helpful.
2. A statement of their educational and vocational plans

The opinionnaire which was sent to the parents called for a rating of the school program which their child was pursuing using the following scale: Very Helpful, Helpful, Undecided, Needs Improvement, Not Helpful.

The questionnaire which was sent to the school officials called for a rating of each student's grade average and attitude.

The opinionnaires used in this study were the same as those used by Slotkin (84) in the New York City Drop-out Program evaluations. Since copies of the questionnaire and opinionnaires are available for the reader's examination as Appendices A, B, and C of this study, they are

not described more fully at this point. The questionnaire was designed by the Coordinator of Research of the Oklahoma City Public Schools.

Treatment of the Data

All raw data for the present study were of the frequency type. As such, the treatment procedures employed are typical of those commonly used in the analysis, interpretation, and description of such data. They include presentation through tables containing frequency distributions, description of such distributions in terms of percentage ratios and chi square testing, graphical presentation in a limited number of instances, and treatment of findings and their implications through discussion.

Limitations of the Study

This study possesses both theoretical and practical limitations. The theoretical limitations are the same as those found in any frequency and percentage type study. Wherever ordinal measurement is involved and whenever nonparametric approaches are used, inferences always have errors of unknown extent.

In this study, it would appear that implications could have been further clarified by individual case studies; however, the objectives were such that several hundred cases were involved. Thus, study on a personal basis was beyond the realm of practicality. Practical limitations involved the simplicity of the questionnaires which were sent to school officials, students, and parents. The questionnaires were not checked for validity or reliability in New York or Oklahoma City. As a result, here again, inferences have errors of unknown extent. Further study is needed in order to verify any implications or conclusions.

Organization and Presentation

In terminating this chapter, it seems fitting to dwell briefly on the organization of chapters to follow. Chapter II is devoted to a review of the literature concerned with the magnitude and dimensions of the drop-out problem. The chapter is also concerned with the types of drop-out programs that are found across the country.

Chapter III is a study of the magnitude, dimensions, and intra-city relationships of Oklahoma City's drop-out problem.

Chapter IV surveys the organizational structure of the 1963-64 school year drop-out campaign. All of the projects and programs which were considered as attempts to stem the tide of withdrawal are mentioned and explained. An effort was made to justify each project on the basis of objectives outlined by the Superintendent's Advisory Committee on School Dropouts.

Chapter V is a general evaluation of the 1963-64 school year drop-out campaign. Half of the chapter presents a study which involves an experimental and control group of dropouts who have returned to the city schools. They are compared relative to such variables as attainment, attitude, opinions, and clear vocational goal formulation.

Chapter VI is devoted to summarizing the findings and making conclusions and recommendations.

CHAPTER II

BACKGROUND RESEARCH RELATED TO THE DROP-OUT PROBLEM

Introduction

The purpose of this chapter is to develop the supportive backdrop of knowledge, facts, and concepts which is required for a thorough understanding of the drop-out problem.

In order to develop understanding, this chapter reviews the trends of the drop-out literature, magnitude of the problem, dimensions of the problem, and programs that have been devised to alleviate the problem.

Types of Drop-Out Research

Formal research on student retention and withdrawal has been widespread and essentially continuous for at least the last sixty years; however, only recently have efforts been made to bring together and systematize what is known of the magnitude, dimensions, and programs commonly involved in what is collectively called the "drop-out problem" (25, p. 8).

Early research was primarily concerned with determining the numbers and percentages of students who left school prior to graduation. No attention was given to determining possible causes or correlates of drop out. Studies for determining drop-out rate continue to the present time; however, they seem usable only for gross evaluation purposes (96).

A second widely used approach which has persisted to the present time despite a number of serious limitations is that of attempting to identify important causes of drop out through various self-report techniques. In studies of this type, data have been gathered at the time of termination or through follow-up. Variations include individual interviews, checklists, and questionnaires. The validity of most such data might well be questioned. The factor of social desirability of response could make the results of such studies invalid. Sampling errors further reduce the value of such studies, particularly where follow-up is included in the design of the investigation. Iffert (41, p. 98) concluded the following:

Reasons for going to school and reasons for leaving school had a common characteristic, namely, complexity. Few students identified one overriding reason for either action.

In another group of drop-out investigations, a clinical case study approach has been used. Though of obvious value for diagnosing individual cases and for generating hypotheses to be tested under other conditions, the clinical assessment approach has limitations which have prevented its widespread use in drop-out studies (105). (108).

In recent years the most popular approach to research on dropout has been the correlation type study. Such factors as age, sex, socio-economic level, intelligence, extra-curricular participation, motivation, financial status, and personal adjustment were assessed in relation to withdrawal (90). (26).

In addition to the four research approaches which have been discussed, two others seemingly having some merit have received little attention in the literature on student drop out.

An additional approach with possible utility for withdrawal studies is that of assessing drop-out behavior in relation to the compatibility of the student with important aspects of his school environment (88) (94) (60).

A second approach which has not been widely used in drop-out investigations is controlled experimental study. Research on withdrawal has consisted almost entirely of ex post facto examination of variables rather than of prearranged control and manipulation. Since experimental research ideally rests upon theoretical formulation, it is understandable that such studies have been late in coming; however, it would seem that through other means of investigation a sufficient number of relationships will soon have been established to suggest possible experimental research studies in this area (25, p. 19).

Magnitude of the Problem

In order to view the drop-out problem in its proper perspective, it is necessary to review national persistency data on school age youth over a long period of time. In Table I are presented data on the percentage of high school age youth in the whole nation who are attending and graduating from high school.

TABLE I
 PERCENTAGE OF HIGH SCHOOL AGE YOUTH ATTENDING AND
 GRADUATING FROM SCHOOLS IN THE UNITED STATES (53)

Year	Percent Attending	Percent Graduating
1890	8	6
1910	16	10
1930	50	29
1950	74	58
1960	85	69

Normally, two methods are used to determine the number of dropouts. The U. S. Office of Education uses as a referent 1,000 fifth graders and then counts the remaining number in each grade in successive years (63). The fifth grade was chosen as a referent because almost all children complete the earlier grades and are usually required to stay in school at least that long. An inspection of the data in Table II reveals the retention rates of youth attending schools in the United States.

Since 1950, more than half of the fifth grade students of eight years before have been graduated from high school. At present, the number of graduates exceeds sixty-four percent. According to the data in Table III about seven pupils in every ten who enter ninth grade now graduate from high school on a national basis.

TABLE II

RETENTION RATES BY GRADES FOR FIFTH GRADE THROUGH HIGH SCHOOL
YOUTH ATTENDING SCHOOLS IN THE UNITED STATES (63)

Grade	Year	No. of Students Remaining
5	1955	1000
6	1956	980
7	1957	979
8	1958	948
9	1959	919
10	1960	855
11	1961	764
12	1962	684
Graduation	1962	636

TABLE III

RETENTION RATES BY GRADES FOR NINTH GRADE THROUGH HIGH SCHOOL
YOUTH ATTENDING SCHOOLS IN THE UNITED STATES (63)

Grade	Year	No. of Students Remaining
9	1959	1000
10	1960	930
11	1961	831
12	1962	744
Graduation	1962	692

The U. S. Bureau of the Census uses the method of subtracting the number of pupils in school from the number of children of school age in determining persistency. Table IV has been constructed on this basis.

TABLE IV
AGE GROUP PERCENTAGES OF ENROLLED AND NON-ENROLLED
YOUTH OF SCHOOL AGE IN THE UNITED STATES (63)

Age	Enrolled	Not Enrolled
5	68%	32%
6	98	2
7-9	99.6	.4
10-13	99.5	.5
14-15	98	2
16-17	84	16

Table IV bears out the findings by most local studies that the greatest percentage of withdrawal comes about the time pupils reach sixteen or seventeen years of age.

Table V summarizes studies that have been concerned with the grade at which the highest percentage of withdrawal occurs.

TABLE V
 PERCENTAGE DROPOUT BY GRADE AS INDICATED BY SIX STUDIES

Author	Year	Percentage distribution by grade			
		9	10	11	12
Dillon (22)	1949	30	42	22	6
Delaney (2)	1950	20	40	30	10
Dresher (23)	1953	13	44	30	13
Allen (2)	1957	21	33	30	16
Kloes (44)	1963	8	37	36	29
Silverstone (83)	1963	25	34	28	13

On the basis of these six studies, it could be generalized that most students withdraw at the tenth grade level. Allen (2, p. 56) and Kloes (44, p. 12) further show in their studies that most withdrawal occurs in January.

Allen (2) did a holding-power study involving the Oklahoma City Public Schools. Table VI represents Oklahoma City's holding-power up to 1955.

The percentages of retention in this table are in line with the national percentages for the same period of time.

TABLE VI

OKLAHOMA CITY PUBLIC SCHOOLS HOLDING POWER IN PERCENTAGE
OF RETENTION AT TWO YEAR INTERVALS

Year	Percentage of Membership at Graduation
1943	59
1945	54
1947	60
1949	68
1951	65
1953	63
1955	70

Thomas (95) used a drop-out accounting procedure in which he identified and followed the same students through school rather than use the commonly used yearly retention figures which contain errors of unknown extent. This scheme seems to yield a truer picture of school holding power.

Bienstock (8) found that dropouts have a very bleak occupational outlook. The unemployment rate for the dropout group as a whole is twenty-seven percent. This is in sharp contrast to the national unemployment rate of between five and six percent. A comparison of high school graduates and dropouts in relation to occupational groups is presented in Table VII.

TABLE VII
 PERCENTAGES OF HIGH SCHOOL GRADUATES AND DROPOUTS
 IN THE UNITED STATES BY OCCUPATIONAL STATUS (63)

Occupation	Graduates	Dropouts
Professional	2.5% (4% for white males)	1.8%
Clerical	41.6 (63% for women)	7.8
Sales	5.7	3.6
Operatives and Kindred Workers	18.2 (31% for men)	22.7
Service	8.7	12.7
Laborers	9.5 (5% for white males)	17.3 (10% for white males)
Farm Laborers	6.7	28.2

On the basis of this table, nearly two-thirds of the graduate girls had clerical jobs. In contrast, only one-sixth of the drop-out women had clerical jobs. Both male and female dropouts were more likely to have factory jobs than were the graduates.

Educational attainment determines the type of work and income young people experience. High School drop-out wage rates decreased ten percent between 1956 and 1958 from a mean salary of \$3,888; whereas, graduates experienced a ten percent increase in their wage rate from a mean of \$4,563. The findings in Table VII reveal the differential between graduates and dropouts in relation to both farm labor and non-farm labor.

Greene (34) surveyed forty-eight dropouts and nineteen graduates who had been out of school a minimum of eleven years. He found that all of the graduates had taken adult education courses. Of the dropouts, thirty had no further education. Of the eighteen dropouts who did experience some further education, ten never finished the courses they started.

Dimensions of the Problem

There are many factors that contribute to the cause of student attrition, and several factors may operate together to contribute to the cause. The problem is complicated by the fact that the same factors may influence different pupils in different ways and even affect the same pupil in different ways at different times.

Reasons for Withdrawal. Unfortunately, many dropouts give nebulous reasons for leaving school. They usually answer questionnaires in order to show themselves in the best light. Table VIII includes thirteen studies concerned with reasons given by students as to why they withdrew.

According to Cook (17) large city high school students gave the following reasons for leaving school: work (forty percent), dislike of school (twenty-one percent), marriage (twenty-one percent), course failure (nine percent), needed at home (five percent), left home (two percent), and administrative request (two percent). On the other hand, in the opinion of the school counselor, the reasons were these: Failure and retardation (thirty-five percent), home circumstances (twenty-eight percent), marriage (twenty percent), feeling of rejection (ten percent), and conflicts with teachers (seven percent).

TABLE VIII
PRIMARY REASONS FOR STUDENT WITHDRAWAL

Year	Author	Primary Reason
1948	Johnson (43)	Dissatisfaction with school
1950	Holbeck (39)	Preferred employment
1951	Snepp (86)	General Dislike of school
1951	Plett (69)	Preferred employment
1951	Mack (51)	Preferred employment
1952	Sonstegard (87)	Teacher difficulty
1953	Hecker (37)	Preferred employment
1953	McGee (55)	Discouragement with Progress
1956	Cook (17)	Preferred employment
1957	Allen (2)	Left state
1960	Bowman (11)	General dislike of school
1963	Kloes (44)	Lack of interest in school
1963	Silvertone (83)	Lack of interest in school

Bowman and Matthews (11) agree with Cook; however, they went one step further by doing a study of the reasons why students stay in school. The reasons were (to get a better job - thirty-two percent), (never had any other idea - fourteen percent), (parental guidance - thirteen percent), (college - fourteen percent), (to get a high school diploma - six percent), and (other reasons - twelve percent).

Intelligence. There is no set agreement about intelligence as a factor in withdrawal. (63, p. 7). Cantoni (14) stated that there was no significant difference between dropouts (mean of 92.3) and graduates (mean of 101.6) as measured by the Kluman Anderson Intelligence Test. Snepp (85), on the other hand, showed that the scholastic aptitude of early school leavers was below the average student's in high school as measured by the Otis Test of Mental Ability.

Lazare (47), Wollatt (109), and Bowman (11) found eighty-two percent of Tacoma's dropouts had intelligence quotients of ninety to 110, twelve percent of New York's dropouts had intelligence quotients of over 109, and dropouts in general range from sixty to 115 with a mean of eighty-three. Table IX affords a comparison between dropouts and high school graduates across the country relative to intelligence. The comparison reveals that three times as many dropouts as high school graduates had intelligence quotients under eighty-five, and three times as many graduates as dropouts had intelligence quotients of 110 and above.

TABLE IX

INTELLIGENCE QUOTIENT RANGE PERCENTAGES OF HIGH SCHOOL GRADUATES
AND DROPOUTS IN THE UNITED STATES (63)

	85 IQ	85-89 IQ	90-109 IQ	110+ IQ
High School Graduates	10%	11%	63%	16%
Dropouts	31	15	48	6

This table gives support to Thorndike (25, p. 5) who expressed less concern over the high percentage of attrition he observed than over the possibility that the "elimination" process might not be operating effectively enough. Thorndike (96) stated that the loss through attrition is not as serious as some people think.

Allen (2, p. 98) found that Oklahoma City public school dropouts had intelligence quotients below 100 in sixty-three percent of the cases, and twenty-five percent of the cases had intelligence quotients of eighty-five and below. The data cited in Table X reveal that thirty-seven percent of the dropouts in Allen's study had intelligence quotients of 100 and above. The standard deviation was fifteen percent.

TABLE X
PERCENTAGE DIFFERENTIAL OF OKLAHOMA CITY'S PUBLIC SCHOOL YOUTH
IN RELATION TO SEX AND INTELLIGENCE (2)

IQ	Male Percentage	Female Percentage	Totals
130+	.8	1.3	.9
115-129	4.1	10.1	5.5
100-114	30.8	31.6	31.2
85-99	35.8	39.3	36.6
70-84	23.2	15.2	21.2
-69	5.2	2.5	4.6

Reading Failure. Lanier (46) states that reading ability is related to intelligence. He suggested that dropouts have a significantly lower level of reading achievement than is the case for non-school leavers. Nachman, Getson, and Odgers (58) found that seventy-five percent of their drop-out group scored below the median of their grade level in reading. They also discovered that fifty-three percent of the leavers were in the bottom quartile of reading ability.

Bledsoe (9) found the mean reading comprehension score of his ninth and tenth grade dropouts to be 7.9. The ninth grade in-school students had a mean score of 8.9. Pentry (68) stated three times as many poor readers as good readers dropped out of school.

An inspection of Table XI which is based on Allen's study of the Oklahoma City Public Schools shows that nineteen percent of the drop-out group achieved above grade level, and fifty-three percent performed below grade level on the reading part of the California Achievement Test. Ten percent of the dropouts were above grade, and seventy percent were below grade on the language arts part of the test.

Grade and Subject Failure. Withdrawal and failure are closely related (1). Dresher (23) considers failure in the elementary schools a very important factor in drop out. Many dropouts are grade repeaters, often in the first, second, and third grades. Leavers generally show a gradual decline in grade point average from the elementary school up to

TABLE XI
 ACHIEVEMENT OF PUBLIC SCHOOL DROPOUTS ON THE READING
 AND LANGUAGE ARTS PART OF THE CALIFORNIA
 ACHIEVEMENT TEST IN OKLAHOMA CITY (2)

Grade Level	Reading Percentage	Language Arts Percentage
Three Years Above	1.5	0.0
Two Years Above	5.4	0.0
One Year Above	12.4	10.0
At Grade Level	27.9	20.0
One Year Below	20.2	21.7
Two Years Below	13.9	26.6
Three Years Below	18.7	21.7

the time of withdrawal. Allen (2, p. 72) declares that in his Oklahoma City study, a progressive decline in scholarship, Table XII, was evident.

Allen (2, p. 73) found drop-out girls to have superior grade point averages relative to boys all through school as-well-as at the time of withdrawal.

Silverstone (83, p. 7) stated that Bridgeport, Connecticut, drop-outs were failing two or more subjects. One-fourth of them were failing four or more. Cook (18) discovered that withdrawers had "D" averages, while non-leavers had "C" averages.

TABLE XII
 GRADE POINT AVERAGE BY GRADE RECEIVED
 BY OKLAHOMA CITY DROPOUTS (2)

Grade	Grade Point Average
7	2.08
8	1.93
9	1.85
10	1.42
11	1.36
12	1.31

Retardation. Allen (2, p. 75) found that four dropouts out of ten in the public schools of Oklahoma City had been retained one or more years during their elementary school careers. This finding seems to be in line with that discovered by the U. S. Department of Labor (102). The Labor Department found that eighty-four percent of the early school leavers were retarded at least one year, and fifty-three percent were retarded two or more years. Furthermore, three dropouts in ten withdrew before they entered the ninth grade.

On the basis of the above information, a student who failed two years before the seventh grade is unlikely ever to finish grade ten, and he has practically no chance of finishing high school. If a pupil is retarded three years, he is unlikely even to enter the ninth grade (102).

Dislike of Teachers. Some dropouts, when questioned about leaving school, say only that they dislike a certain teacher. Table XIII contains a summary of findings in which Allen compared dropouts with members of a control group regarding opinions about teachers.

TABLE XIII
CHI-SQUARE COMPARISONS OF DROPOUTS WITH MEMBERS
OF A CONTROL GROUP ON OPINIONS REGARDING
TEACHERS IN THE OKLAHOMA CITY PUBLIC SCHOOLS (2)

Question	Probability
Do teachers know and understand pupils?	$P < .01$
Do teachers treat pupils fairly?	$P < .01$
Do teachers take personal interest in pupils?	$P < .01$
Do teachers grade fairly?	$P < .01$

This table seems to be in agreement with the California study on dropouts (56). In this study students complained that they wanted more personal contact with their teachers. They mentioned that teachers were unfair and inconsistent in disciplinary practices, and that they were lax and strict without reason.

Extracurricular Activities. The California report (56) suggests that dropouts were more dissatisfied with extra-class activities than nonleavers. Arnholter (3) found graduates who had participated in extra-class activities to be better adjusted to school on the basis of the California Mental Health Analysis than dropouts.

Allen (2, p. 85) reports that in his study of 323 dropouts, it was found that approximately eighty-two percent of the group did not participate in formal extracurricular activities; Allen did not compare this group to a control group relative to participation in extracurricular activities.

Financial Needs. Dropouts considered educational costs more excessive than did members of the control group in Allen's study (2, p. 118). Financial burdens causing withdrawal have been found to be greatest during the eleventh and twelfth grades (18).

Dissatisfaction With School. Dropouts were much more dissatisfied with school than were in-school students in Allen's study (2, p. 118). Holbeck (39) says that the heart of the trouble is the curriculum. Too many schools have perpetuated traditional curricula and instructional methods.

Dillon (22) found no difference in the courses taken by dropouts and retained students. In Pond's study (70), dropouts ranked the school high in helping them get along with other people; however, the dropouts then ranked the school low on its helpfulness in getting and keeping a job.

Hecker (37) and Murk (57) found school leavers rated courses in homemaking, business, shop, English, and mathematics as being helpful in life. Murk particularly considered the listing of English and mathematics significant.

Residential Factors. Residential factors are important in studying the problem of student withdrawal. Table XIV was devised to show these factors in regard to graduation and attrition.

TABLE XIV
PERCENTAGE DIFFERENTIAL BETWEEN HIGH SCHOOL GRADUATES
AND DROPOUTS IN RELATION TO RESIDENCE (63)

Residence	High School Graduates	Dropouts
Urban	86.0	14.0
Rural nonfarm	91.0	9.0
Rural farm	89.0	11.0

A comparison of the data in Table XIV indicates that rural non-farm youngsters have a higher graduation rate and lower dropout rate than is the case with urban and rural farm children.

Sex. Table XV is a summary of eight sex differential studies. All studies indicated that a higher percentage of early school leavers were boys.

Only Young (110) has found unique results. In his study, sixty-one percent of the dropouts were girls.

TABLE XV
DROP-OUT, SEX RATIOS FROM VARIOUS STUDIES

Author	Year	No. of Cases	Percentage of Boys	Percentage of Girls
Dillon (22)	1949	1360	54	46
Hand (35)	1949	--	54	46
Lanier (46)	1950	135	64	36
Plett (69)	1951	129	56	44
Taylor (92)	1952	350	60	40
Allen (2)	1957	1339	54	46
Kloes (44)	1963	318	58	42
Silverstone (83)	1963	278	54	46

Racial, Cultural, and Socio-Economic Factors. Hollingshead (40) reports that eight out of nine dropouts came from the lowest socio-economic class. Havighurst and Neugarten (36) came to the same conclusion. The Austin (56) and Tuscon (110) studies showed that a majority of dropouts were from racial minorities and usually lived in sub-standard housing.

A report by the National Education Association in 1963 indicated that the drop-out rate for white students was 11.5 percent. In contrast twenty percent of all Negroes withdrew from school before graduation (63, p. 7).

The data in Table XVI indicates that Samora (76) found similar results.

TABLE XVI

PERCENTAGES OF WHITE AND MINORITY GROUP MEMBERS WHO HAVE COMPLETED FOUR YEARS OF SCHOOL OR LESS AND HIGH SCHOOL OR MORE IN FIVE SOUTHWESTERN STATES (76)

State	White Group		Spanish, Indian, Negro	
	Four years or less	High School or more	Four years or less	High School or more
Arizona	23%	45%	36%	15%
California	4	55	18	32
Colorado	3	55	16	32
New Mexico	4	57	25	19
Texas	6	46	38	17

A review of the findings in Table XVI reveals a cleavage between the white group and minority groups in relation to persistency data and withdrawal statistics. In 1960, Samora (76) found that her white group had a median of 11.6 years of school completed; whereas, her minority groups only had a median of 8.0 years of school completed.

Again, in reference to Table XVI, Stetler (89, p. 28) stated that sixty percent of the Negroes in his study withdrew from school in comparison with only thirty percent of the white students in his study.

In another study, Bowman and Matthews (11) found that only 1.4 percent of their drop-out group were members of the upper and upper-middle classes.

Mannino (52) stated that the mother's interest in and encouragement of her children's schooling was significant. Williams (106) found a significant relationship between the amount of love and affection within a family and withdrawal.

Gragg (31), Thomas (95), Allen (2), and Bledsoe (9) found that in two out of three cases dropouts have parents in the semi-skilled and unskilled occupational categories, and that dropouts having professionally endowed parents left school in less-than-expected proportions.

Nachman, Getson, and Odgers (58) showed that only twenty-nine percent of the fathers of dropouts had completed high school. Bledsoe (9) stated that the more education a parent had, the less likely he was to spawn a dropout.

Davie (21) stated that there is a relationship between family beliefs concerning the value of education and withdrawal. Snepp (85) found seventy percent of his drop-out members to be from weak or broken homes.

Size of School. Gaumnitz (29) stated that no significant difference exists between size of school and holding power.

School Transfer. Allen (2, p. 87) found that dropouts in the public schools of Oklahoma City attended 3.7 schools. He did not compare these findings with a control group. Bledsoe (9) stated that in his group of elementary school dropouts, thirty-five percent had been enrolled in two or more schools.

Marriage. In a drop-out survey done by the Governor's Committee on School Drop-outs in Oklahoma, marriage was listed as the chief reason for withdrawal(30). Allen (2, p. 53) showed that marriage rated second as a reason given by students who withdrew.

Woollatt (109) found that seventy percent of the girls with IQ's over 110 reported marriage as one of the chief reasons for leaving school. The U. S. Department of Labor suggests that marriage is understated as a reason for withdrawal (104).

Programs to Alleviate the Problem

There are hundreds of drop-out programs across the country. These programs create a great variety of approaches and indicate that there is no single standard solution for eliminating the drop-out problem.

Freedman (28) states that most programs are basically oriented to preparing young people for employment by inducing them either to stay in school to acquire adequate education and training, or to return to school for it. Freedman further states that early cultural enrichment programs also seem promising as an approach to the problem.

The following programs reported by some communities illustrate constructive actions taken by them.

Remedial Programs. Schools are emphasizing the need for special kinds of remedial experiences in reading, mathematics, and other areas in which potential dropouts need help.

In Cleveland the schools get deprived children into Saturday morning remedial recreation programs (45). In Philadelphia the schools have a reading upgrading program for deprived children as well as an in-service program for reading teachers which is directly correlated with the instructional reading program (6). In Milwaukee school officials have developed orientation centers for all children of in-migrant and transient

parents (6). These centers help the children to adjust to the community and catch up in school work before entering the classrooms. They offer psychological, health, and remedial services.

In Detroit the schools are trying to modify the rigid middle-class perceptions teachers generally bring to the classrooms (45). In Minneapolis the school officials are splitting fringe zone schools so that two de facto segregated schools (one Caucasian, one Negro) exchange several grades of students in the interest of cultural enrichment (65). In New York the schools are using "crack" case conference teams whose members are free to work full time with disadvantaged youngsters (65). The local colleges are trying new student-teaching approaches such as having student teachers go into schools in deprived areas for their experiences, deal directly with community agencies concerned with slum areas, and have the option after graduation of going back to the same schools as experienced and higher paid teachers.

In Miami, Florida, school officials were concerned over the fact that the June graduating class should have had 2,500 more members than it did (5). In July the school board mapped an emergency and long-range drop-out alleviation campaign. The proposals called for a changed curriculum to meet the needs of potential dropouts, expansion of the evening school facilities and courses in the depressed areas of Dade County, improving reading instruction in the lower grades, establishing free nursery schools and kindergartens at key spots, employing babysitters for areas where they can relieve the large number of school age children usually doing this job, asking good students to tutor slow ones in their own schools, and assigning more visiting teachers.

Winnetka and Kewanee, Illinois are supplementing their regular offerings with special programs designed for the "reluctant learners" whom they have found to be potential dropouts (5). The new programs are designed to build up the student's confidence and encourage them to try harder.

Colorado Springs' schools have a new special program for the educable mentally handicapped that has substantially reduced the rate of withdrawal (5). Pasadena school officials worked out a team approach to the problems of the non-verbal, chronically low-achieving student. A team of tenth, eleventh, and twelfth grade teachers provide both the teaching and guidance functions (5).

In Plymouth, Michigan, the Young Men's Christian Association provided funds this past summer to enable a high school counselor to spend the summer working with dropouts, unemployed young people, and disadvantaged youth (5).

Work-Study Programs. Authorities in Philadelphia, searching for a way to combat dropouts and delinquency, have experimented with a combined school-work program (78). By attending classes a portion of the day and working part time, many students who would otherwise quit are able to remain in school. Even more important, however, is the fact that the students acquire a salable skill. Special counseling is provided for program participants.

Five high school districts in Santa Barbara County, California offer work-experience education as a regular part of the curriculum (45). Supported by local business and industry the program is popular with the students. Over a seven year period about one-fourth of the graduates have taken

part and found they could learn what jobs were available, how certain jobs are performed, the meaning of responsibility on the job, and which job they would like to continue doing.

Berkeley and San Francisco, California, have provided a "workcreation" program in order to provide summer jobs for high school youths who need financial help (65). In this program, youths from ages fifteen to eighteen are given work in the City Recreation and Parks Department, their wages being paid from an appropriation of public funds.

A program designed to hold the potential boy dropout in school through a specially developed curriculum to teach good work habits and provide work experience has been inaugurated in Kansas City (78). It begins at the eighth grade and takes the youngster through a three stage program to age eighteen. The boy divides his time between classes and closely supervised work experience, gradually increasing the latter until he is working full time (at age sixteen to eighteen), still supervised.

New York City has a shortage of civil servants, both as trainees and on the job (6). Consequently, a "learn-earn" program was set up with a group of students, divided into pairs. One student works half the day while his "partner" goes to school. Thus, such positions as typists, key-punch operators, and nurse's aides are filled on a full-time basis. The participants are selected from students who lacked interest in school or needed financial assistance.

In Santa Monica the schools are taking fifteen potential dropouts and allowing one teacher to be with them to provide all instruction in basic school subjects in the morning (45). A special counselor places them in afternoon jobs and guides them when he is needed or feels a necessity.

In San Francisco school officials are allowing dropouts to attend a continuation school at night free of charge in which they can get their high school certificate (65).

In Lane County, Oregon, the state, county, and school cooperate in a summer work-education program for potential dropouts (62). The boys did trimming, clearing, and other work as well as receiving instruction in conservation, safety, and biology. They received room and board along with \$32.00 weekly pay. None of the boys dropped out of school.

In Chicago the schools have a three-day-work-two-day-study program in which classroom activity is work oriented and stresses self-expression, vocal competence, personal finance, letter writing, newspaper reading, and intelligent buying (78). School officials have developed a training and tryout program for hospital services, needle trades, and food services. They have a census and counseling program which keeps records of all dropouts and keeps the school in touch with them. The schools have a pre-employment program which aims to develop positive attitudes, good work, grooming, and responsibility to employers.

In Plainview, New York, they have a three hour afternoon work-study program in audio-visual aids (91). The students report to work stations, take orders, repair equipment, do color films, make tapes, and just generally learn a salable skill by participation and supervision. They are paid scale wages. In Hagerstown, Maryland, potential dropouts can take a prevocational work-study course in which they actually build houses which are then sold (45). The profits reinforce the program. The study is done mostly in grades nine and ten and the work in grades eleven and twelve. In Lebanon, Tennessee, a retired expert was hired by the Board

to supervise sixteen boys in the morning and sixteen in the afternoon in a house building work-study program (45). The profits reinforced the support of the program.

Southfield, Michigan initiated a work-study program in 1963 in cooperation with the Bell Telephone Company (5). Ten girl students are enrolled in the program. Washington, D. C. has a special junior high school work-study program. Some of the students work half-days as nursery aides and hospital attendants (65). Elkton-Pigeon-Bay Port District, Michigan and Union, New Jersey have begun work-study programs in cooperation with local industry which involve apprenticeship training (5).

Back to School Programs. Many communities of the United States that have recognized the major problem concerning unemployed youth have organized a variety of programs to improve their "employability". The emphasis here is back to school.

Detroit accepts unemployed youth sixteen to twenty-one years of age back into the school system, but with informal classes (66). These special students are taught such basics as personal grooming, correct speech, proper job conduct; how to use the want ads, fill out employment application forms, follow maps; and how to use some business equipment, such as cash registers. Six weeks of supervised work experience is given and the youth is closely observed, in order to provide him with continued guidance. Over 6,000 unemployed youth in the last ten years have been "upgraded" by this program. Many of the youth were stimulated enough to return to school and graduate.

The city of Minneapolis operated a job placement and training program serving about 130 youths a year (65). After a student drops out of classes, he is given three weeks to find a job. If he fails, the school contacts him. An eight hour course (two-hour sessions) of job training that includes basic education is then offered, along with counseling and discussion of employment opportunities.

Unemployed youths with normal intelligence and the ability to learn a trade are encouraged to do so in Cincinnati, Ohio (45). A citizen's committee has solicited enough contributions to establish a tuition aid program. The money is used to pay the tuition of unemployed youths so that they may enroll in short-term vocational education courses, such as beauty culture, upholstering, commercial food service, and welding.

In Paterson, New Jersey, a full-time director of evening school has been added to the staff. He plans his daily program in coordination with the high school principals so that he can interview each student who decides to leave school. The purpose is to get the student registered for evening school before he leaves day school (5).

In Chatham, New Jersey, a new plan calls for identification of all students who dropped out of school over the past ten years, assignment of counselors to them, arrangements with other schools or training institutions to assist the program, and periodic progress reports to local school authorities (5).

Early Cultural Enrichment Programs. In Racine, Wisconsin, a program which allows deprived kindergarten age youngsters to attend afternoon sessions that are devoted to cultural enrichment has been developed (66). These children have the opportunity to improve their intellectual poverty

by experiences such as trips, hikes, picture book study, and telephone usage. This is an attempt to awaken in the child of five attributes of the mind and spirit which otherwise might still be asleep at the age of sixteen or sixty.

In an effort to intervene in a compensatory fashion in the preschool years, the Institute for Developmental Studies of New York Medical College's Department of Psychiatry is now conducting experimental nursery school classes in conjunction with the New York City Board of Education and the Department of Welfare day-care centers. Children in these classes are being exposed to a variety of experiences intended to stimulate their potential and prepare them with a backdrop of transactions with their environment in an attempt at enrichment (28).

In Orangeburg, New York, potential dropouts have the chance to capitalize on their interests by attending school on Saturday to talk, work, and do things with PTA community pool lay specialists in their interest areas (73). In Ken-Gar, Maryland, they are using a home-study program to enrich the early experiences a child has in the home (45). The Parent Teacher Association has organized home-study centers where children of given age groups meet several times weekly. They have found that regular school attendance and performance have improved considerably.

Chapter Summary

A review of the literature showed that there is considerable research related to the drop-out problem. Most of this research was of a descriptive nature. It involved frequency and percentage persistency studies, causal studies, clinical case studies, and controlled experimental studies.

Since 1950, more than half of the students across the country entering the fifth grade graduated from high school.

According to the research, most withdrawal occurred at the tenth grade level.

Student enrollment mortality seemed to be at its peak in January.

The unemployment rate for dropouts was twenty-seven percent.

Wage rates for withdrawees dropped ten percent between 1956 and 1958.

A very small percentage of withdrawees took additional adult education courses.

Dropouts said they left school for a variety of reasons. High on the list in terms of frequency were such reasons as "preferred work to school", "not interested in school", "disliked school", "discouraged with progress", "teacher difficulty", "course failure", and "marriage".

The literature suggests that dropouts tend to perform poorly on intelligence tests.

Dropouts were generally retarded several years in the fundamental skill areas such as mathematics, language arts, and reading. This retardation contributes to failing work in school courses.

A relatively small percentage of dropouts participated in extra-class activities.

Dropouts considered educational costs more excessive than did pupils remaining in school.

One study mentioned that the heart of the trouble was the curriculum. Non-school leavers and dropouts were found to be taking the same courses. Withdrawees ranked the school low on its helpfulness in getting and keeping jobs.

Sex differences among dropouts were low. Boys comprised fifty-four to sixty percent of the withdrawees.

Many of the early school leavers were overage for their grade levels.

Most dropouts came from the low economic classes. A majority of them were members of minority groups and usually lived in substandard housing. The mother's interest in her children's schooling was a persistency factor. Most dropouts had parents who were classed as unskilled labor. Only twenty-nine percent of the fathers of dropouts had completed high school. There was a strong relationship between the value a family placed on education and drop out.

No significant difference existed between the holding power of large and small schools.

Dropouts tend to have elementary histories involving numerous transfers.

Many programs have been devised across the country to alleviate the drop-out problem. Most of the attempts to relieve the problem have resulted in remedial programs, work-study programs, back-to-school programs, and early cultural enrichment programs.

CHAPTER III

MAGNITUDE, DIMENSIONS, AND INTRA-CITY RELATIONSHIPS OF THE OKLAHOMA CITY DROP-OUT PROBLEM

Introduction

One of the primary considerations of this study was to determine the extent and general nature of the drop-out problem as it existed in the Oklahoma City Public Schools. This chapter is concerned with findings related to this objective. It deals with the local magnitude, dimensions, and intra-city relationships of the problem.

Magnitude of Oklahoma City's Drop-out Problem

As a background for the presentation to follow, data on the holding power for the years previous to the one with which this study is concerned are pertinent. First, they afford a long range perspective of the holding power problem. Second, they afford a more accurate basis for determining the true extent of the problem than is obtainable by a tabulation of drop-outs for a single year.

In a school system the size of Oklahoma City's, it is impossible to determine the number of true dropouts by merely tabulating withdrawals which occur during a given school year. Many of those who withdraw may or may not enter school elsewhere. Also, a number of pupils complete a given school year but fail to re-enter the next year. To circumvent some

of these difficulties in accounting withdrawal, it is common practice to follow the examples used by the U. S. Office of Education (63).

In keeping with the methods for equating retention rates recommended by the U. S. Office of Education, Tables XVII and XVIII were devised. They show Oklahoma City's retention rates by both the fifth grade and ninth grade techniques and have the same common denominator of numbers continuing per 1000 in the fifth and ninth grades.

TABLE XVII

RETENTION RATES BY GRADES FOR FIFTH GRADE THROUGH HIGH SCHOOL
FOR OKLAHOMA CITY PUBLIC SCHOOLS 1955-1962

Grade	Year	No. of Students Remaining
5	1955	1000
6	1956	986
7	1957	998
8	1958	973
9	1959	994
10	1960	921
11	1961	824
12	1962	761

On the basis of the data in Table XVII, the Oklahoma City public schools graduated 761 students out of every 1000 pupils who started the fifth grade. The fifth grade was chosen as a referent since any withdrawals that occurred before that time probably represented inter-school mobility. This assumption has been accepted and used by the U. S.

Office of Education. Oklahoma City's retention rate was 7.3 to 7.7 percent higher than the national average. At present, the city's graduation rate exceeds seventy-six percent. This figure represents an improvement in excess of twelve percent over the 1943-1955 average of 63.16 percent reported by Allen (2, p. 48).

TABLE XVIII

RETENTION RATES BY GRADES FOR NINTH GRADE THROUGH HIGH SCHOOL FOR OKLAHOMA CITY PUBLIC SCHOOLS 1959-1962

Grade	Year	No. of Students Remaining
9	1959	1000
10	1960	927
11	1961	829
12	1962	765

Table XVIII is another way of determining retention rates. The data in the table fluctuate only slightly from the data in Table XVII. According to the information in Table XVIII, eight pupils in every ten who entered the ninth grade graduated from high school. This figure exceeded the national figure as-well-as the state figure. The state graduated 688 out of every 1000 pupils who entered the ninth grade. The state had a dropout rate of 31.2 percent in contrast to the nation's 30.3 percent rate and the city's 23.5 percent rate (30).

A study of Table XIX indicates that Oklahoma City's public school holding power had been slowly increasing. Here again, the U. S. Office of Education's fifth grade to graduation technique was used. At no point through these years was there any significant vacillation from one year to the next.

TABLE XIX

OKLAHOMA CITY PUBLIC SCHOOLS' HOLDING POWER IN PERCENTAGE
OF RETENTION SINCE 1956 AT YEARLY INTERVALS

Year	Fifth Grade Enrollment	Year	Twelfth Grade Enrollment at Graduation	Percentage of Membership at Graduation
1949	3139	1956	2196	70
1950	3429	1957	2331	68
1951	3503	1958	2396	68
1952	3815	1959	2684	71
1953	3859	1960	2836	73
1954	3951	1961	2844	73
1955	3521	1962	2671	76

The data in Table XX reveal some improvement on the part of the Oklahoma City public schools regarding holding power equated on the ninth grade to graduation basis. Since there were no two figures in sequential order, it seems somewhat hazardous to formulate even simple conclusions; nevertheless, when this table is compared with the previous

table, it seems certain that there was improvement in holding power although this improvement was very slow.

TABLE XX

OKLAHOMA CITY PUBLIC SCHOOLS' HOLDING POWER IN PERCENTAGE
OF RETENTION SINCE 1959 AT YEARLY INTERVALS

Year	Ninth Grade Enrollment	Year	Twelfth Grade Enrollment at Graduation	Percentage of Membership at Graduation
1956	3549	1959	2684	76
1957	3759	1960	2826	75
1958	3661	1961	2844	78
1959	3492	1962	2671	77

Table XXI represented an attempt to rank the secondary schools of Oklahoma City by both enrollment and withdrawal. All other variables being equal, it was assumed that drop-out percentage ratios would be congruent with enrollment percentage ratios; however, as an inspection of the data in Table XXI revealed, that was not the case during the 1963-64 school year in Oklahoma City.

A Spearman rank difference method of analysis was done on Table XXI, and a coefficient of .44 was computed. This figure signifies a relatively low correlation between the order of enrollments and drop-out ranks relative to the various secondary schools in Oklahoma City.

TABLE XXI

PERCENTAGE TABLE RELATING ENROLLMENT STATUS AND
 DROP-OUT STATUS FOR EACH OF THE SECONDARY SCHOOLS
 OF THE OKLAHOMA CITY PUBLIC SCHOOL SYSTEM FOR THE
 1963-64 SCHOOL YEAR

Schools	Percent of Total Enrollment	Percent of Total Dropouts	Enrollment Rank	Drop-out Rank
Capitol Hill Jr.	3.65	2.55	17	14
Hoover	2.74	.00	18	19
Jackson	3.68	2.55	16	13
Jefferson	5.02	.00	10	18
Moon	4.85	.69	11	17
Roosevelt	4.12	1.62	15	15
Taft	5.35	.69	8	16
Central	5.28	9.49	9	3
Classen	4.79	4.63	12	9
Grant	6.01	10.88	7	2
Harding	6.21	7.64	6	5
Marshall	8.18	3.24	2	12
Northeast	4.41	3.70	14	11
Southeast	6.68	7.18	5	6
Star Spencer	4.60	7.87	13	4
Capitol Hill Sr.	7.10	21.30	3	1
Douglass	6.87	4.40	4	10
Northwest	10.23	6.25	1	7
Adult Institute	.23	5.23	19	8
Totals	100.00	100.00	19	19

As a review of the literature indicated in the previous chapter, most withdrawal occurred at the tenth grade level. This generalization held true in the Oklahoma City public schools. Table XXII affords a comparison in this respect. The data in this table were gathered from the Governor's Committee on Children and Youth Report (30).

TABLE XXII
PERCENTAGE OF DROP OUT DURING THE SCHOOL YEAR BY GRADE LEVEL
IN OKLAHOMA CITY 1961-62

Grade Level	Number of Dropouts	Percentage of Drop Out
7	28	2.61
8	52	4.85
9	271	25.28
10	291	27.15
11	263	24.53
12	167	15.58

Of the 1,074 persons who withdrew from the public schools of Oklahoma City in 1962, twenty-seven percent of them did so at the tenth grade level. The range was twenty-four percent. This finding varied slightly from the state as a whole in which most withdrawal occurred at the eleventh grade level (30).

The relative frequency of withdrawals for different quarters of the 1962-1963 school year followed a rather interesting pattern. The second quarter which ended in late January had 438 withdrawals from the public junior and senior high schools of Oklahoma City. These 438 persons represented forty-seven percent of the total yearly drop-out group. The third quarter had 133 withdrawals for fourteen percent of the total. The fourth quarter had 368 withdrawals who represented thirty-nine percent of the total.

A survey of previous yearly quarters revealed the same pattern of withdrawal. In view of this pattern, it was hypothesized that there would be a significant difference between observed and expected withdrawals by quarters of the school year. The expected withdrawals in Table XXIII were based on the hypothesis of equal probability.

TABLE XXIII

THE SIGNIFICANCE OF FREQUENCY DIFFERENCES OF OBSERVED
AND EXPECTED NUMBERS OF PERSONS WHO DROPPED OUT
OF JUNIOR AND SENIOR HIGH SCHOOLS IN OKLAHOMA
CITY BY QUARTERS FOR THE YEARS 1956 TO 1963

Quarters	Observed	Expected
1 (No information is available for this quarter.)		
2	2723	2168.6
3	1473	2168.6
4	2310	2168.6
	$\chi^2 = 372.90$	$P < .01$

A chi-square analysis of the data in Table XXIII showed that there was a statistically significant difference at less than the one percent level between observed and expected withdrawals by quarters of the school year.

As was mentioned in the previous chapter, most student enrollment mortality occurred in January. January does fall within the second quarter of the school year; therefore, this study's findings seem consistent with those of Allen (2, p. 56), Kloes (44, p. 12), and Silverstone (83, p. 11). There are several possible explanations for the higher incidence of attrition during the second quarter of the school year. First, this is a period of transition marking the end of the first semester and the beginning of the second: therefore, many students transfer to other schools. Also, it follows the Christmas vacation, a time when students who were dissatisfied with school are given a brief reprieve. Many may have decided to prolong this vacation by withdrawing from school rather than return to a situation in which they are dissatisfied.

Dimensions of Oklahoma City's Drop-Out Problem

A number of studies relative to the reasons given by Oklahoma City public school dropouts for withdrawing have been done by the Governor's Committee on Children and Youth, the Oklahoma State Employment Service, and the Oklahoma City Public Schools (30). A percentage comparison of the findings is presented in Table XXIV.

TABLE XXIV

A PERCENTAGE COMPARISON OF THE REASONS GIVEN BY PERSONS WHO
DROPPED OUT OF THE SECONDARY SCHOOLS OF OKLAHOMA CITY

Reason for Withdrawal	Governor's Study 1961-62	Oklahoma State Employment Service Study 1962-63	Oklahoma City's Public School Study 1963-64
Marriage	15%	24%	22%
Lack of Interest	33	22	18
Work	13	14	13
Behavioral Reasons	3	6	4
Armed Service	6	6	9
Illness and Health	5	4	6
Needed at Home	4	-	1
Pregnant	4	11	7
Academic Failure	1	-	3
Dislike Teachers	1	-	-
Unsuitable Curriculum	1	-	-
Other Reasons or Unknown	14	13	17
Total	100	100	100

The data from the Oklahoma City Public School Study were collected from drop-out report forms which were submitted to the research department. The form can be inspected as Appendix G of this study.

An inspection of the data in Table XXIV reveals that marriage, lack of interest, and work were the chief reasons for withdrawal during the period covered by these studies.

The Governor's Committee on Children and Youth found that sixty percent of the dropouts in Oklahoma had above average intellectual ability (30). In view of this finding, it was hypothesized that there would be a significant difference between observed and expected frequencies of dropouts in below and above average categories of intellectual ability. The expected frequencies of dropouts in the below and above average categories in Table XXV were based on the hypothesis of equal probability. The median was used as a referent.

TABLE XXV

THE SIGNIFICANCE OF FREQUENCY DIFFERENCES OF OBSERVED AND
 EXPECTED NUMBERS OF PERSONS WHO DROPPED OUT
 OF JUNIOR AND SENIOR HIGH SCHOOLS IN OKLAHOMA CITY BY INTELLECTUAL
 ABILITY 1961-62

Intellectual Ability	Observed	Expected
Above Average	649	537
Below Average	425	537
	$\chi^2 = 46.70$	$P < .01$

A chi-square analysis of the data in Table XXV showed that there was a statistically significant difference at less than the one percent level between observed and expected numbers of dropouts in below and above average categories.

The foregoing findings regarding intellectual abilities of dropouts led to some expectancies concerning their school achievement. Measures of intellectual ability are predictive of scholastic attainment in most

instances. In view of this statement by Thorndike (96), it was hypothesized that there would be a significant difference between observed and expected numbers of dropouts in below and above average grade point categories. The expected frequencies of dropouts in each category in Table XXVI were based on the hypothesis of equal probability. The median was used as the referent.

TABLE XXVI

THE SIGNIFICANCE OF FREQUENCY DIFFERENCES OF OBSERVED AND EXPECTED NUMBERS OF PERSONS WHO DROPPED OUT OF JUNIOR OR SENIOR HIGH SCHOOLS IN OKLAHOMA CITY BY GRADES RECEIVED WHILE IN SCHOOL 1961-62

Grades	Observed	Expected
Above Average	309	537
Below Average	765	537
	$\chi^2 = 193.60$	$P < .01$

A chi-square analysis of the data in Table XXVI revealed that there was a statistically significant difference at less than the one percent level between observed and expected numbers of dropouts in below and above average grade categories.

Drop-out studies reveal that dropouts participate to a very limited extent in extra-curricular activities. The findings in this study were no exception as an inspection of the data in Table XXVII reveals. The Governor's Committee on Children and Youth did not gather extra-class activity data for those students who did not drop out of school (30).

TABLE XXVII

NUMBER AND PERCENTAGE OF PERSONS WHO DROPPED OUT OF
JUNIOR AND SENIOR HIGH SCHOOLS IN OKLAHOMA CITY
BY ACTIVITY MEMBERSHIP WHILE IN SCHOOL 1961-62

Activities	Number	Percentage
One or more	111	9
Sports	24	2
Music	32	3
Honor society	4	1
Clubs	62	5
None	963	80

According to the findings in Table XXVII, eighty percent of the Oklahoma City junior and senior high school dropouts did not participate in any school sponsored activities. The data in Table XXVII are congruent with the data in Allen's study (2, p. 85). In his study, eighty-two percent of the dropouts did not participate in any formal extra-curricular activities.

Allen (2, p. 60) states that in drop-out studies, the broken homes question is a factor worthy of investigation. In view of this statement, data were tabulated from the Governor's Committee on Children and Youth (30). Table XXVIII contains a summary of findings relative to the number and percent of dropouts living with and those not living with both parents.

TABLE XXVIII
 A COMPARISON OF DROPOUTS LIVING WITH AND THOSE NOT
 LIVING WITH BOTH PARENTS 1961-62

Residence	Number of Dropouts	Percentage of Dropouts
Living With Both Parents	466	56.4
Not Living With Both Parents	361	43.6
Totals	827	100.00

When information on the question of whether dropouts were living with both parents was tabulated, it was found that over forty-three percent were not.

A number of studies found dropouts to have parents who possessed low occupational status. A study of Table XXIX reveals that fifteen percent of the parents of Oklahoma City dropouts were involved in unskilled labor. High percentages of parents were found to be in clerical, kindred, and service positions. Thirteen percent of the parents had no usual occupation.

The last column in Table XXIX is devoted to the percentage of parents of control group students in each of the occupational categories. Allen (2, p. 94) summarized these findings in his 1957 study.

Eight studies in Chapter II of this report indicated that most dropouts were members of the male group. In view of these findings, it was hypothesized that there would be a significant difference between observed

TABLE XXIX

NUMBER AND PERCENTAGE OF PERSONS WHO DROPPED OUT OF
 JUNIOR AND SENIOR HIGH SCHOOLS IN OKLAHOMA CITY
 BY PRINCIPAL OCCUPATION OF SUPPORTING PARENT
 1961-62

Occupation of Parent	Number	Percentage of Dropouts	Percentage of Control Students*
Professional and Semi-professional	15	1	30
Proprietors, Managers, and Officials	19	2	
Clerical and Sales	60	6	21
Craftsmen and Foremen	53	5	25
Farm Owners and Farm Managers	1	.9	1
Operatives and Kindred and Skilled	60	6	
Farm Laborers	0	0	
Service Workers-nonprivate	61	6	5
Private Household Service Workers	12	1	
Unskilled Laborers	164	15	18
Occupational Class Unknown	478	43	
No Usual Occupation	151	13	

*From Allen's Study (2, p. 94)

and expected numbers of dropouts in male and female categories. The expected frequencies of dropouts in the male and female categories in Table XXX were based on the hypothesis of equal probability.

TABLE XXX

THE SIGNIFICANCE OF FREQUENCY DIFFERENCES OF OBSERVED AND EXPECTED RESPONSES OF PERSONS WHO DROPPED OUT OF JUNIOR OR SENIOR HIGH SCHOOLS IN OKLAHOMA CITY BY SEX 1961-62

Sex	Observed	Expected
Male	633	537
Female	441	537
	$X^2 = 34.32$	$P < .01$

A chi-square analysis of the data in Table XXX showed that there was a statistically significant difference at less than the one percent level between observed and expected numbers of dropouts in male and female categories.

An inspection of Table XXXI allows the generalization that most dropouts in Oklahoma City were enrolled in general programs. It was hypothesized that there would be a significant difference between observed and expected numbers of dropouts in general, vocational, and preparatory school programs. The expected frequencies of dropouts in each of the categories in Table XXXI were based on the hypothesis of equal probability.

A chi-square analysis of the data in Table XXXI revealed that there was a statistically significant difference at less than the one percent

level between observed and expected numbers of dropouts in general, vocational, and preparatory programs.

TABLE XXXI

THE SIGNIFICANCE OF FREQUENCY DIFFERENCES OF OBSERVED AND EXPECTED NUMBERS OF PERSONS WHO DROPPED OUT OF JUNIOR OR SENIOR HIGH SCHOOLS IN OKLAHOMA CITY BY TYPE OF CURRICULUM 1961-62

Curriculum	Observed	Expected
General	859	357.7
Vocational	171	357.7
Preparatory	43	357.7
	$\chi^2 = 1076.87$	$P < .01$

Intra-City Drop-out Relationships in Oklahoma City

Every sector of Oklahoma City has a drop-out problem, but the intensity and magnitude of this problem varies significantly from one area of the city to the other. The data in Table XXI revealed that retention rates were quite different for schools located in different parts of the city. In order to view this differential problem more fully, the following data were gathered, processed, and analyzed by cartographic techniques. Of special interest in this analysis were elementary student mobility, elementary student intelligence, and adult employment, income, and education.

As a review of the literature showed, dropouts tend to have high rates of elementary school transfer or mobility and, in many cases, below average intelligence. In order to measure these characteristics as a basis for

studying the drop-out problem in Oklahoma City, the California Test of Mental Maturity scores were averaged over a three year period for all fifth graders in all of the 1961 elementary school districts in the city. For a measurement of elementary student mobility, the method suggested by the Indianapolis Public Schools' Researcher was used (42). The formula is as follows:

$$\frac{\text{Number of Gains (G)} + \text{Number of Losses (L)}}{\text{School Initial Enrollment (E)}} = \text{Index of Mobility (IM)}$$

If a school begins with an enrollment of 500 pupils and losses 250 and enrolls (gains) an additional 250 pupils, according to the formula:

$$\frac{G + L}{E} = \text{IM} \quad : \quad \frac{250 + 250}{500} = 1.00$$

An interpretation of Plate I showed the 1961 elementary school districts of Oklahoma City by intelligence divided into above average, high average, low average, and below average categories. Particularly noticeable were the east to west central city low average and below average districts. They formed an east-west axis which can be readily compared with the following illustrations. The north and west parts of town had patterns of above average intelligence. The southwest part of the city, considered by many to be the second best part of town, had a noticeable configuration of high average intelligence.

According to the design of Plate II which indicates mobility, an east-west configuration very similar to that on the previous plate concerning intelligence was quite apparent. Also apparent, were the north and west patterns and the southwest pattern. This illustration was devised by using the previous mobility formula. The mean index of mobility (IM) for the elementary schools was .20 with a standard deviation of .12. The schools

PLATE I

OKLAHOMA CITY ELEMENTARY

SCHOOL DISTRICTS BY INTELLIGENCE

California Test of Mental Maturity - Three Year Average

White Areas	106 - 117
Vertically Lined Areas	101 - 105
Spotted Areas	90 - 100
Horizontally Lined Areas	80 - 89

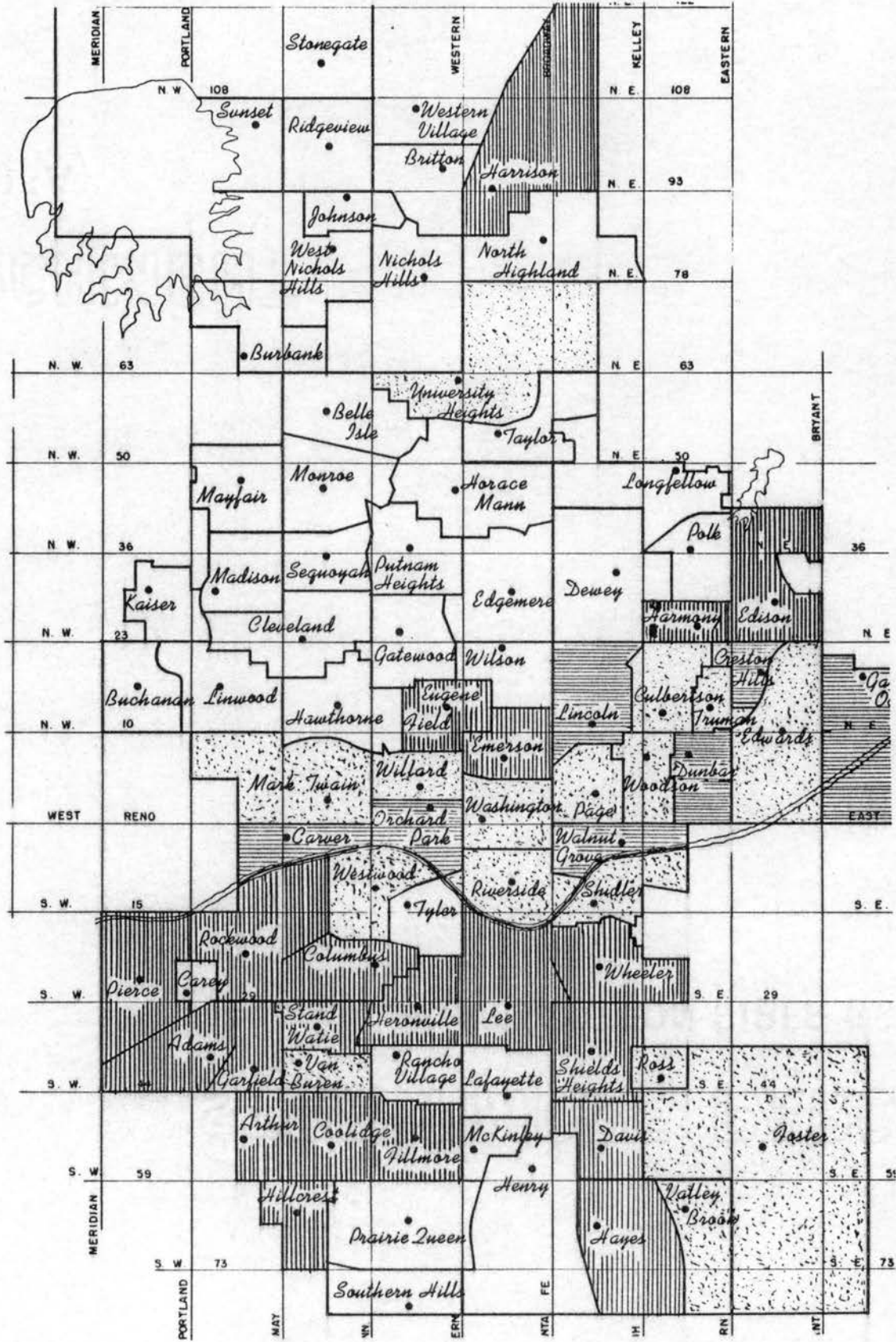
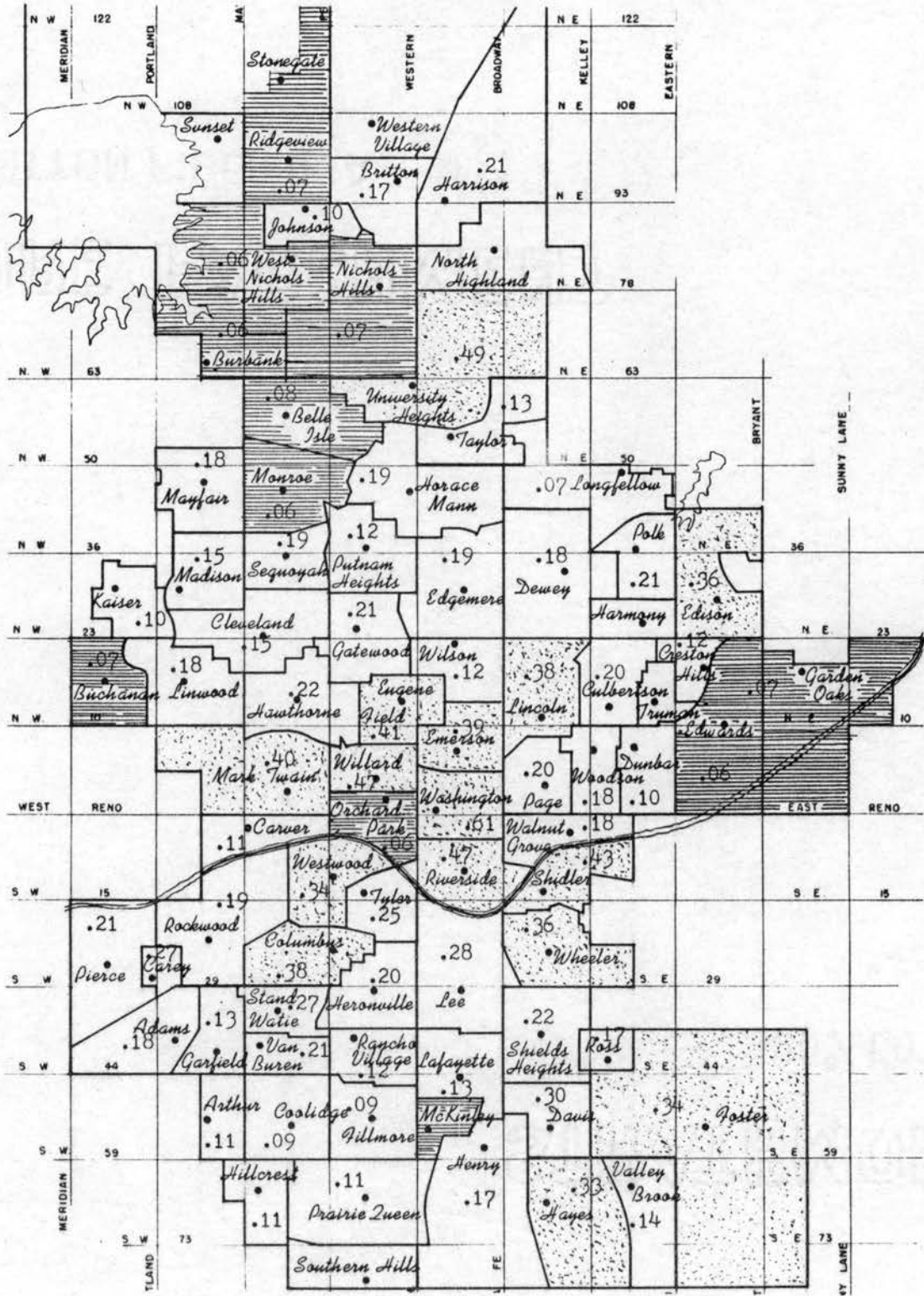


PLATE II

OKLAHOMA CITY ELEMENTARY SCHOOL DISTRICTS BY MOBILITY

Spotted Areas	-High Mobility	-Above .32 or $+1\sigma$
Horizontally Lined Areas	-Low Mobility	-Below .08 or -1σ
White Areas	-Medium Mobility	-Above .08 or -1σ and Below .32 or $+1\sigma$



with ± 1 standard deviation were considered to have had high or low mobility. The city had 15 schools with an index of .32 or higher and 13 schools with an index of .08 or lower. The plate shows each district's index. Sixty-six percent of the schools were considered to have had average mobility.

Table XXXII shows a chi-square analysis of the relationship between elementary student intelligence and elementary student mobility by a district frequency count. It was hypothesized that there would be a significant difference between observed and expected frequencies of elementary school districts relative to student mobility and intelligence.

TABLE XXXII

THE SIGNIFICANCE OF FREQUENCY DIFFERENCES OF OBSERVED
AND EXPECTED ELEMENTARY SCHOOL DISTRICTS IN OKLAHOMA
CITY BY MOBILITY AND INTELLIGENCE 1961

Intelligence	High		Mobility Medium		Low	
	Observed	Expected	Observed	Expected	Observed	Expected
Above Average (106-117)	0	4.77	12	12.41	9	3.28
High Average (101-105)	6	5.00	16	13.00	0	4.00
Low Average (90-100)	8	3.64	7	9.45	1	2.97
Below Average	1	1.59	4	4.14	2	1.27
	$\chi^2 = 20.76$		$P < .01$			

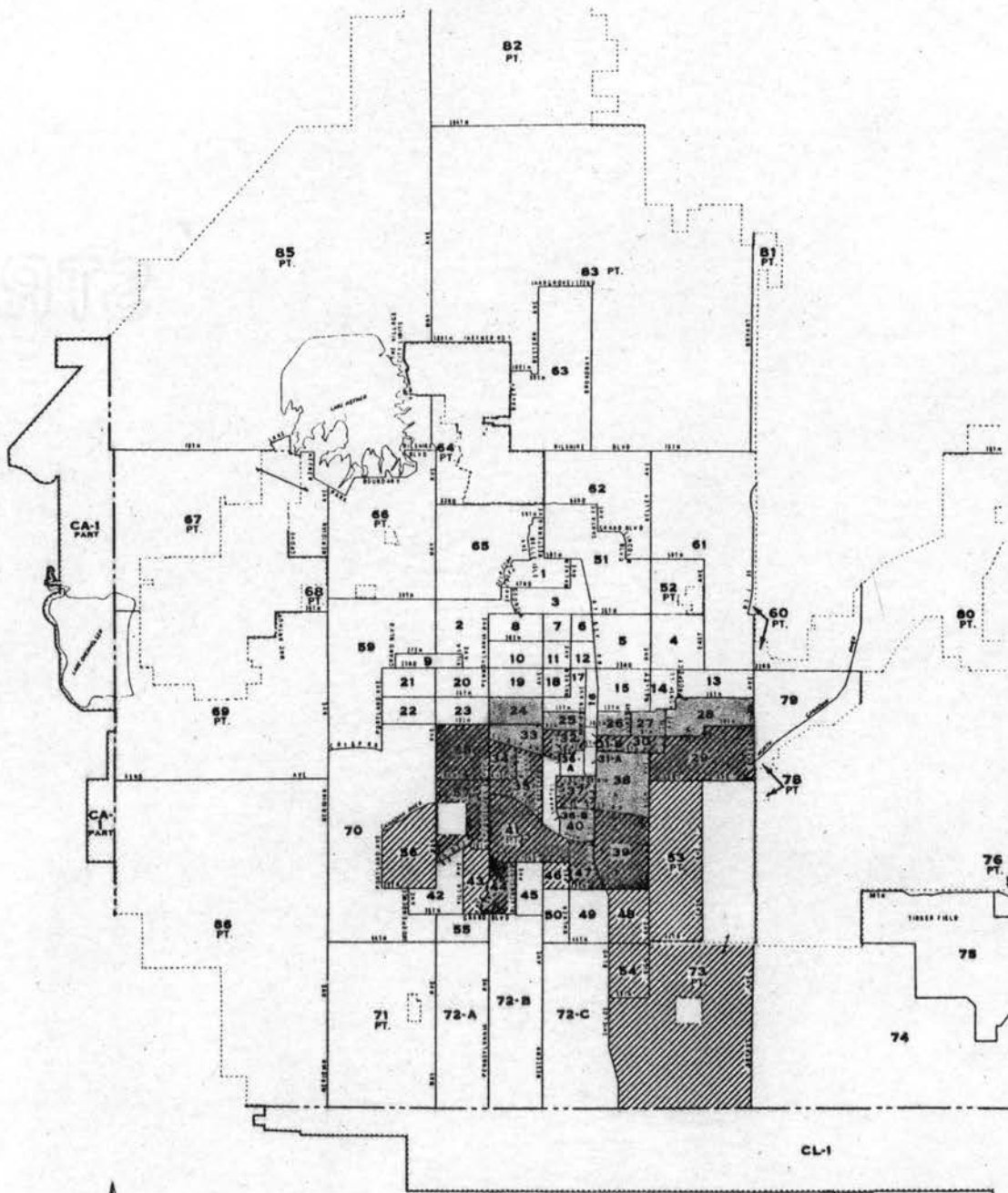
A chi-square analysis of the data in Table XXXII revealed that there was a statistically significant difference at less than the one percent level between observed and expected frequencies of elementary school districts relative to student mobility and intelligence.

The center-city pattern of high mobility and low intelligence seemed to have been further reinforced by the designs of Plates III and IV. An inspection of Plate III shows areas (tracts) of the city in relation to lowest quartiles for income and educational attainment. Notice that here again, a central-city east-west axis appeared. Table XXXIII shows the tracts of the city having the lowest quartiles in income, educational attainment, and high unemployment. These tracts correspond with Plates III and IV.

According to the findings in Table XXXIII, the Negroes represent thirteen percent of the total population; yet, in the table, five tracts had non-white percentages exceeding eighty percent. All of the tracts had family incomes of one quartile below the city's median figure. All of the tracts were below the city's median number of school years completed. All but one of the tracts had fourteen to seventeen years of age school enrollment ratios below the city's median. Five tracts had larger percentages of immigrants than was true of the city as a whole. Sixteen tracts had unemployment ratios which exceeded the city's median.

PLATE III

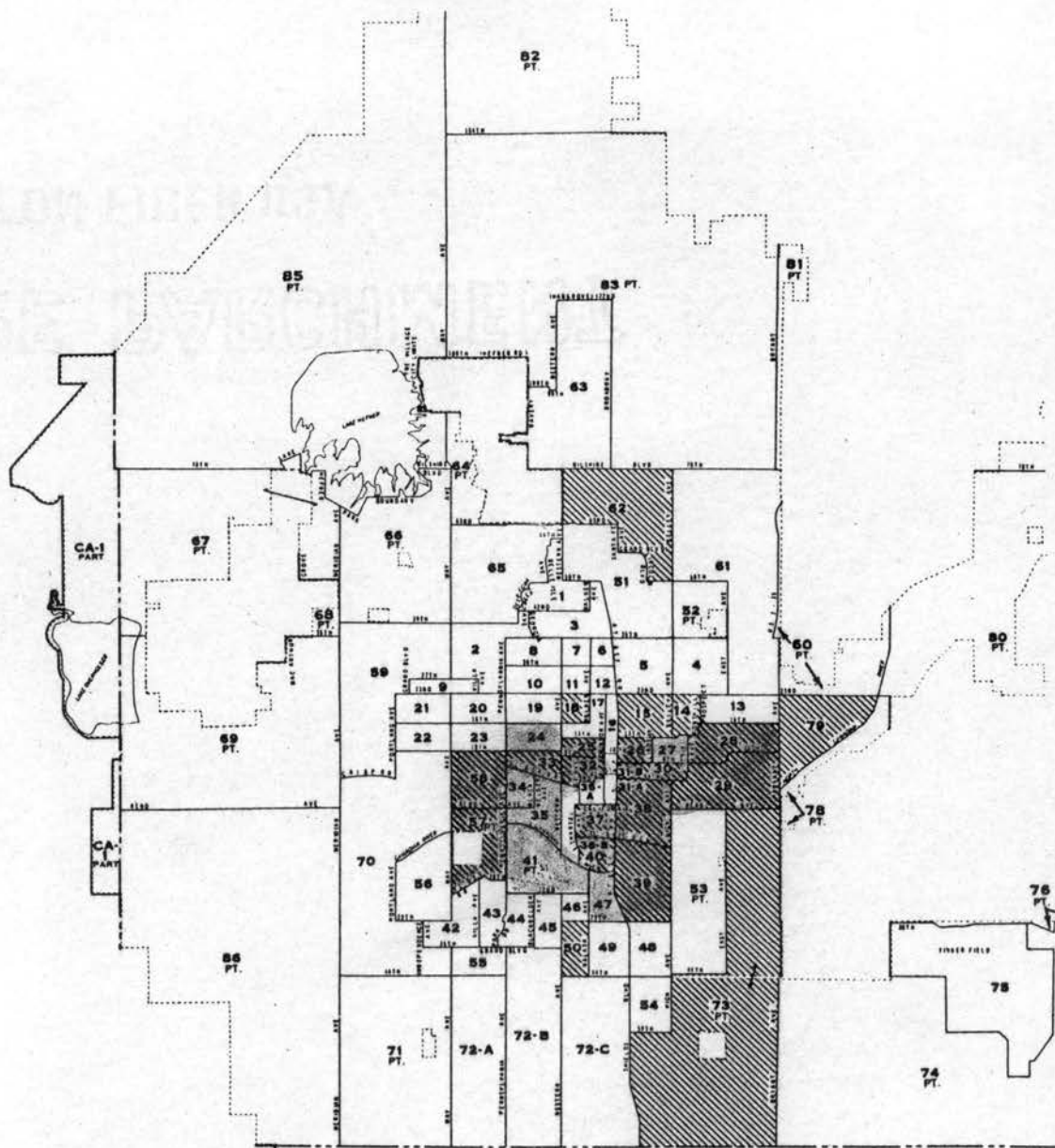
CENSUS TRACTS OF OKLAHOMA CITY WITH LOW FAMILY
INCOME AND LOW EDUCATIONAL ATTAINMENT



- Tracts falling in lowest quartile for income
- Tracts falling in lowest quartile for educational attainment
- Tracts falling in lowest quartile for both income and educational attainment
- Range of median family income, lowest quartile Tract median 2,304-4,604
- Range of median educ. attainment, lowest quartile Tract median 7.0-9.1

PLATE IV

GENSUS TRACTS OF OKLAHOMA CITY WITH LOW
FAMILY INCOME AND HIGH UNEMPLOYMENT



SCALE
0 1000 2000 FEET

- Tracts falling in lowest quartile for income
- Tracts falling in highest quartile for male unemployment
- Tracts falling in lowest quartile for income and highest quartile for male unemployment
- Range of median family income, lowest quartile Tract median
2,304-4,480
- Range of male unemployment rate, highest quartile Tract rate
12.2-5.0

TABLE XXXIII

OKLAHOMA CITY CENSUS TRACTS IN LOWEST QUARTILES OF FAMILY INCOME,
EDUCATIONAL ATTAINMENT, AND EMPLOYMENT 1960 (103)

Tract No.	Percentage of Non-White Members	Median Income	Median School Years Completed	Percent. of In-migrants	Unemploy. Rate
29***	98	\$2756	8.8	7	7.0%
30***	81	\$2559	9.0	14	7.0
32***	7	\$2966	8.9	29	5.7
39***	4	\$3849	8.6	16	5.5
57***	31	\$3805	8.1	13	6.7
58***	3	\$2958	7.0	15	7.3
34**	8	\$4150	9.0	16	2.7
35**	30	\$3016	8.5	16	3.1
41**	2	\$4480	9.1	19	4.1
47**	3	\$3453	9.0	17	4.4
88**	96	\$2304	8.3	15	4.4
25*	3	\$3508	11.6	27	6.4
26*	30	\$3562	10.2	25	9.4
28*	96	\$3435	10.5	6	5.1
33*	5	\$3599	9.8	22	6.4
37*	14	\$2498	8.3	15	7.8
38*	84	\$2692	9.2	13	12.2
40*	31	\$3150	10.0	5	5.8
City Total	13	\$5600	12.0	18	3.2

***: Q₁ Income, Educational Attainment, and Employment

** : Q₁ In Income and Education

* : Q₁ In Income and Employment

CHAPTER SUMMARY

In 1962, Oklahoma City schools graduated 761 students out of every 1000 who started the fifth grade. The city's graduation rate exceeded sixty-six percent.

A rank-difference correlation coefficient of .44 was found between the order of enrollment and drop-out ranks of the city's secondary schools.

Of the 1,074 persons who withdrew from the public schools of Oklahoma City in 1961-62, twenty-seven percent of them did so at the tenth grade level.

Of the 1,074 persons who withdrew from the city's public schools, 438 of them did so during the second quarter of the school year. These 438 persons represented forty-seven percent of the year's dropouts. There was a statistically significant difference between observed and expected withdrawals by quarters of the school year.

It was found that marriage, lack of interest, and work were the chief reasons given by dropouts when withdrawing.

There was a significant difference between observed and expected dropouts in below and above average categories of intellectual ability.

There was found to be a significant difference between observed and expected numbers of dropouts in below and above average grade point categories.

Eighty percent of the city's secondary dropouts did not participate in any formal school sponsored activities.

It was found that over forty-three percent of the city's dropouts were not living with both parents.

Fifteen percent of the parents of Oklahoma City dropouts were involved in unskilled labor. Thirteen percent of the parents had no usual occupation.

There was a significant difference between observed and expected dropouts in male and female categories. Most of the withdrawees were males.

It was found that there was a significant difference between observed and expected dropouts in general, vocational, and preparatory programs. Most of the withdrawees were enrolled in general programs. Very few were enrolled in college preparatory programs.

Every sector of the city had a drop-out problem, but the magnitude varied greatly within the city. The central city area forming an east-west axis had low elementary student intelligence, high elementary student mobility, low parental income, low parental educational attainment, and high parental unemployment.

CHAPTER IV

OKLAHOMA CITY'S APPROACH TO THE DROP-OUT PROBLEM

Introduction

One of the primary considerations of this study was to describe the activities of various individuals, groups, and agencies as they worked together to develop programs to alleviate Oklahoma City's drop-out problem. Chapter II revealed programs which were devised across the country to cope with the problem; however, the present chapter's approach doesn't rely on the remedial, work-study, back-to-school, and enrichment divisions of Chapter II. Rather, this chapter attempts to justify each of Oklahoma City's programs using the Superintendent's Advisory Committee on School Dropouts' objectives as criteria.

Superintendent's Advisory Committee On School Dropouts

Although Oklahoma City's schools and newspapers had given early recognition to the city's drop-out problem, there was no city-wide organization designed to attack the problem on a community-wide basis. The superintendent and others recognized early that although the schools were directly affected by the problem, the schools alone could not alleviate a problem which has its foundation in all aspects of community life.

An executive committee of which the superintendent was a member sent letters to prominent community leaders who met, were briefed by the

superintendent, shown visuals concerning dimensions of the problem, were asked for their support, ideas, and suggestions. The idea was stressed that the executive committee would keep the advisory committee of fifty members informed of all youth activities, and in turn, the advisory committee would generate constructive suggestions and act as volunteers in a number of action programs. An executive secretary was appointed by the superintendent from his staff to organize and coordinate school-community projects.

The executive committee identified four broad objectives: the identification of potential dropouts, the prevention of potential dropouts from leaving school, the rehabilitation of dropouts by special programs, and the education of the community to the problem. After these original objectives had been formulated, the following specific purposes were developed by the executive secretary and others:

1. To help school people and lay citizens to become aware of the drop-out problem and its ramifications.
2. To inform school people and lay citizens of the various programs now being offered in the schools that help in the retention of students.
3. To identify the many resources available within the community for helping young people.
4. To identify programs conducted in other cities that have relevance for our own area.
5. To set up lines of communication that will allow all individuals and groups within the community to coordinate their efforts to alleviate the drop-out problem.
6. To carry on research projects concerning dropouts and the curriculum.
7. To create programs that offer real interest and substance to the dropouts.
8. To constantly re-evaluate dropout programs and make necessary adjustments.

The remainder of this chapter describes the programs which have been devised to accomplish each of the guiding objectives created by the Superintendent's Advisory Committee on School Dropouts which is the focus of all drop-out program organization in Oklahoma City. The programs are reported under the objectives formulated by the Advisory Committee.

Helping School People and Lay Citizens Become Aware
of the Drop-out Problem and Its Ramifications

A study of the report of the Public Information Subcommittee of the Superintendent's Advisory Committee showed the amount of publicity Oklahoma City residents received concerning the dropout problem. Channel Nine (KWTV) presented approximately 125 presentations of the two second variety. Channel Five (KOCOTV) ran twelve twenty second announcements and eight ten second spots during the year. Channel Four (WKYTV) presented a total of 192 eight second announcements and 328 two second spots as its contribution to the dropout cause.

Some of the more important television presentations included the following:

1. An interview of the Advisory Committee officers concerning the functions of the committee and its members
2. An OEA sponsored program concerning the general problem of withdrawal discussed by an administrator, a principal, a community recreation center representative, and the executive secretary of the Advisory Committee
3. A PTA interview with the superintendent regarding the drop-out problem
4. An interview with a member of the President's Committee on Youth who was invited to the city as a consultant
5. A weekly guidance program televised by the system's educational channel was devoted to the drop-out problem
6. An interview with members of the drop-out Youth Speakers' Bureau

The Youth Speakers' Bureau plans future presentations on the Ida "B" Show, the Tom Paxton Show, and the Gaylon Stacy show. This bureau is made up of four students who at one time were dropouts but have since returned to school and have a story to tell. They also participate in panel discussions at schools and other organizations in the city.

There is also an Adult Speakers' Bureau made up of members of the Superintendent's Advisory Committee. These people are usually Parent Teacher Association or business community representatives who go out to various schools and impart information about occupational possibilities which help to prevent students from making the mistake of dropping out of school.

Radio broadcasts were an important aspect of the community's drop-out education campaign. During the year, the various radio stations transmitted the following number of drop-out presentations:

1. KTOK - 135 spots
2. KOMA - 540 spots
3. KJEM - 225 spots
4. KOCY - 225 spots
5. KLPR - 210 spots
6. WKY - 598 spots

These radio presentations were of different types and lengths. One very important radio project was the "Trouble Line." This program was aired by a disc jockey show five nights a week from six PM to nine PM for a period of three weeks. The disc jockey made appeals to the public at-large to phone the Trouble Line and WKY if they were thinking about dropping out of school, or thinking about going back to school. Several Trouble Line phones were manned by Parent Teacher Association members and as calls

came in (thirty-five the second night alone) the Parent Teacher Association members would refer them to the proper community agencies or school people. The campaign results were beyond all expectations. This was an excellent example of cooperation between the Parent Teacher Association, the public schools, and a privately owned but community-minded radio station.

Another interesting project reported by the Public Information Subcommittee was the outdoor poster project. Fifteen outdoor posters were posted in January at various key locations throughout the city. They remained at those locations for two months. All of them were near high schools.

The Oklahoma City newspapers were an integral part of the city's drop-out campaign. The following newspaper articles represent the coverage that was given by the Daily Oklahoman and the Oklahoma City Times from July 30, 1963, to February 7, 1964:

1. Critical Drop-out Problem Grows - August 2, 1963
2. Dropouts Get Chance at Diplomas - August 8, 1963
3. School Dropouts Lose Key to Future - August 12, 1963
4. Drop-out Plan Gets Response - August 13, 1963
5. The Dropouts: Tomorrow's Left-Out Man - August 13, 1963
6. Keys Found to Secrets of Dropouts - August 14, 1963
7. Drop-out Problem Due Study - August 14, 1963
8. Whole Community Involved in School Drop-out Problem - August 17, 1963
9. City to Open Dropout War - August 22, 1963
10. Nation to Watch City Reclaim Its High School Dropouts - August 23, 1963
11. Dropouts Sign Up For New Classes - August 26, 1963
12. Job Work Goes On - August 28, 1963
13. Drop-out Battle Lines Drawn - August 29, 1963
14. Drop-out Hunt Will Continue - August 29, 1963

15. Dropouts Get New Chance Next Week - August 31, 1963
16. Drop-Out Plan Set In Motion by Committee - September 6, 1963
17. Teens Quit School For Many Reasons - September 15, 1963
18. City Classes Reach Quota of Dropouts - September 17, 1963
19. Youngster Raps School Dropouts - September 22, 1963
20. Drop-Out War Pays Dividends; Dropouts Stay In Classes - September 20, 1963
21. A Start on Dropouts - September 24, 1963
22. Drop-Out Rate Falls Sharply - September 28, 1963
23. Dropouts Commit Economic, Intellectual Suicide - October 24, 1963
24. Schools to Study Dropouts - January 8, 1964
25. From One Dropout to Another - January 23, 1964
26. The Word is Getting Around, Just Don't Do It - January 23, 1964
27. Dropouts Due Focus at City Human Relations Institute - February 7, 1964.

On the basis of the twenty-seven articles above, fifty-six percent of the newspaper coverage occurred in August. It is rather unfortunate that there was not an equally high percentage of newspaper coverage in December and early January, since most school-year withdrawal occurred at that time according to the research reported in Chapter III. The ideal newspaper campaign would be one where there is considerable coverage in both August and December with steady reinforcement throughout the year.

The executive secretary of the Advisory Committee with the help of an administrative intern wrote and published a ten page paper known as The School Dropout which was distributed to members of the Advisory Committee, Parent-Teacher Association drop-out workshop participants, and secondary school principals. This same paper was modified and distributed through-

out the state in the form of Summary Information on Dropouts. Its distribution was sponsored by the Oklahoma Association of Secondary School Principals.

Other publications written by the executive secretary and his staff are This Boy Is Walking Away From His Future which was distributed to all secondary school students in the summer of 1963, and Pictures of Progress, Equal Opportunity In Oklahoma City. This last publication, Pictures of Progress, is a stimulant directed at Negro students to let them know that if they would but prepare themselves, opportunities are available. Its purpose was to help them aspire toward self-improvement.

The executive secretary's office acted as a distribution point for hundreds of brochures and pamphlets such as the U. S. Department of Health, Education, and Welfare's High School Dropouts, the National Congress of Parents and Teachers' Don't Be a Drop-out Parent, the Educational Policies Commission's Education and the Disadvantaged American, the Science Research Associates' Combating the Drop-out Problem, the Young Mens Christian Association's National Council Bulletin's The School Dropout, the National Federation Working for Good Citizenship, Good Government, and Good Business' Education - An Investment in People, the Kiwanis Club of Oklahoma City's The Law and You, and the American School's Why Finish High School.

An artist working for the executive secretary devised a twenty page drop-out comic book entitled What's In It For Me. This publication was distributed to junior and senior high school counselors for use in cases involving potential withdrawal. It represents an attempt to take advantage of the fact that potential dropouts read and are very familiar with comic books. It gets at the potential withdrawee through a medium of communication he readily understands.

The executive secretary, the superintendent of schools, the administrative intern, and many others connected with the drop-out problem made many speeches to Parent Teacher Association groups and other school and community agencies throughout the year.

~~Informing School People and Lay Citizens of the Various
Programs Now Being Offered in the Schools
That Help in the Retention of Students~~

Many of the previously mentioned projects were also related to this objective; however, it is the intention here to eliminate as much redundancy as possible. The executive secretary and staff wrote and published an eleven page booklet entitled Educational Opportunities and Special Services in Your Oklahoma City Public Schools. It describes the various programs that exist in the public schools in which students can major. In addition to the normal programs the city's schools offer, the following drop-out oriented programs were described: agriculture, automobile body and fender repair, bricklaying, cabinetmaking, carpentry, cosmetology, distributive education, diversified occupations, electricity, electronics, machine shop practice, printing-composition presswork, offset printing, varityping, sheet metal work, tailoring, upholstery and furniture repair, and welding.

A number of brochures were written by the executive secretary's staff and distributed to members of the Superintendent's Advisory Committee by the end of the 1963-64 school year. The brochures were entitled The Riverside Project, The Emerson Project, The Youth Opportunity Project, Vocational Rehabilitation Work-Study Programs, The Adult Institute, The Cooperative Program, and Special Education Programs.

These publications were designed to inform committee members of the special drop-out projects in the city's schools. In addition the information was utilized by those committee members who were participants in the Adult Speakers' Bureau.

Identifying the Many Resources Available Within the Community for Helping Young People

The one project which was most congruent with this objective was the Phi Delta Kappa Drop-out Study Project.

This project was supported by a small grant of \$450.00 from the national organization. Its general objective was to bring together and involve all individuals, groups, and social agencies within the Oklahoma City area who were interested in helping the young people of the city to become useful members of our complex society. Although the project had six specific objectives exactly like those of the Superintendent's Advisory Committee, only the one pertinent to this section of the study will be explored.

Committees were formed to determine the status of the drop-out problem in Oklahoma City, to identify the resources available to combat the problem and to suggest possible designs for cooperative community actions to help alleviate the drop-out problem. The committees were made up of a chairman, two assistant chairmen, Phi Delta Kappa members, and consultants from the Superintendent's Advisory Committee. Each Committee was assigned to explore and develop drop-out program possibilities in one of the following areas: schools, churches and civic organizations, social agencies, youth employment agencies, juvenile delinquency agencies, community recreation associations, business-industry-and-retailers, and publicity agencies.

A two day drop-out workshop was held in October. At this workshop the assistant chairmen and Advisory Committee consultants organized and planned the year's committee activities. A representative of the President's Committee on Youth, Crime, and Delinquency and a representative from the U. S. Department of Labor's Regional Youth Consultant staff furnished the leadership at the workshop.

Besides private committee action, six Phi Delta Kappa sponsored banquets were held during the year at different locations throughout the city. The participants were as follows:

1. Representative from the President's Committee on Juvenile Crime and Delinquency
 Guests: Members of the Superintendent's Advisory Committee on School Dropouts
2. Regional Youth Consultant for the U. S. Department of Labor
 Guests: State Employment Service representatives and Labor Department representatives
3. Chief of Special Services, State Vocational Rehabilitation Division
 Guests: Representatives from various agencies
4. Panel of Businessmen from Oklahoma City discussing prospects for the future of Oklahoma City
 Guests: Representatives from Frontiers of Science and other civic groups
5. Panel of Manpower Project Youth Speakers' Bureau students
 Guests: Manpower students and personnel men from various large concerns
6. Executive Secretary of Phi Delta Kappa
 Guests: Interested persons

Reporters and others from the city's various news media were invited to each of the meetings.

Through the interaction of many people in this project, the many resources available within the community that had pertinence to the drop-out problem were identified. Lines of communication between individuals and groups within the community were facilitated. It was not the published drop-out pamphlet which resulted from private committee action that was of major importance. The important resultants were the number of people who were made aware of the problem through personal association with each other, the intra-personal transaction that occurred, the "good will" that was established between individuals and agencies, and the establishment of a positive community attitude toward the drop-out problem in Oklahoma City.

Identifying Programs Conducted in Other Cities that Have Relevance For Our Own Area

The publication Suggested Programs for Action for Dropouts sponsored by the Oklahoma Association of Secondary School Principals and written by the executive secretary of the Advisory Committee and an administrative intern identifies a few of the drop-out programs conducted in other cities that have relevance to Oklahoma City. Chapter II of this study revealed even a larger number of programs across the country. To show how this particular objective was facilitated by the above publication, one needs only to look at the previously mentioned Emerson and Riverside projects.

The Emerson and Riverside projects are based on the programs in Racine, Wisconsin, New York's Department of Welfare day-care centers, Cleveland's Saturday morning recreational programs, Philadelphia's reading upgrading projects, and Orangeburg, New York's Saturday morning interest enrichment project (66) (28) (45) (73).

The same is true for Oklahoma City's distributive education, diversified occupations, and cooperative programs. Philadelphia's school-work program, Santa Barbara's work-experience program, New York's learn-earn program, and Chicago's three-day-work-two-day-study program all served as references for Oklahoma City's present work-study programs (78) (45) (6) (78).

Back-to-school programs in Oklahoma City such as the Youth Opportunity and back-to-school programs are similar to Detroit's, Minneapolis', and Cincinnati's back-to-school campaigns and programs (66) (65) (45).

Setting Up Lines of Communication That Will Allow All Individuals
and Groups Within the Community to Coordinate Their
Efforts to Alleviate the Drop-out Problem

The superintendent's Advisory Committee's executive secretary was assigned the responsibility of coordinating community and school efforts concerning the drop-out problem. In order to coordinate, the executive secretary established lines of communication through members of the Advisory Committee, through members of the Phi Delta Kappa Project, through directors of elementary and secondary education, through Parent Teacher Association officers, through his staff of secondary home visitors, and through personal contacts with community leaders.

Appendix F is an example of the way lines of communication which allowed individuals and groups to coordinate their efforts were actually used during the year. Appendix F is the form that was used by Parent Teacher Association volunteers who were participants in the "Trouble Line" Project. By using this list of school and community references written by the executive secretary and his staff, the Parent Teacher Association "phone counselors" were able to direct students and needy adults to the proper individuals and agencies who had previously agreed to coordinate their services for the drop-out campaign.

Another example of the establishment of lines of communication and associated coordination was the sponsorship of many projects by the Urban League, Oklahoma Association of Secondary School Principals, Near Northside Community Council, Oklahoma Publishing Company, the Parent-Teachers' Association, Phi Delta Kappa, and the Oklahoma Employment Security Commission.

Carrying on Research Projects Concerning Dropouts and the Curriculum

The Advisory Committee's executive secretary's office (Office of the Coordinator of Research) is the focus of all drop-out research in Oklahoma City. The secretary's office is presently involved with all of the following drop-out research projects.

A \$185,000.00 Ford Foundation Project on School Dropouts is being carried on at Central High School by Oklahoma State University. In its early stages, the project involved considerable committee work on the part of representatives from the Oklahoma Department of Labor, Oklahoma Employment Security Commission, Oklahoma City Public Schools, Oklahoma State Board for Vocational Education, and Oklahoma State University. The research design involves 350 Youth Opportunity students who are eligible under the Manpower Development and Training Act. Ten different occupational training areas will be included in the program. The design includes a vocational and academic, vocational only, and academic only experimental groups. Students in a control group will be given none of this training. The Oklahoma Employment Security Commission will furnish the students for this experiment from a large pool of qualified back-to-school candidates. This project will last for a period of three years, two on a follow-up basis. The major approach to be used in the academic and vocational phases of training will

be individualized and nongraded in orientation. All of the students except those involved in the control group will receive the special youth allowance provision of fourteen dollars per week under the Manpower Development and Training Act. Each of the graduates in this experiment will be carefully placed into jobs which will allow for follow-up research. The purpose of the entire project is to determine through sophisticated analysis a number of relationships concerning dropouts, types of training, job success, personality changes, instructional materials, and other factors having pertinence to the project. The general objective is to find new and better ways of combating withdrawal. It is hoped that this project will be expanded as a partial solution to the nation's drop-out problem.

The Oklahoma State Employment Service in cooperation with the schools did a study involving 845 post drop-out interviews with Oklahoma City withdrawees. The results of this study were published in an eight page booklet entitled Preliminary Report on High School Dropouts. An interview was later done on dropouts who withdrew from the Youth Opportunity Program.

There were several research proposals written by the executive secretary and administrative intern which were submitted to interested organizations. Financial support in the sum of \$6,300.00 was given by the Oklahoma Vocational Rehabilitation Division of the State Board of Vocational Education for the proposal concerned with a plan to enable certain Oklahoma public school officials to gain the support of their community in order to increase their holding power, especially for handicapped students. The proposal covers a one year period starting in July, 1964. The project plans to encourage educators to go to their communities for help on the drop-out problem, to furnish educators with needed factual information, to assist educators in organizing community leadership, to develop and disseminate visual aids, to

provide mass media of the state with important information and visual aids for dramatizing the problem, and to hold a conference to present recommendations and materials designed to increase the holding power of Oklahoma public schools for the handicapped students.

The executive secretary of the Advisory Committee was directly involved in the State Holding Power Project sponsored by the Oklahoma Association of Secondary School Principals. The Oklahoma City Public Schools' Research Department will be directly involved in the data processing required for such a survey study. The study involves a significant number of the state's public secondary schools, and is basically concerned with determining the characteristics of withdrawees in order to develop preventive program recommendations. The project's "Form C" survey data sheet involves twenty-seven items which can be analyzed statistically and converted into a drop-out characteristics' study. Each school that is involved will complete Form C for every student who withdraws or is considered to be a potential dropout. A holding power conference was held at the University of Oklahoma for participating schools in September, 1963 at which the director of the National Education Association Project on School Dropouts addressed participants and distributed drop-out materials.

The executive secretary's office coordinated four graduate studies in 1963 and 1964. Three of them involved rural-urban approaches to the drop-out problem. One was concerned with the development of scales to measure social-class orientations and rural-urban orientations of selected categories of school dropouts in Oklahoma City.

~~Creating~~ Programs That Offer Real Interest
and Substance to the Dropouts

The following paragraphs are devoted to a description of the various programs which were designed to offer real interest and substance to potential and returned dropouts.

The Emerson Elementary School Project was an example of how a school system can effectively work with community agencies to alleviate the drop-out problem by enriching the cultural lives of deprived children. This project sponsored jointly by the Near Northside Community Council, the City Parent Teacher Association Council, the Key Club, and the Board of Education was directed at fourth, fifth, and sixth graders. In an attempt to keep elementary children off the streets in deprived areas of the city and to enrich their experiential background, several activities were made available two afternoons a week from 3:45 PM to 5 PM. Volunteers were recruited from Harding High School which is nearby. These volunteers were high school students who were called "Big Brothers" and supervised outside physical activities, library and study periods, arts and crafts, and music activities. It is rather interesting to note that Emerson usually had an average of twenty people at its Parent Teacher Association meetings until this project was instituted. Since then, there have been seventy-five people at the meetings, and other schools in the city want similar programs for their children.

At Riverside Elementary School, in an attempt to alleviate the future drop-out problem, teacher aides were used to improve the teaching of reading to children from that deprived area of the city. As Chapter II revealed, dropouts were found to be retarded in the basic skills of which reading is

a part. Riverside also had a summer academic program with the purpose of helping children not to forget from one year to the next what they had learned. All of these approaches were reinforced by a nongraded team teaching organizational pattern which included teachers, aides, and student teachers.

Central High School developed a very flexible work-study program called the Cooperative Program. It is similar to the distributive education and diversified occupations programs inasmuch as the student spends one-half day in a classroom situation taking subjects which are required for high school graduation, and the other half day is spent gainfully employed in any type of job that is available. This program is not federally reimbursed. Credit was given for work experience. Since the program is flexible, some students were working three days and going to school two days weekly. Some of the students were being employed by the public schools in cooperation with the executive secretary as janitors and artists.

Another program which received sizable publicity, is the Youth Opportunity or Manpower Project. This program is designed to offer high school dropouts between the ages of nineteen and twenty-two who had completed the tenth grade or better the opportunity to return to school, learn a salable skill, and at the same time complete their high school education. There were 230 students involved. They had the opportunity to choose most any one of the courses mentioned in the previous paragraphs. This program was originally planned to be forty-three weeks in length. Some training allowance funds were available for those between the ages of nineteen and twenty-one years of age.

A back-to-school opportunity exists in the city in the form of the Adult Institute. This school is a place where adults may pursue educational objectives. Any person eighteen years of age, married or not attending a regular day school may attend. Just recently, the Institute's services have been extended into the day school program at Central High School. This was done to make it possible for returning veterans, adults, and over-age boys and girls to receive high school diplomas. Other students were allowed to attend if they had circumstances which made it impossible for them to attend regular high school. Adult Institute programs are offered at Central High School, Grant High School and Douglas High School.

The Oklahoma City Public Schools offer "special education" programs for exceptional children who cannot satisfactorily profit from the instructional programs offered in the regular classrooms. The students can develop at their own rates, and the programs provided for the adjustment of materials and techniques of instruction to meet their interests and needs. There are classes for the educable, mentally retarded, physically handicapped, partially sighted, and totally blind students. Homebound instruction is available for any student who is not able to attend regular school because of medical reasons. There are ninety-six special education classes in the public school system, and most special education students are furnished school bus transportation. Many of the present special education students would have dropped out of school if it had not been for these special programs.

Although distributive education and diversified occupations programs are not new in any sense of the word, in Oklahoma City they were reorganized during the 1963-64 school year. They were made more flexible in an attempt to accommodate additional students.

The 1963-64 school year reorganization of the distributive education and diversified occupations programs included the following improvements:

1. Program objectives were brought more in line with the system's objectives.
2. Additional emphasis was placed on long-range goals as well as those goals related to present jobs held by trainees. The long-range goals involved emphasis on supervisory and managerial orientation.
3. There was improved planning of assignments and projects.
4. There was a higher correlation between classroom instruction and on-the-job experience.
5. A greater variety of teaching materials was available.
6. Maximum use of classroom equipment was stressed.
7. Classroom time was fully utilized for instructional purposes.
8. There was better use of community business resources. Outside speakers and company representatives were used more frequently.
9. There was more use of student assistance in planning classroom activities than during previous years.
10. There was more effort made on the part of teachers to use on-the-job experiences to develop understanding of theoretical instruction presented in the classroom.
11. Instruction included more emphasis on basic concepts to be learned by all students in addition to specific instruction related to the student's occupational specialization.
12. There was more home visitation by teachers.
13. Teachers visited employers of students more frequently.
14. There was increased effort to correlate job assignments with the aptitudes, interests, and abilities of students.
15. Additional attention was given to the development of positive attitudes and personal responsibility toward job assignments.

Distributive education is often called the work-experience program. During the eleventh and twelfth grades, pupils work on regular jobs no less than 15 hours per week for which they receive remuneration.

Diversified occupations is similar to distributive education inasmuch as the students spend one-half day on a job in apprenticeship capacity at various commercial establishments. The other half day is spent in school taking courses required for high school graduation.

Re-evaluating Drop-out Programs and Making Necessary Adjustments

Any educational endeavor is exceedingly difficult to evaluate in terms of methods, programming, performance, and learning; nevertheless, Oklahoma State Employment Service interviewers attempted to reinterview those who dropped out of the Youth Opportunity Project's training courses established for high school dropouts.

Two attempts were made by the executive secretary and an administrative intern to devise a checklist and rating scale which could be used by communities throughout the state in order to evaluate and give direction to their overall drop-out programs. These two instruments make up Appendices D and E.

Both instruments lend themselves to "pre" and "post" testing. Those administrators who are concerned could use chi-square or Mann-Whitney U analysis for a local study.

The two instruments are parts of the previously mentioned vocational rehabilitation proposal which was listed under this chapter's research objective. The forms will be sent in the Fall of 1964 to the thirty-five

school system administrators who are involved in the Oklahoma Association of Secondary School Principals' State Holding Power Project and can be used for self-evaluation.

For the first time in seven years, the Research Department of the Oklahoma City Public Schools made an attempt to gather system-wide drop-out data in reference to certain variables such as sex, schools, and reasons for withdrawal. The decision to renew the collection of drop-out data resulted from mutual cooperation between the executive secretary and the Research Department.

Chapter Summary

This chapter described the activities of various individuals, groups, and agencies as they worked together to develop programs that would alleviate Oklahoma City's drop-out problem.

The chapter was organized around certain criteria which were objectives that had been formulated as guidelines for drop-out programming by the Superintendent's Advisory Committee on School dropouts. The executive secretary of the Advisory Committee was assigned the responsibility of coordinating community and school efforts concerning the drop-out problem.

School and lay citizens were made aware of the drop-out problem and its ramifications through 665 television presentations, 1,933 radio presentations, fifteen outdoor posters, twenty-seven newspaper articles, twelve publications and many speeches.

School and lay people were informed through meetings and publications of the various retention programs that were offered by the schools during the 1963-64 school year to reduce withdrawal.

The community resources which had relevance to the drop-out problem were identified. The Phi Delta Kappa Project was designed to make a primary contribution in this area. Through committee work and banquets, it brought together those people from the community who had something to offer in the way of services and effort to help youngsters stay in school.

A survey in the form of a publication which was sponsored by the Oklahoma Association of Secondary School Principals identified programs which were conducted by other communities across the country. This survey resulted in new program ideas or reinforced programs already in action.

Lines of communication were established by the executive secretary through meetings with the Urban League, Oklahoma Association of Secondary School Principals, Near Northside Community Council, Oklahoma Publishing Company, the Parent Teachers Association, Phi Delta Kappa, Oklahoma State University, and the Oklahoma Employment Security Commission. These lines of communication allowed many individuals and groups within the community to coordinate their efforts to alleviate the drop-out problem.

A number of research projects were instituted and carried on in relation to the drop-out problem. All of these projects were coordinated by the executive secretary of the Advisory Committee. The following list recognizes the 1963-64 school year research studies:

1. Ford Foundation Project on School Dropouts Study
2. Oklahoma State Employment Service's Drop-out Interview Study
3. Oklahoma Vocational Rehabilitation Project
4. State Holding Power Study
5. Four graduate studies on dropouts

The schools created a variety of programs which offered real interest and substance to dropouts or potential dropouts. The Riverside, Emerson,

Youth Opportunities, and cooperative programs were devised. The cooperative program, particularly, offered a maximum degree of flexibility for individual programming.

Although very little program or project evaluation was done during the 1963-64 school year, the Oklahoma State Employment Service interviewed dropouts from the Youth Opportunity Project, two drop-out evaluation instruments were constructed by the executive secretary and an intern, and for the first time in seven years the Research Department of the Oklahoma City Public Schools in cooperation with the executive secretary collected drop-out data in reference to certain variables.

CHAPTER V

AN EVALUATION OF OKLAHOMA CITY PUBLIC SCHOOLS' 1963-64 DROP-OUT PROGRAM

Introduction

This chapter is concerned with the effects that Oklahoma City Public Schools' drop-out program had on system holding power and student retention. The first part of the chapter is devoted to a general evaluation of the Oklahoma City Public Schools' 1963-64 drop-out program. The second part of this chapter is an evaluation of the back-to-school project which was explained in Chapters I and IV.

A General Evaluation of Oklahoma City Public Schools' 1963-64 Drop-out Program

As an inspection of the findings in Chapter IV indicated, there was a coordinated, comprehensive drop-out publicity campaign during the month preceding the opening of the 1963-64 school year. It was hoped that this campaign would induce those students who were thinking about dropping out to return to school and further their education. In view of this campaign, it was hypothesized that there would be a significant difference between observed and expected numbers of students who entered school at the beginning of the 1963-64 school year. The expected frequencies in Table XXXIV were based on the enrollment of students predicted by the Research Department officials of the Oklahoma City Public Schools. School types were used as referents.

TABLE XXXIV

THE SIGNIFICANCE OF FREQUENCY DIFFERENCES IN NUMBERS OF OBSERVED
AND EXPECTED STUDENT MEMBERSHIP AT THE BEGINNING OF
THE 1963-64 SCHOOL YEAR BY SCHOOL TYPES

School Types	Observed	Expected
Junior High Schools	8516	8585
Junior-Senior High Schools	11701	11405
Senior High Schools	8870	8730
	$\chi^2 = 10.47$	$P < .01$

A chi square analysis of the data in Table XXXIV revealed that there was a statistically significant difference at less than the one percent level between observed and expected numbers of students starting the 1963-64 school year by school types.

The Coordinator of Research wrote the following statement in September, 1963:

What is surprising this year is the fact that our usually reliable prediction figures for secondary schools that suggest almost ten percent of those who finished the ninth grade will not enter the tenth grade is completely off. The fact is that this year we lost less than four percent of those youngsters. Also, prediction figures for the eleventh and twelfth grades were exceeded by current enrollment. Comparative figures for the Adult Institute indicate that this year's enrollment is up twenty-one percent over last year.

Table XXXV provides a basis for making the statement that the withdrawal percentages at the end of the first and second semesters were lower than they had been in the previous two years. They were lower than they had been in five of the last eight years.

TABLE XXXV
 PERCENTAGE OF WITHDRAWAL BY SEMESTERS

School Year	First Semester	Second Semester
1956-57	2.69%	1.58%
1957-58	1.17	2.77
1958-59	1.48	3.05
1959-60	1.77	2.33
1960-61	1.34	2.50
1961-62	1.75	2.51
1962-63	1.60	1.89
1963-64	1.41	1.87

In order to further investigate the success of the Oklahoma City Public Schools' drop-out program, it was hypothesized that there would be a significant difference between the number of dropouts and retained pupils for the 1961-62 and 1963-64 school years. Since a number of drop-out projects were already underway during the 1962-63 school year, that year was eliminated for comparative purposes.

A chi-square analysis of the data in Table XXXVI showed that there was a statistically significant difference at less than the one percent level between the number of dropouts and retained pupils for the 1961-62 and 1963-64 school years.

TABLE XXXVI

THE SIGNIFICANCE OF FREQUENCY DIFFERENCES IN NUMBERS OF FIRST
SEMESTER DROPOUTS AND RETAINED PUPILS IN GRADES 7-12
DURING THE 1961-62 and 1963-64 SCHOOL YEAR

School Year	Number of Dropouts	Number of Retained Pupils
1961-62	458	25,785
1963-64	413	28,898
	$\chi^2 = 10.15$	$P < .01$

An Evaluation of the Oklahoma City Public
Schools' 1963-64 Back-to-School Project

A list of 564 names was submitted to the Coordinator of Research on September 16, 1963. This list represented those students who had failed to return to school for the 1963-64 school year. The coordinator and his secondary home visitors felt that many of these students could be convinced to return to school if they were personally contacted and informed of the many opportunities which were available to them within the school system. Eight graduate guidance students from Oklahoma City University were enlisted by the coordinator in a cooperative effort to contact the 564 dropouts.

After personal contact had been made with the dropouts, 293 of them returned to school. Most of them re-enrolled in ordinary school programs; however, fifty of them enrolled in special programs such as those described in Chapter IV devised specifically for students who

were potential dropouts and had special needs. The following paragraphs and their associated statistical tables represent a follow-up evaluation of the success of this back-to-school project. Considerable explanation of this follow-up study was given in Chapter I.

For the purposes of analysis, the 50 students who enrolled in special programs were known as experimentals, and the 249 students who enrolled in ordinary programs were known as controls.

In Tables XXXVII, XXXVIII, XXXIX, and XLI the number of control frequencies varies considerably. This variance is caused by the large number of controls who dropped out of school for the second time and by the failure of many control group members or their parents to respond to the statements in the instruments.

It was hypothesized that the experimental students would be superior to the control students with respect to the following criteria:

1. School achievement and adjustment as indicated by
 - 1.1 Data from the student follow-up questionnaire which is included as Appendix A
 - 1.2 Retention data at the end of the first semester for the follow-up group
2. The attainment of clear, realistic vocational goal as indicated by
 - 2.1 Data from the student opinionnaire which is included as Appendix B
3. The expression of positive attitudes toward the school program as indicated by
 - 3.1 Data from the student and parent opinionnaires which are included as Appendices B and C

In view of the results obtained by Slotkin (84, p. 40), it was hypothesized that the experimental students would display higher grade averages than would the controls.

TABLE XXXVII

THE SIGNIFICANCE OF FREQUENCY DIFFERENCES IN RATINGS OF
GRADE AVERAGES OF EXPERIMENTAL AND CONTROL STUDENTS

Rating	Experimental	Control
Above Average	13	16
Average	31	60
Below Average	6	124
Total	50	200
	$X^2 = 20.72$	$P < .01$

A chi-square analysis of the data in Table XXXVII revealed a positive relationship between participation in special programs and favorable grade averages on the part of the experimental students. This relationship was statistically significant at less than the one percent point.

On the basis of the data gathered from the Student Follow-up Report Form (Appendix A), it was hypothesized that the experimental students would display more favorable attitudes toward the school program than would the control students.

A Mann-Whitney U-analysis of the data in Table XXXVII showed a positive relationship between participation in the special programs and favorable attitudes on the parts of the experimental students. This relationship was statistically significant at less than the five percent point.

TABLE XXXVIII

THE SIGNIFICANCE OF FREQUENCY DIFFERENCES IN RATINGS
OF ATTITUDES TOWARD THE SCHOOL PROGRAM
OF EXPERIMENTAL AND CONTROL STUDENTS

Groups	Attitude Rating Scale				
	Favorable 1	2	3	Unfavorable 4	5
Experimental	4	25	10	9	2
Control	14	28	59	28	34
	U = 1		P < .05		

An important aspect of whether or not a student will remain in school is the success with which he forms a clear and realistic vocational goal (84, p. 55). Table XXXIX contains the data which were taken from the student opinionnaire. The writer examined each vocational statement made by experimental and control students in terms of the following criteria:

1. Clear and Realistic
 - a. The goal should be clearly stated
 - b. The goal should be consistent with his record of tested abilities and school achievement
2. Indeterminate
 - a. Just the word "diploma" or "high school diploma"
 - b. Armed services with no clear vocational or educational goal expressed
3. Not clear or realistic
 - a. Undecided
 - b. Inconsistent with school record
 - c. No plans

In view of Slotkin's (84, p. 55) New York City Continuation School findings, it was hypothesized that the vocational goals reported by the

students in the special programs would be clearer and more realistic than those reported by students in the control group.

TABLE XXXIX

THE SIGNIFICANCE OF FREQUENCY DIFFERENCES IN RATINGS OF
VOCATIONAL GOALS OF EXPERIMENTAL AND CONTROL STUDENTS

Rating	Experimental	Control
Clear and Realistic	29	26
Indeterminate	14	39
Not Clear or Not Realistic	7	33
Total	50	98
	$X^2 = 14.85$	$P < .01$

A Chi-square analysis of the data in Table XXXIX revealed a positive relationship between participation in the special programs and the attainment of clear and realistic vocational goals on the part of the experimental students. This relationship was statistically significant at less than the one percent point.

In view of Slotkin's (84, p. 57) findings, it was hypothesized that the students who were in special programs would have more positive feelings toward the school program than would the students who enrolled in ordinary school programs. Table XL shows the comparison of the students' ratings of the value of their respective school programs.

TABLE XL
 THE SIGNIFICANCE OF THE FREQUENCY DIFFERENCES
 BETWEEN EXPERIMENTAL AND CONTROL STUDENTS
 IN THEIR RATINGS OF THE SCHOOL PROGRAM

Rating	Experimental	Control
Very Helpful, Helpful	22	79
Undecided	14	9
Needs Improvement, Not Helpful	14	14
Total	50	102
	$\chi^2 = 17.40$	$P < .01$

A chi-square analysis of the data in Table XL showed a significant relationship at less than the one percent point, but the relationship was in a direction opposite to that which was hypothesized. An inspection of the data suggested that the control students had more positive feelings toward the school program than did experimental students.

As with student ratings of school programs, it was also hypothesized that the parents of the experimental students would have more positive ratings of the school program than would parents of the control students.

A chi-square analysis of the data in Table XLI reveals a positive relationship between participation in the special programs and favorable ratings of the school programs by parents of the experimental students. This association was statistically significant at less than the five percent point.

TABLE XLI

THE SIGNIFICANCE OF THE FREQUENCY DIFFERENCES IN THE RATINGS
OF THE VALUE OF THE SCHOOL PROGRAM BETWEEN PARENTS
OF EXPERIMENTAL AND CONTROL STUDENTS

Rating	Experimental	Control
Very Helpful, Helpful	43	70
Undecided	0	10
Needs Improvement, Not Helpful	7	12
Total	50	92
	$\chi^2 = 7.29$	$P < .05$

Chapter Summary

There was found to be a significant difference between observed and expected students starting the 1963-64 school year.

The Coordinator of Research found that the drop-out rate between the ninth and tenth grades was four percent; whereas in the past it had never been less than ten percent.

The withdrawal percentages at the end of the first and second semesters were lower than they had been in the previous two years, and they were lower than they had been in five of the last eight years.

There was a significant difference between the number of drop-outs and retained pupils for the 1961-62 and 1963-64 school years.

A positive relationship was found between participation in special drop-out programs and favorable grade averages on the part of experimental students.

There was found to be a positive relationship between participation in special drop-out programs and favorable attitudes on the part of the experimental students.

A positive relationship was found between participation in special drop-out programs and the attainment of clear and realistic vocational goals on the part of experimental students.

It was found that control students who were in ordinary school programs had more positive ratings of the value of the school program than did experimental students who were in special drop-out programs. This relationship was in a direction opposite to that which was hypothesized.

A positive relationship was found between participation in special drop-out programs and favorable ratings of the school program by parents of experimental students.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Introduction

The problem which was considered in this study was to describe the dimensions of the drop-out problem in the Oklahoma City Public Schools and to describe the activities of various individuals, groups, and agencies as they worked together to develop programs to alleviate the problem. In seeking answers to this problem, the objective of this study was to gather, organize, and report information concerning the drop-out problem and programs as they existed in the Oklahoma City Public Schools.

Data for the study were gathered by various departments of the school system. The devices employed were school records, reports, and opinionnaires.

A Summary of the Findings

In Chapter I of this report, the objectives for the study were set forth in the form of questions to be answered. In the summary of the findings, the questions are again stated.

1. What does a review of the literature show regarding the magnitude and dimensions of the drop-out problem?

Since 1950, more than half of the students across the country entering the fifth grade graduated from high school.

According to the research, most withdrawal occurred at the tenth grade level.

Student enrollment mortality seemed to be at its peak in January.

The unemployment rate for dropouts was twenty-seven percent.

Wage rates for withdrawees dropped ten percent between 1956 and 1958.

A very small percentage of withdrawees took additional adult education courses.

Dropouts said they left school for a variety of reasons. High on the list in terms of frequency were such reasons as "preferred work to school", "not interested in school", "disliked school", "discouraged with progress", "teacher difficulty", "course failure", and "marriage".

The literature suggests that dropouts tend to perform poorly on intelligence tests.

Dropouts were generally retarded several years in the fundamental skill areas such as mathematics, language arts, and reading. This retardation contributes to failing work in school courses.

A relatively small percentage of dropouts participated in extra-class activities.

Dropouts considered educational costs more excessive than did pupils remaining in school.

One study mentioned that the heart of the trouble was the curriculum. Non-school leavers and dropouts were found to be taking the same courses. Withdrawees ranked the school low on its helpfulness in getting and keeping jobs.

Boys comprised fifty-four to sixty percent of the withdrawees.

Many of the early school leavers were overage for their grade levels.

Most dropouts came from the low economic classes. A majority of them were members of minority groups and usually lived in substandard housing. The mother's interest in her children's schooling was a persistency factor. Most dropouts had parents who were classed as unskilled labor. Only twenty-nine percent of the fathers of dropouts had completed high school. There was a strong relationship between the value a family placed on education and drop out.

No significant difference existed between the holding power of large and small schools.

2. What does a review of the literature show regarding the programs which have been devised by various communities across the country to alleviate the drop-out problem?

Attempts to relieve the drop-out problem resulted in remedial programs, work-study programs, back-to-school programs, and early cultural enrichment programs.

A great number of cities developed remedial programs involving such areas as language arts, reading, and mathematics. Many of these programs were aimed at minority group pupils and transients. The programs varied from one school approaches to system-wide projects.

Numerous secondary schools across the country instituted work-study projects. Work-study programs had infinite variety and form. Most of the programs were directed at senior high school students, but a number of the projects were directed at junior high school students. Some of the work-study programs were named cooperative projects, work-experience

projects, workrecreation projects, summer work projects, diversified or occupations courses, distributive education courses, education-experience projects, and teaching-training programs.

Most cities had back-to-school projects of one sort or the other. Some involved large-scale publicity campaigns, and others involved personal contact.

Only a few cities had early cultural enrichment projects. Although this type of program offers promise for alleviating the long run drop-out problem, cities have not developed much in this area.

3. What were the magnitude, dimensions, and intra-city relationships of Oklahoma City's drop-out problem?

In 1962, Oklahoma City schools graduated 761 students out of every 1000 who started the fifth grade. The city's graduation rate exceeded seventy-six percent.

A rank-difference correlation coefficient of .44 was found between the order of enrollment and drop-out ranks of the city's secondary schools.

Of the 1,074 persons who withdrew from the public schools of Oklahoma City in 1961-62, twenty-seven percent of them did so at the tenth grade level.

Of the 1,074 persons who withdrew from the city's public schools, 438 of them did so during the second quarter of the school year. These 438 persons represented forty-seven percent of the year's dropouts. There was a statistically significant difference between observed and expected withdrawals by quarters of the school year.

Marriage, lack of interest, and work were the chief reasons given by dropouts when withdrawing.

There was a significant difference between observed and expected dropouts in below and above average categories of intellectual ability.

There was found to be a significant difference between observed and expected numbers of dropouts in below and above average grade point categories.

Eighty percent of the city's secondary dropouts did not participate in any formal school sponsored activities.

Forty-three percent of the city's dropouts were not living with both parents.

Fifteen percent of the parents of Oklahoma City dropouts were involved in unskilled labor. Thirteen percent of the parents had no usual occupation.

There was a significant difference between observed and expected dropouts in male and female categories. Most of the withdrawees were males.

There was a significant difference between observed and expected dropouts in general, vocational, and preparatory programs. Most of the withdrawees were enrolled in general programs. Very few were enrolled in college preparatory programs.

Every sector of the city had a drop-out problem, but the magnitude varied greatly within the city. The central city area forming an east-west axis had low elementary student intelligence, high elementary student mobility, low parental income, low parental educational attainment, and high parental unemployment.

4. How did Oklahoma City organize itself in order to alleviate its drop-out problem? What programs and projects were devised? How were the programs and projects justified?

School and lay citizens were made aware of the drop-out problem and its ramifications through 665 television presentations, 1,933 radio presentations, fifteen outdoor posters, twenty-seven newspaper articles, twelve publications, and several hundred speeches.

School and lay people were informed of the various retention programs that were offered by the schools in order to reduce withdrawal. Of special interest were the distributive education, diversified occupations, back-to-school, cooperative, Youth Opportunity, Emerson, and Riverside programs.

The community resources which had relevance to the drop-out problem were identified. The Phi Delta Kappa Project was designed to make a primary contribution in this area. Through committee work and banquets, it brought together those people from the community who had something to offer in the way of services and effort to help youngsters stay in school.

A survey in the form of a publication which was sponsored by the Oklahoma Association of Secondary School Principals identified programs which were conducted by other communities across the country. This survey resulted in new program ideas or reinforced programs already in action.

Lines of communication were established by the executive secretary through meetings with the Urban League, Oklahoma Association of Secondary School Principals, Near Northside Community Council, Oklahoma Publishing Company, the Parent Teachers Association, Phi Delta Kappa, Oklahoma State University, and the Oklahoma Employment Security Commission. These lines

of communication allowed many individuals and groups within the community to coordinate their efforts to alleviate the drop-out problem.

A number of research projects were instituted and carried on in relation to the drop-out problem. The following list recognized the 1963-64 school year research studies:

1. Ford Foundation Project on School Dropouts' Study
2. Oklahoma State Employment Service's Drop-out Interview Study
3. Oklahoma Vocational Rehabilitation Project
4. State Holding Power Study
5. Four graduate studies on dropouts

The schools created a variety of programs which offered real interest and substance to dropouts or potential dropouts. Cooperative, special education work-study, and Youth Opportunity programs were devised. The cooperative program, particularly, offered a maximum degree of flexibility for individual programming.

Although very little program or project evaluation was done during the 1963-64 school year, the Oklahoma State Employment Service reinterviewed dropouts from the Youth Opportunity Project, two drop-out evaluation instruments were constructed by the executive secretary and an intern, and for the first time in seven years the Research Department of the Oklahoma City Public Schools in cooperation with the executive secretary collected drop-out data in reference to certain variables.

5. Because of the many drop-out projects and campaigns which had been devised to alleviate the problem, was there any improvement in persistency data between the 1963-64 school year and previous years?

There was found to be a significant difference between observed and expected students starting the 1963-64 school year.

The Coordinator of Research found that the drop-out rate between the ninth and tenth grades was four percent; whereas in the past it had never been less than ten percent.

The withdrawal percentages at the end of the first and second semesters were lower than they had been in the previous two years, and they were lower than they had been in five of the last eight years.

There was a significant difference between the number of drop-outs and retained pupils for the 1961-62 and 1963-64 school years.

6. How was the back-to-school project involving Oklahoma City University graduate students and secondary home visitors evaluated? What were the results?

The back-to-school project was evaluated in terms of certain criteria such as school attainment and adjustment, formulation of clear and realistic vocational goals, student opinion regarding the school program, and parental opinion regarding the school program.

An experimental group of students were enrolled in special programs such as work-study and special education programs. A control group of students were enrolled in conventional programs. All students in both groups were originally dropouts who had failed to return to school at the beginning of the 1963-64 school year.

A positive relationship was found between participation in special drop-out programs and favorable grade averages on the part of experimental students.

There was found to be a positive relationship between participation in special drop-out programs and favorable attitudes on the part of experimental students.

A positive relationship was found between participation in special drop-out programs and the attainment of clear and realistic vocational goals on the part of experimental students.

It was found that control students who were in ordinary school programs had more positive ratings of the value of the school program than did experimental students who were in special drop-out programs. This relationship was in a direction opposite to that which was hypothesized.

A positive relationship was found between participation in special drop-out programs and favorable ratings of the school program by parents of experimental students.

7. What findings, conclusions, and recommendations were formulated as a result of this study?

The findings referred to in this question have already been presented in the present chapter; therefore, the remainder of this chapter will be devoted to drawing conclusions and making recommendations.

Conclusions and Recommendations

A review of the literature revealed that since studies of this type have numerous limitations, only broad conclusions can be drawn. In view of this finding, the following conclusions and recommendations are broad in scope.

First, it is evident from a review of the literature that many factors are at work determining whether youngsters will continue in school or drop out. Those factors which influence a decision to leave school in the tenth grade have been working on the youth throughout his elementary schooling and even from the time of his birth. In view of this observation, there seems to be an additional need for retrospective and prospective studies of the characteristics of the potential school dropout in Oklahoma City. Once facts are learned concerning physical, mental, health, educational, and social characteristics, the schools should program for the best utilization of them.

Second, the preponderant number of drop-out programs across the country and in Oklahoma City indicates that people are awakening to the serious social problems implicit in the drop-out statistics and are taking action to help students stay in school until graduation.

Third, the lack of a strong relationship between the size of school enrollments and the number of their dropouts in Oklahoma City indicates that certain schools need to re-examine their curriculum in order to further assist students to continue in school until graduation.

Fourth, in regard to the fact that most withdrawal in Oklahoma City occurred during the second quarter of the school year, and especially in January, school officials should devise an intensive mid-year drop-out campaign in which potential dropouts are personally contacted and persuaded to stay in school until graduation.

Fifth, since lack of interest in school and a need for work were most often mentioned by Oklahoma City dropouts as reasons for withdrawing,

it is suggested that additional attention be given by school officials to the area of work-study programming.

Sixth, a majority of Oklahoma City dropouts had above average intelligence. Yet, a majority of these same students had below average grades. This finding indicates that while the curriculum alone is not responsible for dropouts, certain changes would assist students in continuing in school.

Seventh, there is substantial evidence that the programs of extra-class activities in the Oklahoma City Public Schools should be carefully evaluated. If the extra-class activities are viewed as an integral and important part of the total educational program, and if activity programs by purpose are conceived as offering worthy educational experiences which all pupils should have, then it follows that efforts should be made to determine that such programs function in such a manner that they serve the needs of all pupils, not merely a segment of the pupil population.

Eighth, a majority of the dropouts in Oklahoma City were boys. This finding suggests that drop-out programming should be somewhat male oriented.

Ninth, since a majority of dropouts in Oklahoma City were enrolled in general programs, and many withdrawees indicated a lack of interest in school, it is suggested that the general program of studies be re-evaluated.

Tenth, although all areas of Oklahoma City have dropouts, the focus of the problem exists in an east-west axis across the center of the city. There is a greater need for special drop-out projects in this area than in other sectors of the city.

Eleventh, although the pre-school mass media drop-out campaign in Oklahoma City was considered successful, there was not sufficient reinforcement during the summer months and first semester of the school year.

Twelfth, drop-out returnees in Oklahoma City seem to experience greater success in school if they enroll in special programs designed to assist them in continuing in school than if they enroll in conventional programs.

Thirteenth, on the basis of the number of first year drop-out programs developed, on the basis of the number of people involved, and on the basis of improved enrollment and persistency data, Oklahoma City Public Schools' First-Year Drop-out Program was considered a success.

Fourteenth, it is recommended that the Oklahoma City schools further enable school dropouts or potential school dropouts to continue their schooling and acquire an ability to be gainfully employed. This can be better accomplished than at present by pre-school parental education, more effective coordination of information and identification of children with problems, better and more sophisticated research, more individual programming, more coordination between the schools and other agencies, better work-study programs, the creation of vocational schools, increased emphasis on reading, language arts, and mathematics programs, the creation of pre-school and early-school cultural enrichment programs, fewer children for each elementary teacher, teacher preparation and in-service programs which include some special training in teaching methods appropriate for pupils from areas of low socio-economic standards, intensified counseling, guidance, and social work programs, improved programming in recreation and leisure-time activities, the development

of residential secondary schools, and the founding of a junior college.

Finally, it is recommended that the Oklahoma City Public Schools' 1964-65 school year drop-out program be expanded to include new programs and services. If new programs and additional services are to be offered during the 1964-65 school year, it will be necessary to realign budgetary expenditures or get additional revenue. It is this decision that will have to be made by the superintendent and Oklahoma City, once they have looked at this problem and are asked to combat it.

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APPENDICES

APPENDIX A. STUDENT FOLLOW-UP REPORT FORM

APPENDIX B. STUDENT QUESTIONNAIRE

APPENDIX C. PARENT QUESTIONNAIRE

APPENDIX D. DROP-OUT PROGRAM RATING SCALE

APPENDIX E. DROP-OUT PROGRAM CHECKLIST

APPENDIX F. TROUBLE LINE REFERENCE SHEET

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APPENDIX A

STUDENT FOLLOW-UP REPORT FORM

APPENDIX B

STUDENT QUESTIONNAIRE

STUDENT QUESTIONNAIRE

Superintendent's Office
Board of Education
Oklahoma City

TO BE ANSWERED BY THE STUDENT ONLY (Answer on the basis of your own opinion)

1. Please circle the word below which tells how useful you think the school program is to you.

VERY HELPFUL HELPFUL UNDECIDED NEEDS IMPROVEMENT NOT HELPFUL

2. What are your plans regarding your future job and education?

APPENDIX C

PARENT QUESTIONNAIRE

PARENT QUESTIONNAIRE

Superintendent's Office
Board of Education
Oklahoma City

TO BE ANSWERED BY THE PARENT

Please put a check opposite the word which tells how useful you think the school program is to your child. Check one of the five choices below:

VERY HELPFUL

HELPFUL

UNDECIDED

NEEDS IMPROVEMENT

NOT HELPFUL.

APPENDIX D

DROP-OUT PROGRAM RATING SCALE

DROP-OUT PROGRAM RATING SCALE

Directions: Check the appropriate square as to the degree of involvement.

ITEMS	Programs Satisfactorily Established			Programs Not Yet Underway		
	1	2	3	4	5	6
1. Committee organization						
2. Cooperation of civic and service organizations						
3. Involvement of young people						
4. Integration of existing services						
5. Collection and study of pertinent facts about local youth						
6. Distribution of information from collected local facts						
7. Development of local approach based on extensive study of other programs						
8. Organized meetings have awakened community concern						
9. Committee members speaking at public and group meetings						
10. Publicized list of speakers						
11. Lectures and panel discussions with direct appeal to various groups						
12. Mass communications media use						
13. Cooperation, enlistment of local, state, and national representatives						
14. Identification of potential dropouts						
15. Prevention of dropouts from leaving school						
16. Rehabilitation of dropouts						
17. Community drop-out education						
18. School and lay people aware of problem and ramifications						

	Programs Satisfactorily Established			Programs Not Yet Underway		
	1	2	3	4	5	6
19. School and lay people informed of retention programs already in school						
20. Identification of the many resources available within community for helping young people						
21. Open lines of communication for drop-out program coordination						
22. Research projects on dropouts in school and community						
23. Programs of real interest to dropouts						
24. Planned re-evaluation of programs						

APPENDIX E

DROP-OUT PROGRAM CHECKLIST

DROP-OUT PROGRAM CHECKLIST

Directions: Make one check mark after each question under the proper heading.

	RESPONSES	
	Yes	No
1. Were you previously aware of the drop-out problem?		
2. Do you consider the drop-out problem serious in your community?		
3. Have you organized a drop-out committee to alleviate the problem?		
4. Is the committee structure workable and flexible?		
5. Do you have a project concerned with identification of dropouts?		
6. Do you have programs to rehabilitate dropouts?		
7. Do you have any community drop-out education projects?		
8. Have you helped school and lay people to become aware of the drop-out problem and its ramifications?		
9. Have you informed school and lay people of the various programs now being offered in the schools that help retain pupils?		
10. Have the many community resources which can help young people been identified?		
11. Have you identified programs across the country which possibly hold local applicability?		
12. Have you established lines of communication that allow all individuals and groups within the community to coordinate their efforts to alleviate the drop-out problem?		
13. Are you carrying out research projects concerning the dropouts and the curriculum?		
14. Are you planning to periodically evaluate your drop-out programs?		

		<u>RESPONSES</u>	
		<u>Yes</u>	<u>No</u>
15.	Have you actively developed the interests and cooperation of service and civic organizations?		
16.	Have you involved young people in planning and carrying out projects?		
17.	Have you collected and collated pertinent facts about local youth so that information can be readily distributed as a means of arousing public interest and support?		
18.	Have you organized meetings and forums as a means of awakening community concern?		
19.	Have you arranged for committee representatives to speak at public and group meetings.		
20.	Have you developed a list of available speakers or panels of speakers and publicized their appearances?		
21.	Have you sponsored a series of lectures and discussions with direct appeal to various groups?		
22.	Have you utilized a variety of communications media?		
23.	Have you secured the cooperation of local, state, and national representatives in your drop-out program?		

APPENDIX F

TROUBLE LINE REFERENCE SHEET

OKLAHOMA CITY PUBLIC SCHOOLS
Department of Educational Research

1. Problems involving student's need for employment:
 - a. Oklahoma Employment Security Commission
Youth Division JA 4-1441

2. Problems involving student's need for clothing:
 - a. Salvation Army - 516 South Hudson. CE 6-4557
 - b. Goodwill Industry 19 410 South West 3 CE 6-4451
 - c. School Counselor (Respective school district)
 - d. PTA Clothing Room - 900 North Klein. CE 2-0581
(Must have letter from school counselor
or principal)

3. Problems involving difficulties arising in the home:
 - a. Nursery problems
 1. Sunbeam Home and Family Services
511 South West 2 CE 5-9434
 2. Altrusa Nursery School
710 North Dewey CE 2-8752
 - b. Alcoholic parent
 1. Alcoholics Anonymous
2300 North Kelley. GA 4-2412
 - c. Student's inability to get along with parents
 1. Family Clinic, Inc.
415 Midwest Building CE 5-0616
 2. Sunbeam Home and Family Services
511 South West 2 CE 5-9434

4. Physically disabled students:
 - a. Department of Public Welfare
 1. Crippled Children's Unit
Capitol Office Building. JA 5-7581
 2. Public Assistance Division
1010 North Broadway. CE 6-2727, Ext 201
 3. Vocational Rehabilitation Division
1212 North Hudson. CE 5-6684
 4. Variety Health Center
1504 South Walker. CE 5-4384
(Pediatric, Dental, and Eye Care)

- 5. Homebound Instruction
 - a. School counselor
 - 1. Dr. Ann Reid - Bryan School
1134 North West 8 CE 2-5760

- 5. Problems involving counseling services:
 - a. Individual school counseling service

 - b. Dr. Robert Phillips, Psychological Services
900 North Klein CE 2-0581

 - c. Sunbeam Home and Family Services
511 South West 2 CE 5-9434

- 6. Information relative to vocational courses:
 - a. Mr. L. V. Ballard, Vocational and Adult Education
900 North Klein CE 2-0581

 - b. Mr. David Nunn, Visiting Counselor
Mr. Neil Pierce, Visiting Counselor
900 North Klein CE 2-0581

 - c. Mr. Joe Lawter, Principal
Central High School - 817 North Robinson. . . CE 2-2102

Mr. Wesley Driggs, Adult Coordinator
Central High School - 817 North Robinson. . . CE 2-2102

Mr. Al Marshall, Assistant Principal
Central High School - 817 North Robinson. . . CE 2-2102

 - d. Mr. Don Shane, Consultant
Vocational Rehabilitation - 900 North Klein . CE 2-0581

- 7. Information relative to Adult Institute:
 - a. Night Classes
Mr. Harry Hicks, Supervisor, Adult Institute
Central High School - 817 North Robinson. . . CE 2-5273

 - b. Day Classes
Mr. Wesley Driggs, Adult Coordinator
Mr. Al Marshall, Assistant Principal
Central High School - 817 North Robinson. . . CE 2-2102

8. Information relative to the Manpower Program:
 - a. Mr. Joe Lawter, Principal
 - b. Mr. Wesley Driggs, Coordinator
 - c. Mr. Bruce Nutt, Supervisor
Central High School - 817 North Robinson . . .CE 2-2102

9. Information relative to school transportation;
 - a. Dr. Lonnie Gilliland, Safety Education
900 North Klein CE 2-0581

10. Information relative to expectant mothers attending school:
 - a. Mr. Joe Lawter, Principal
 - b. Mr. Al Marshall, Assistant Principal
Central High School - 817 North Robinson. . . CE 2-2102

11. Information relative to transfers:
 - a. Special Transfers
Enrollment Permits
Dr. Larry K. Hayes, Coordinator, Educational Research
900 North Klein CE 2-0581

12. Information relative to the Legal Aspects of quitting school:
 - a. Mr. David Nunn, Visiting Counselor
900 North Klein CE 2-0581

13. Information relative to housing (room and board):
 - a. YMCA - Central Branch
125 North West 5 CE 2-6101

 - b. Congress Hotel
706 North Broadway. CE 9-8971

 - c. YWCA
320 Park Avenue CE 2-7681

 - d. Hotel Lincoln Inn
221 North West 10 CE 9-9645

 - e. Hotel Marion
110 North West 10 CE 2-0327

 - f. Wilmont Hotel
211 North West 4. CE 9-8620

14. Information relative to housing, east side:
- a. YMCA - Northeast Fourth Street Branch
614 North East 4. CE 6-5311
 - b. Youngblood Hotel
325 North East 4. CE 6-1001
 - c. Canton Hotel
200 North East 2. CE 2-1304
 - d. DeAnn Hotel
1233½ North East 6. CE 9-8609

APPENDIX G

STUDENT WITHDRAWAL FORM

WITHDRAWAL

From _____ School
 Oklahoma City Public Schools

School No. _____

TO THE DEPARTMENT OF RESEARCH AND STATISTICS

Withdrawal to attend _____ School Date _____

The following pupil _____ Grade _____

Birth Date _____; has withdrawn from the above named school

as an L 1 3 4 5 6 7 (Circle One) Date withdrawn _____

Old Address _____ New Address _____
 Oklahoma City, Oklahoma

Parent _____
 (City) (State)

Remarks _____

Signed _____
 (Principal)

VITA

Frederick Dean Levan

Candidate for the Degree of

Doctor of Education

Thesis: OKLAHOMA CITY'S APPROACH TO THE DROP-OUT PROBLEM

Major Field: Higher Education

Biographical:

Personal Data: Born in Millheim, Pennsylvania, July 29, 1934, the son of John L. and Lucille M. Levan.

Education: Attended grade school in Millheim, Pennsylvania; graduated from East Penns Valley High School in 1952; received the Bachelor of Science degree from The Pennsylvania State University, with a major in Geography, in June, 1956; received the Master of Education degree from The Pennsylvania State University, with a major in Educational Administration, in January, 1961; completed requirements for the Doctor of Education degree at Oklahoma State University in August, 1964.

Professional Experience: Employed as a graduate teaching assistant at The Pennsylvania State University, University Park, Pennsylvania, from 1957 to 1958; as a public school teacher at Warrior Run High School, Watsontown, Pennsylvania from 1958 to 1961; as a graduate teaching assistant at Oklahoma State University from 1961 to 1963; as an administrative intern in the Oklahoma City Public Schools from 1963 to 1964. Served with the United States Air Force from 1956 to 1957.

Professional Organizations: Pennsylvania State Education Association, National Education Association, and Phi Delta Kappa.