

A STUDY OF FACTORS AND PRACTICES
RELATED TO HOLDING POWER IN CERTAIN
MICHIGAN SECONDARY SCHOOLS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY

George R. Myers

1956



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of the requirements for

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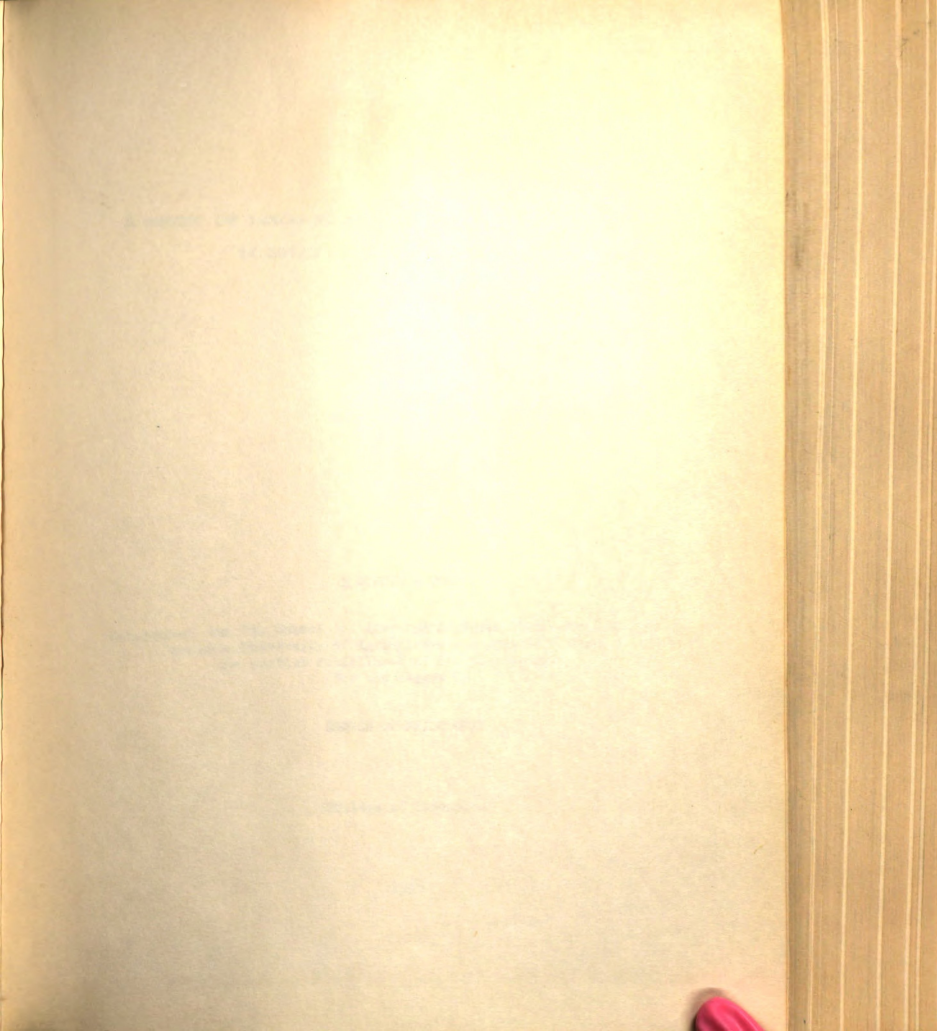
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By

George R. Myers

George Raymond Myers

1956

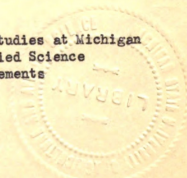
A DISSERTATION

Submitted to the School for Advanced Graduate Studies at Michigan
State University of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

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George Howard Moore
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George Raymond Myers

A STUDY OF FACTORS

IN CHINA

Submitted to the School
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A STUDY OF FACTORS AND PRACTICES RELATED TO HOLDING POWER
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By
George R. Myers

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Submitted to the School for Advanced Graduate Studies at Michigan
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A STUDY OF FACTORS

IN CHINA

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A STUDY OF FACTORS AND PRACTICES RELATED TO HOLDING POWER
IN CERTAIN MICHIGAN SECONDARY SCHOOLS

An Abstract

The Problem. A major problem confronting educators is that of encouraging young people to remain in secondary school. Specific purposes of this investigation were: (1) to trace the development of concern for improvement of school holding power; (2) to compare the holding power of Michigan secondary schools with related factors; (3) to examine holding power programs and practices in selected secondary schools; and (4) to develop recommendations for increasing holding power in secondary schools.

Methods and Procedures. A questionnaire was used to secure data from 441 Michigan secondary schools regarding school progress of 31,417 pupils who entered ninth grade in 1947, and general characteristics of the schools, their programs, their staffs and their students.

A follow-up questionnaire was used to obtain information from ninety-four selected schools regarding school progress, reasons for withdrawal, and problems related to holding power programs.

An interview schedule and check-list were used during visits to fifteen selected schools, in addition to printed and mimeographed materials produced by the selected schools, as sources of information.

School administrators, guidance workers and teachers furnished the information used in the study. Data were tabulated and analyzed to provide a basis for the findings and recommendations.

Findings. Major findings

1. Concern for improvement

importance of universal

2. Michigan secondary

enter ninth grade

3. Michigan secondary

level.

4. Nearly 60 per cent

fail to complete the

5. School administration

and lack of financial

6. Holding power is

enter ninth grade with

7. The majority of

participate in co-curricular

8. A significant

percentage of professional

9. Significant

percentage of school enrollment

percentages of Negro

10. No significant

organizational

percentage of pupils in co-

curricular, length of

time, parents and

percentage of non-professional

teachers, or percent

Findings. Major findings of the study were:

1. Concern for improvement of school holding power is related to acceptance of universal secondary education for all American youth.
2. Michigan secondary schools graduate only 70 per cent of the youth who enter ninth grade.
3. Michigan secondary schools hold more girls than boys at each grade level.
4. Nearly 60 per cent of early school leavers in Michigan high schools fail to complete the tenth grade.
5. School administrators list school-related factors, personal reasons and lack of finances as major causes of early school leaving.
6. Holding power is lower for transfer students than for pupils who enter ninth grade with the regular class.
7. The majority of early school leavers do not participate significantly in co-curricular activities.
8. A significant relationship exists between holding power and percentage of professional persons in the community.
9. Significant negative relationships exist between holding power and size of school enrollment, length of tenure of school superintendents and percentages of Negroes and other non-whites in the community.
10. No significant relationships exist between holding power and school organizational pattern, percentage of non-resident pupils, percentage of pupils in co-curricular activities, percentage of athletic contests won, length of tenure of principals, estimated attitudes of teachers, parents and other adults toward early school leavers, percentage of non-professional occupational groups, percentage of native-born whites, or percentage of foreign-born whites in the community.

11. When school a
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12. Types of ass
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13. Holding powe
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Recommendations

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1. School at
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4. Guidance

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11. When school administrators were asked to identify the major problem in increasing holding power, 80 per cent of the problems cited were school-centered.

12. Types of assistance desired by schools in developing holding power programs include printed materials, resource persons, conferences, and information on effective practices.

13. Holding power practices extensively used in Michigan include curriculum study and change, supervised work experience, early identification and counseling of potential leavers, follow-up of leavers, improved pupil transportation, conferences with pupils and parents, staff teamwork, recreational programs, and involvement of laymen in program planning.

Recommendations. The following recommendations are made relative to the improvement of holding power in Michigan secondary schools:

1. School staff members, pupils and laymen should formulate a community viewpoint based on education for all.
2. Schools should conduct continuous local holding power studies.
3. Curriculum appraisal and development should be initiated to provide variety and challenge to all pupils, in method as well as content.
4. Guidance services, including exit procedures, should be geared to local holding power requirements.
5. School workers should develop effective means of cooperation with parents. They should become familiar with current social, economic, industrial and agricultural trends in order to work more effectively with all pupils, including potential early school leavers.
6. Schools should utilize status pupils and adults to encourage potential early leavers to remain in school.

7. Schools should

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8. Schools should

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7. Schools should provide assistance to early leavers who wish to continue study on an evening, part-time or special basis.

8. Schools should devise pupil accounting forms and procedures which make it possible to assess holding power systematically and economically.

9. Research projects should be initiated to determine the effects of various procedures and practices on holding power in local schools.

10. Schools should inform citizens of relationships between non-school factors and holding power, and cooperate in efforts to minimize the impact of such factors on community well-being.

11. Schools should become active participants in the Michigan Secondary School-College Agreement program.

12. Members of the Michigan Association of School Administrators should be informed regarding the nature and extent of the holding power problem.

13. The Michigan Committee on School Holding Power should continue its program of gathering and disseminating holding power information.

14. The Michigan Department of Public Instruction and the Michigan teacher training institutions should make available consultant services and publications designed to assist schools in their holding power programs.

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action is that of finding effective ways of motivating young people to remain in secondary school and return to graduation. A significant percentage of young people who drop out of high school prior to completion of the twelfth grade, and who do not return, must have its maximum contribution to our life and work in later years. It is estimated that less than twelve percent of students who are considered dropouts, therefore, that careful study be given to factors related to holding power, and to practices aimed at the improvement of secondary school holding power.

I. THE PROBLEM

Statement of the Problem. The general purpose of this study was to determine the situation with regard to holding power, and to identify practices designed to increase holding power, in certain Michigan secondary schools. Specific problems undertaken in the study included the following: (1) to review the research studies dealing with the extent of the holding power problem, with factors associated with the problem, and with practices recommended for increasing holding power.

²See Table IV, p. 20.

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CHAPTER I

INTRODUCTION

A major problem confronting educators in Michigan and the nation is that of finding effective ways of encouraging young people to remain in secondary school long enough to graduate. A significant percentage of young people who enter ninth grade withdraw prior to completion of the twelfth grade.¹ The secondary school cannot make its maximum contribution to pupils who leave to enter adulthood equipped with less than twelve years' schooling. It is appropriate, therefore, that careful study be given to factors related to holding power, and to practices aimed at the improvement of secondary school holding power.

I. THE PROBLEM

Statement of the problem. The general purpose of this study was to determine the situation with regard to holding power, and to identify practices designed to increase holding power, in certain Michigan secondary schools. Specific problems undertaken in the study included the following: (1) to review the research studies dealing with the extent of the holding power problem, with factors associated with the problem, and with practices recommended for increasing holding power

¹See Table IV, p. 20.

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at the secondary level, (2) to trace the development of the present concern for the improvement of holding power on the part of secondary school educators, (3) to determine the holding power rates for certain Michigan secondary schools, and to compare these rates with certain related factors, (4) to study the holding power programs of selected Michigan secondary schools in order to identify practices designed to increase holding power, and (5) to develop recommendations for increasing the holding power of Michigan secondary schools.

Importance of the study. Evidences of the current importance which educators attach to school holding power are to be found in reports of professional meetings and recommendations of educational committees. In an account of the eightieth annual convention of the American Association of School Administrators, Benjamin Fine reported:

One educational question that has remained consistently troublesome is: How can the schools be made attractive or vital so that the students who enter remain to graduate? . . .

The drop-out problem is becoming more serious, the educators were told, and it is of growing concern to business and industry. Boys and girls who drop out of school at an early age are usually unable to contribute their best to their community or to the economic life of the nation.²

A committee of the National Association of Secondary Principals, in proposing a nine-point program for secondary schools in the United

² Benjamin Fine, "Public School Administrators and Citizen Allies Weigh Four Urgent Problems," The New York Times Education in Review, February 21, 1954, Sec. E, p. 9.

Michigan Department of Public Instruction, Improving Your School's Holding Power (Lansing, Michigan: Department of Public Instruction, 1954).

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States, made as its second recommendation a "stay-in-school policy":

It is recommended that all secondary schools emphasize and implement a policy which encourages all youth to remain in secondary school until graduation.

It is essential to the best interests of all youth and to the strengthening of our national security that the level of education be advanced for all citizens. High-school graduation is highly essential today for advantageous placement in industry, in occupational life, and in the Armed Forces.³

Recognition of the severity of the problem led to the formation of the Michigan Committee on School Holding Power in 1951. The principal function of this committee has been that of providing services and information to schools. In his foreword to a pamphlet prepared by members of the committee and their associates, Dr. Clair L. Taylor, Michigan Superintendent of Public Instruction, wrote:

No more than seventy-five of each one hundred young people who begin the ninth grade in Michigan high schools remain to complete the twelfth. We are satisfied that much can and should be done to make our schools more serviceable so that one of every four will not continue to leave school. . .⁴

Table I offers statistical evidence of the degree to which the holding power problem existed among school-age youth in 1950. While more than 95 per cent of the 7 to 13 year age group were attending school in 1950, only 74.4 per cent of children aged 16 and 17 were in

³ National Association of Secondary School Principals, The Nine Point Program for Secondary Education and National Security, Report of the Committee on the Relation of Secondary Education to National Security (Washington: National Association of Secondary School Principals, 1954), p. 1.

⁴ Michigan Department of Public Instruction, Improving Your School's Holding Power (Lansing, Michigan: Department of Public Instruction, 1954), p. 2.

PERSONAL

Age
(Years)

7-13
14-15
16-17
18-19

United States
United States
Printing Co.

TABLE I

PERCENTAGE OF TOTAL YOUTH IN SCHOOL ATTENDANCE
BY AGE AND GEOGRAPHIC AREA
1950*

Age (Years)	United States	North Central Region (12 states)	Michigan
7-13	95.7	96.3	97.1
14-15	92.9	93.9	96.6
16-17	74.4	78.5	80.1
18-19	32.2	33.4	32.4

*United States Bureau of the Census, Seventeenth Census of the United States: 1950. Population, Vol. II (Washington: Government Printing Office, 1952), p. 117.

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school attendance for the United States as a whole. In Michigan the percentage of school attendance for 16- and 17- year olds was 80.1, although these children were well within the high school age range. Thus Michigan schools were failing to hold one out of five pupils in 1950.

The writer is a member of the Michigan Committee on School Holding Power and has participated in its activities since its formation in 1951. He is interested in the collection and interpretation of state-wide information which might be of assistance to local school people of Michigan in their efforts to improve school holding power. A written report based on such information should provide a source of reference for persons who are concerned with studying the situation and developing holding power practices in individual secondary schools or in groups of secondary schools.

II. DEFINITION OF TERMS

Holding power. Holding power is defined in this study as the ability of the secondary school to retain its secondary pupils in consistent and regular membership until the completion of a prescribed course of study.

Early school leaver. Early school leaver designates a pupil who leaves school permanently before the successful completion of the twelfth grade.

Secondary school. The secondary school as used in this study

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means grades nine through twelve. In this study the terms "secondary school" and "high school" are used synonymously.

III. LIMITATIONS OF THE STUDY

1951 state-wide information. Schools which provided data for the state-wide portion of this study were limited to individual four-year public secondary schools which returned usable questionnaires to the Michigan State Department of Public Instruction for a state-wide study of holding power in 1951. City systems with more than one high school were not included with the exception of Bay City, where only one high school responded. This portion of the study was further limited to the high school class which entered ninth grade in 1947 and was graduated in 1951.

1953 follow-up information. Schools which provided information for the follow-up portion of the study were limited to the Michigan Secondary School-College Agreement member high schools of the group which returned usable questionnaires for the 1951 holding power study. The follow-up information was further limited to the high school class which entered ninth grade in 1949 and was graduated in 1953.

1954 study of holding power programs. The part of this study dealing with holding power programs was limited to information obtained through use of an interview schedule and check-list in selected schools. Selection of schools was limited by the judgment of Regional Holding Power Coordinators and the writer in the application of established criteria to schools.

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IV. SOURCES OF DATA

Sources of data for this study include the literature and research findings in the field of holding power, information obtained from a 1951 questionnaire and a 1953 questionnaire dealing with holding power, and information obtained from an interview schedule and check-list used in selected schools.

The information obtained through questionnaires and interviews was provided by Michigan school administrators, guidance workers and teachers.

V. ORGANIZATION OF THE STUDY

Chapter II includes a review of a number of related studies in the field of secondary education.

Chapter III traces the changes in the American secondary school and in American life which have prompted the current interest in holding power.

Chapter IV presents statistical information related to holding power in Michigan high schools.

Chapter V examines the holding power programs and practices of a number of selected Michigan secondary schools.

Chapter VI consists of a summary of the findings in this study, implications of the findings, and recommendations for the improvement of holding power in Michigan secondary schools.

The literature de-
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I. INTRODUCTION

A number of investi-
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¹ Ambrey A. Douglas,
 "The Holding Power," 1933.

² See Table II, p.

CHAPTER II

REVIEW OF THE RELATED STUDIES

The literature dealing with holding power in secondary schools was an important source of data for this study. As the secondary school expanded during the first half of the present century, a large number of investigations were directed at the extent of the holding power problem, at factors conditioning holding power, and at practices designed to improve holding power. This chapter is devoted to a review of these studies.

I. EXTENT OF THE HOLDING POWER PROBLEM

A number of investigators during the past fifty years have dealt with the extent to which the holding power problem exists in the secondary school. Chief sources of information for these investigators have been (1) school enrollment figures, and (2) census reports.

Douglass summarized the findings of six significant studies of holding power made from 1907 to 1936.¹ These six included those by Thorndike in 1907, Ayres in 1909, Strayer in 1911, Bonner in 1920, Phillips in 1924, and Foster in 1936. Table II was arranged to compare findings of these six investigators with figures drawn by the writer from information contained in the 1948-1950 Biennial Survey of Education.²

¹Aubrey A. Douglass, Modern Secondary Education (Boston: Houghton Mifflin Company, 1938), p. 49.

²See Table II, p. 9.

PERCENT

Grade	Thorndike (1907)	Ayrton (1908)
1	100	100
2	100	100
3	100	100
4	90	100
5	81	100
6	68	90
7	54	70
8	40	50
9	27	40
10	17	20
11	12	12
12	8	10

*Ambrey A. Douglass
Holt Company, 1933.

*United States D.
Bureau of Education in
Printing Office, 1953.
High grade in 1942.

TABLE II

PERCENTAGES OF PUPILS WHO REACH EACH GRADE*

Grade	Thorndike (1907)	Ayres (1909)	Strayer (1911)	Bonner (1920)	Phillips (1924)	Foster (1936)	(1950) ^a
1	100	100	100	100			
2	100	100	100	no data			
3	100	100	100	no data			
4	90	100	100	no data			
5	81	100	95	86	100	100	100
6	68	90	74	73	83	94	95
7	54	70	63	64	71	85	90
8	40	50	51	58	63	81	78
9	27	40	39	32	34	74	75
10	17	20	22	23	26	62	71
11	12	12	18	17	18	52	60
12	8	10	14	14	15	46	53

*Aubrey A. Douglass, Modern Secondary Education (Boston: Houghton Mifflin Company, 1936), p. 49.

^aUnited States Department of Health Education and Welfare, Biennial Survey of Education in the United States, 1948-50, (Washington: Government Printing Office, 1953), p. 18. (Based on 2,101,723 children entering the fifth grade in 1942.

1942, p. 18.

Edward F. Ayres, Education in Our Schools (New York: Charles Scribner's Sons, 1909), pp. 18-19.

1911, p. 19.

This table shows that, with an increasing percentage of pupils, for example, in grade eleven years earlier than the pupils who enter high school.

His Studies Bearing on

Thorndike based his study on pupils who entered school in the first grade. He accounted for the factors in non-public schools, and stated: "Of each 100 pupils in grade 4, 40 till the last grade, 17 till the second grade."

Ayres' report of enrollment data and individual promotion regularly. He found for fifty-eight children that around children entered and fifty-six would enter.

J. L. Thorndike, Education, Bulletin 4 (1903).

⁴ Ibid., p. 11.

⁵ Leonard P. Ayres, Publishing Company, 1903.

⁶ Ibid., p. 15.

This table shows that, with the exception of 1920 and 1924, a steadily increasing percentage of students remained in school until the twelfth grade. For example, in 1907, 8 per cent of those who entered first grade eleven years earlier reached twelfth grade, and in 1950, 53 per cent of the pupils who had entered fifth grade reached the last year of high school.

Early Studies Bearing on Pupil Retention

Thorndike based his study on school census figures dealing with pupils who entered school in the period from 1900 to 1904, and he accounted for the factors of increasing population, mortality, enrollment in non-public schools, and non-promotion in successive grades.³ He stated: "Of each 100 pupils entering grade 1, 90 will continue till grade 4, 40 till the last grammar grade, 27 till the first high school grade, 17 till the second, 12 till the third, and 8 till the fourth."⁴

Ayres' report of holding power in 1909 was based on school enrollment data and indicated that few of the early school leavers had been promoted regularly, thus were overage when they withdrew.⁵ His data for fifty-eight cities in the year 1907 revealed that of one thousand children entering the first grade, it could be expected that only fifty-six would enter the twelfth grade unretarded.⁶ Ayres

³E. L. Thorndike, Elimination of Pupils from School, Bureau of Education, Bulletin 4 (Washington: Government Printing Office, 1907), p. 9.

⁴Ibid., p. 11.

⁵Leonard P. Ayres, Laggards in Our Schools (New York: Charities Publishing Company, 1909), pp. 12-13.

⁶Ibid., p. 15.

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⁷Ibid., p. 5.

⁸George D. Strayer,
Study of Retardation &
Washington: Government

⁹Ibid., pp. 136-3

¹⁰R. R. Bonner, S:
Education, Bulletin 11 (

concluded: "Our courses of study as at present constituted are best fitted not to the slow or the average child but to the unusually bright one."⁷

Strayer conducted a study of retardation and elimination in 1911. His findings indicated relatively little pupil elimination in the first four grades, although there were wide variations among cities. Elimination and retardation increased beyond the fourth grade.⁸ Strayer reported that for each one hundred pupils entering the first grade, thirty-nine would enter the ninth grade and fourteen would enter the twelfth grade.⁹

In 1920 Bonner analyzed data gathered by the Bureau of Education from local school systems of the United States in his study of early school leaving and secondary school enrollment. He reported that of each one thousand pupils who entered the first grade in 1907, 142 entered the twelfth grade in 1918.¹⁰

An investigation reported by Phillips in 1929 revealed that the percentage of youth enrolled in the elementary grades decreased as the total school enrollment in the United States increased. Phillips'

⁷Ibid., p. 5.

⁸George D. Strayer, Age and Grade Census of Schools and Colleges: A Study of Retardation and Elimination, Bureau of Education, Bulletin 5 (Washington: Government Printing Office, 1911), p. 135.

⁹Ibid., pp. 136-37.

¹⁰H. R. Bonner, Statistics of State School Systems, Bureau of Education, Bulletin 11 (Washington: Government Printing Office, 1920), p. 31.

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15 ibid., p.

study indicated that of each one hundred children enrolled in the fifth grade, only fifteen later entered the twelfth grade.¹¹

Foster completed a long-term study of high school holding power rates up to the year 1936. He reported that enrollment in the twelfth grade increased 91.8 per cent from 1926 to 1936; holding power of the eleventh and twelfth grades decreased very slightly from 1930 to 1935; and the senior class of 1930 represented approximately two-thirds of the pupils who entered secondary school four years earlier.¹²

In 1922 Counts disclosed that a study of holding power in the cities of Bridgeport, Mount Vernon, St. Louis and Seattle, indicated that of each one hundred pupils entering secondary school only thirty-seven enrolled in the twelfth grade.¹³

A marked increase in holding power at the secondary level was disclosed in 1933 by Kline who repeated the study made by Thorndike in 1907, using identical procedures in the same cities.¹⁴ Kline reported a significant postponement of elimination until in 1928-29 pupils remained in school about three and one half years longer than in 1900.¹⁵

¹¹Frank M. Phillips, "Survival Rates of Pupils Entering the Public Schools," School and Society, XXIX (April 27, 1929), p. 28.

¹²E. M. Foster, Survival Rates of Pupils, United States Office of Education, Circular 193 (Washington: Government Printing Office, 1941), pp. 13-14.

¹³George S. Counts, Selective Character of American Secondary Education (Chicago: University of Chicago Press, 1922), pp. 39-45.

¹⁴E. J. Kline, "Significant Changes in the Curve of Elimination Since 1900," Journal of Educational Research, XXVI (April, 1933), pp. 608-16.

¹⁵Ibid., p. 614.

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19. Ibid.

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In Denver, Woody and Cushman reported that a study of pupils completing the sixth grade in 1928 showed that 43.2 per cent of the boys and 54.4 per cent of the girls graduated from secondary school in 1934.¹⁶

Recent Studies on Extent of Early School Leaving

In 1938 Bell carried on a study of 13,528 Maryland young people between the ages of sixteen and twenty-four. He found that only 27 per cent of these young people had completed high school.¹⁷

Eckert and Marshall reported in 1938 that in the state of New York the typical school leaver withdrew before finishing the tenth grade, and thereby received very little specialized training.¹⁸ They also disclosed that ". . . for every two pupils who graduate from New York State schools, more than three leave without receiving diplomas."¹⁹

Ekstrom reported in a study of 2,085 pupils who completed the sixth grade in two Minnesota counties, that 35 per cent of the group did not enter secondary school. Half of those who did enter secondary school left before graduation.²⁰

¹⁶W. H. Woody and C. L. Cushman, "A Study of Continuance and Discontinuance," Journal of Educational Research, XXX (November, 1936), p. 185.

¹⁷Howard M. Bell, Youth Tell Their Story (Washington: American Council on Education, 1938), p. 56.

¹⁸Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School (New York: McGraw-Hill Book Company, 1938), p. 39.

¹⁹Ibid., pp. 37-38.

²⁰G. E. Ekstrom, "Why Farm Children Leave School," School Review, LVI (December, 1947), pp. 231-37.

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Dillon used the follow-up technique in studying early school leavers in Michigan, Indiana and Ohio. He stated:

Evidence indicates that, in the average public school system, 50% of the students who enter high school drop out before graduation. School attendance laws, with higher standards and fewer exemptions under 16, bring some students into high school but the exodus at age 16 when legal compulsion ceases, is far too great.²¹

In a study of drop-outs in Buena Vista High School, Virginia, Brokenbrough found that 13.3 per cent of the high school enrollment of the decade 1940-1950 withdrew prior to graduation.²²

Mack reported that 6 per cent of all pupils enrolled in 232 Massachusetts high schools dropped out of school during 1951-52, and that there were more boy-leavers than girl-leavers.²³

Following a recent investigation of holding power in Indiana public schools, Phillips and Eaton concluded that only seven pupils out of every ten who entered ninth grade remained to graduate. They also found that girls remained in school longer than boys.²⁴

²¹ Harold J. Dillon, Early School Leavers: A Major Educational Problem (New York: National Child Labor Committee, 1949), p. 16.

²² Louise Brokenbrough, "A Study of Drop-Outs in the Buena Vista High School, 1948-1950" (unpublished Master's thesis, The College of William and Mary, Williamsburg, 1951), p. 7.

²³ A. Russell Mack, "A Study of Drop-Outs," The Bulletin of the National Association of Secondary School Principals, XXXVIII, No. 200 (February, 1954), p. 49.

²⁴ Beeman N. Phillips and Merrill T. Eaton, "Holding Power of the Schools of Indiana," The Bulletin of the National Association of Secondary School Principals, XXXIX, No. 211 (May, 1955), p. 45.

Holding Power Studies

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Holding Power Studies in Michigan

Within the past decade many holding power studies have been made in Michigan. In 1944 The Michigan Public Education Study Commission summarized the available information on holding power as follows:

While the general increase in the holding power of Michigan public schools is significant, the situation as a whole is none too healthy. As late as 1940, only 43.8 children out of every 100 who started in the first grade completed the twelfth year of secondary education. More than half, 56.2 per cent, failed at some point along the twelve years of instruction. When it is further considered that 8.6 per cent of the school age children were not in school at all in 1940, it is believed that both general attendance and holding power throughout the state might be greatly increased. . . .²⁵

The Michigan Public Education Study Commission after an analysis of school enrollments in twelve Michigan counties, reported that the incidence of holding power appeared to be determined less by type of economy than by the character of the educational organization of the county. Holding power was found to be higher in large urban industrial centers than it was in the smaller marginal and submarginal areas.²⁶ Since the latter report was based on school records only through the ninth grade and only through the year 1942, valid conclusions for the entire secondary school would not seem to be justified.

The Michigan Department of Public Instruction released figures in 1953 which showed that 70.1 per cent of the pupils enrolled in the

²⁵ Michigan Public Education Study Commission, "The Improvement of Public Education in Michigan," Report of the Michigan Public Education Study Commission (Lansing, Michigan: Michigan Public Education Study Commission, 1944), p. 13.

²⁶ ibid., pp. 37-38. (See also "Some Do Not Graduate" (Lansing, Michigan: Michigan Public Education Study Commission, 1953), p. 2. (Lansing: Michigan Public Education Study Commission, 1953). See also H. Douglas, Secondary Education for All Michigan (New York: The Knickerbocker Press Company, 1952), p. 131.)

ninth grade in 1949 completed the twelfth grade in 1953.²⁷ These figures are presented in Table III.²⁸

A report issued in 1953 by the Grand Rapids Holding Power Committee disclosed that approximately 13 per cent of the children in the Grand Rapids public high school grades 10, 11, and 12 leave school each year. This report states: "Our five senior high schools' gross holding power is about 65 per cent."²⁹

Dahlberg carried on a holding power study covering the three year period 1950-53, in Ann Arbor High School, where he found the holding power rate to be 88.8 per cent.³⁰

Summary

In 1952 Douglass made this observation regarding holding power percentages in elementary schools and high schools:

At least as late as 1950 the following generalization approximated the truth very closely with respect to percentages of young people staying in school through different levels. Approximately 82 per cent of the youngsters remained through to graduate from elementary school and enter high school. Only approximately 50 per cent of the total remained to graduate from high schools. Of those who withdraw from high school two thirds withdraw before the third year, most of them no doubt at a time when they have reached the end of the age of compulsory attendance at school.³¹

²⁷"Enrollments by Grades at Close of Year, 1920-1953 Inclusive" (Lansing, Michigan: Department of Public Instruction, 1953). (Mimeographed.)

²⁸See Table III, p. 17.

²⁹The Grand Rapids Holding Power Committee, "Report on Holding Power in the Grand Rapids, Michigan Public Schools, K-14" (Grand Rapids, Michigan: Board of Education, May 1953), p. 13. (Mimeographed.)

³⁰A. J. Dahlberg, "Some Do Not Graduate" (Ann Arbor, Michigan: Ann Arbor High School, August, 1953), p. 2. (Mimeographed.)

³¹Harl R. Douglass, Secondary Education for Life Adjustment (New York: The Ronald Press Company, 1952), p. 131.

YEAR	MONTH HAVE		1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
	UN- DER 18	18- 24													
1950	2129	2241	27000	21411	60851	60418	65594	61381	65007	59228	21612	14255	11487	9896	3370
1951	2039	2129	27000	21411	60851	60418	65594	61381	65007	59228	21612	14255	11487	9896	3370

TABLE III

DEPARTMENT OF PUBLIC INSTRUCTION
LANSING, MICHIGAN

ENROLLMENTS BY GRADES AT CLOSE OF YEAR

(1920 - 1953, Inclusive)

YEAR	BIRTH RATE		1	2	3	4	5	6	7	8	9	10	11	12	***	****	OTHER	TOTAL	
	U.S.	MICHIGAN																	
1920	23.7	25.1	591.48	714.33	685.51	683.38	659.94	618.93	552.87	504.48	234.12	124.55	11.87	96.96	124/9	13/1	697703	697703	
1921	24.2	25.4	644.30	979.99	703.17	679.62	644.87	613.63	561.57	508.88	326.86	327.04	134.60	11.087			730953	730953	
1922	22.3	23.1	648.97	994.47	802.28	779.19	703.25	650.12	634.54	573.55	523.97	386.95	370.43	164.43	61.2		725252*	725252*	
1923	22.1	23.1	689.68	976.18	812.78	787.86	703.25	650.12	634.54	573.55	523.97	386.95	370.43	164.43	61.2		725252*	725252*	
1924	22.2	23.7	717.79	1027.94	867.81	833.16	845.50	787.81	703.25	650.12	584.55	474.48	352.62	241.13	45.7		13950	845118*	
1925	21.3	23.3	777.69	1079.9	867.81	833.16	845.50	787.81	703.25	650.12	584.55	474.48	352.62	241.13	45.7		13950	845118*	
1926	20.5	22.5	815.28	984.91	879.93	847.96	827.97	794.96	703.25	650.12	584.55	474.48	352.62	241.13	132.81		870877*	870877*	
1927	20.5	22.5	815.28	984.91	879.93	847.96	827.97	794.96	703.25	650.12	584.55	474.48	352.62	241.13	132.81		870877*	870877*	
1928	19.7	21.2	843.81	1077.13	874.33	810.93	835.33	794.36	707.71	643.99	577.77	453.37	347.79	272.70	119.68		115648	115648	
1929	18.8	20.9	952.89	1151.59	1014.55	938.44	933.33	860.99	847.18	819.4	745.48	609.95	475.25	306.81	287.7		115294	115294	
1930	19.4	20.4	952.89	1151.59	1014.55	938.44	933.33	860.99	847.18	819.4	745.48	609.95	475.25	306.81	287.7		115294	115294	
1931	17.4	18.4	1017.85	1143.41	968.28	927.77	949.63	884.33	816.72	820.95	767.09	640.12	539.99	381.07	295.13	48.5		122981	122981
1932	17.4	18.4	968.28	927.77	949.63	884.33	816.72	820.95	767.09	640.12	539.99	381.07	295.13	48.5	30.28			1048433	1048433
1933	17.4	18.4	968.28	927.77	949.63	884.33	816.72	820.95	767.09	640.12	539.99	381.07	295.13	48.5	30.28			1048433	1048433
1934	17.4	18.4	968.28	927.77	949.63	884.33	816.72	820.95	767.09	640.12	539.99	381.07	295.13	48.5	30.28			1048433	1048433
1935	16.9	17.2	639.6	869.96	828.08	828.05	775.84	703.25	650.12	584.55	474.48	352.62	241.13	188.13				943867	943867
1936	16.7	17.4	644.65	869.96	828.08	828.05	775.84	703.25	650.12	584.55	474.48	352.62	241.13	188.13				943867	943867
1937	17.1	18.4	644.65	869.96	828.08	828.05	775.84	703.25	650.12	584.55	474.48	352.62	241.13	188.13				943867	943867
1938	17.6	19.0	676.23	844.33	803.44	789.94	793.14	774.63	703.25	650.12	584.55	474.48	352.62	241.13				943867	943867
1939	17.3	18.5	669.77	807.95	770.06	760.07	775.84	703.25	650.12	584.55	474.48	352.62	241.13	188.13				943867	943867
1940	17.9	19.1	698.11	779.64	742.22	734.27	753.93	765.71	766.67	703.25	650.12	584.55	474.48	352.62				943867	943867
1941	19.0	20.1	724.29	796.42	722.22	734.27	753.93	765.71	766.67	703.25	650.12	584.55	474.48	352.62				943867	943867
1942	20.6	22.4	740.95	828.00	711.68	713.39	729.99	747.94	751.79	757.96	701.7	650.12	584.55	474.48				943867	943867
1943	20.2	21.3	819.1	833.92	701.19	764.39	793.80	703.25	650.12	584.55	474.48	352.62	241.13	188.13				943867	943867
1944	20.2	21.3	819.1	833.92	701.19	764.39	793.80	703.25	650.12	584.55	474.48	352.62	241.13	188.13				943867	943867
1945	19.6	20.5	809.60	959.82	813.99	776.98	790.16	703.25	650.12	584.55	474.48	352.62	241.13	188.13				943867	943867
1946	20.1	21.1	809.60	959.82	813.99	776.98	790.16	703.25	650.12	584.55	474.48	352.62	241.13	188.13				943867	943867
1947	21.8	24.3	803.11	914.48	814.65	794.93	784.97	789.97	715.96	673.95	635.84	460.79	354.4	299.82	51.769	4.983	68.6	972378	972378
1948	24.2	24.8	1050.79	990.25	859.62	823.18	807.43	794.47	727.38	686.10	635.84	460.79	354.4	299.82	51.769	4.983	68.6	972378	972378
1949	23.9	24.6	1081.12	1101.17	864.48	807.43	794.47	727.38	686.10	635.84	460.79	354.4	299.82	51.769	4.983	68.6	972378	972378	
1950	23.8	25.1	997.73	1119.99	1023.70	958.18	831.18	796.66	790.12	747.93	704.17	687.01	594.86	480.82	406.67	56.5	43.4	935285	935285
1951	24.5	26.3	1006.91	1035.22	1057.84	1005.75	891.25	828.98	796.79	730.99	699.62	611.83	505.99	417.96	417.96	61.2	48.0	946627	946627
1952	24.8	26.4	1229.99	1034.82	970.37	1039.96	991.29	883.02	821.31	799.89	767.78	722.12	654.6	535.46	420.65	67.9	54.1	117590	117590
1953	24.3	24.3	1444.74	1236.82	940.28	971.59	1035.40	953.12	876.71	826.61	776.46	704.13	646.84	541.0	447.2			117590	117590

* District enrollments, not reported by grades, included in total.

** Per cent of eighth grade graduates that continued in sixth grade.

*** Per cent of ninth grade of four previous that completed twelfth grade.

**** Per cent of first grade of 12 years previous that completed twelfth grade.

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II. FACTORS RELATED TO HOLDING POWER IN SECONDARY SCHOOLS

During the past half-century a number of studies have sought to identify factors associated with secondary school holding power. In 1942 Koeninger prepared a bibliography of follow-up studies which had been made in all sections of the United States during the previous twenty-five years. Approximately ten times as many reports on follow-up studies appeared in educational literature during the two years, 1940-1942 as occurred in the two decades, 1910-1930.³² These studies indicate that school holding power is a complex problem with many interrelationships.

Within the past five years there has been a marked increase in the number of studies of factors related to holding power among Michigan high schools. This trend has been due, in part, to the influence of the Michigan Secondary School-College Agreement program, which includes follow-up studies as one of its conditions for membership. The National Life Adjustment movement has also emphasized evaluation of the secondary school through follow-up studies of drop-outs. Many of the Michigan findings have been reported in The Bulletin of the Michigan Secondary School Association. The April, 1953 issue of the Bulletin carried reports of studies made in Royal Oak, Battle Creek, St. Joseph, Alpena, Ravenna,

³²Rupert C. Koeninger, "Follow-Up Studies: A Comprehensive Bibliography," (Lansing, Michigan: State Board of Education, July, 1942), p. 1. (Mimeographed.)

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Appendix B

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Battle Creek Lakeview, St. Charles, St. Clair Shores South Lake, and Manistee.³³

Principal sources of information for studies which attempt to establish factors associated with holding power include the following: (1) opinions of teachers and administrators as to why pupils left school early; (2) reasons for early school leaving given by young people; and (3) comparisons of early school leavers with high school graduates with regard to such factors as sex, average grades, intelligence, occupation and economic status of family, race, and conditions within the school.

Geographic Location

Evidence presented in Table IV indicates that there are marked differences in school holding power in various regions of the country.³⁴ Study of Table IV discloses that the North Central States ranked in, or near the highest quartile. Michigan, which graduated 71.6 per cent of its ninth grade enrollees of 1947-48, ranked ninth among the States. Eight of the top ten States were located in the North Central region (Iowa, Kansas, Michigan, Minnesota, Nebraska, North Dakota, South Dakota and Wisconsin). The Southeastern States ranked consistently low.

Sex Distribution

Eckert and Marshall found that in New York State boys made up approximately 10 per cent more of the early school leavers than did

³³Bulletin of the Michigan Secondary School Association, XVII, No. 4 (April, 1953), pp. 36-55.

³⁴See Table IV, p. 20.

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 Michigan
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 Missouri
 Montana
 Nebraska
 Nevada
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 New York
 North Carolina
 North Dakota
 Ohio
 Oklahoma
 Oregon
 Pennsylvania
 Rhode Island
 South Carolina
 South Dakota
 Tennessee
 Texas
 Utah
 Vermont
 Virginia
 Washington
 West Virginia
 Wisconsin
 Wyoming

PERCENTAGES OF PUBLIC HIGH SCHOOL GRADUATES IN 1950-51
OF ENROLLEES IN 9TH GRADE, 4 YEARS EARLIER, BY STATES

State	Ratio of Graduates, 1950-51 to Grade 9 Enrollees 1947-48	Rank
Alabama	56.2	40
Arizona	59.4	34
Arkansas	60.1	33
California	68.1	18
Colorado	67.5	19
Connecticut	70.5	11.5
Delaware	64.9	23.5
Florida	63.9	28
Georgia	34.5	48
Idaho	69.2	16
Illinois	68.9	17
Indiana	64.9	23.5
Iowa	75.6	3
Kansas	74.0	6
Kentucky	56.2	40
Louisiana	56.7	37
Maine	65.6	22
Maryland	59.2	35
Massachusetts	70.5	11.5
Michigan	71.6	9
Minnesota	74.9	5
Mississippi	54.2	43
Missouri	62.8	30
Montana	70.4	13
Nebraska	72.4	7.5
Nevada	63.0	29
New Hampshire	76.8	2
New Jersey	64.1	27
New Mexico	53.6	44
New York	53.4	45
North Carolina	56.2	40
North Dakota	71.0	10
Ohio	67.2	20
Oklahoma	64.8	25
Oregon	65.9	21
Pennsylvania	62.6	31
Rhode Island	56.5	38
South Carolina	55.3	42
South Dakota	75.0	4
Tennessee	53.2	46
Texas	60.3	32
Utah	72.4	7.5
Vermont	69.3	15
Virginia	51.0	47
Washington	64.7	26
West Virginia	57.3	36
Wisconsin	80.3	1
Wyoming	69.7	14

Walter H. Gaumnitz, "High School Retention By States," United States Department of Health, Education, and Welfare, Circular 398 (Washington: Government Printing Office, 1954), p. 9. (Mimeographed.)

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girls.³⁵ In his study of 1,360 early school leavers in five midwest communities, Dillon reported that 8 per cent more boys than girls left school before graduation.³⁶

Evidence of reduced high school holding power for boys was found in a state-wide study of school leavers in Virginia reviewed by Miller in 1952. The investigation included approximately nineteen thousand graduates of Virginia high schools during 1939-40. It was found that there were 17.2 per cent more girls than boys among the graduates, as compared to only 5.2 per cent more girls than boys among graduates from all high schools in the United States.³⁷

Brockenbrough reported that 56.7 per cent of the early school leavers in Buena Vista, Virginia, in 1948-50 were boys.³⁸ In 1953 Hecker disclosed that among 1,381 early school leavers in Kentucky in 1948-50, 55 per cent were boys.³⁹ Thus it appears that boys are slightly more vulnerable than girls to early school leaving.

Intelligence

Dillon presented data which showed that approximately 40 per cent

³⁵Eckert and Marshall, op. cit., p. 38.

³⁶Dillon, op. cit., p. 23.

³⁷Leonard M. Miller, "Graduates and Drop-Outs in Virginia," School Life, XXXIV No. 6 (March, 1952), p. 87.

³⁸Brockenbrough, op. cit., p. 21.

³⁹Stanley E. Hecker, "Early School Leavers in Kentucky," Bulletin of the Bureau of School Service, University of Kentucky, XXV No. 4 (June, 1953), p. 32.

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of 1,084 early school leavers had I.Q.'s of 95 or over. In discussing the rest of the group, Dillon says:

The remaining 60 per cent, with I.Q.'s below 95, present a special challenge to those responsible for curricular organization. Since this group should not be considered "uneducable" and dismissed from consideration in educational planning, the real challenge is to find out what programs are adapted to their capacities and interests in order to provide them with a profitable and useful school experience even though they are more limited than others in general intelligence.⁴⁰

Hecker's findings regarding intelligence of early school leavers in Kentucky were substantially in agreement with those of Dillon.⁴¹

Home and Family

Studies of family background of early school leavers have dealt with economic status and parental occupation, family finances, broken homes, educational and cultural background, family and social class level, and race and nationality.

Economic status and parental occupation. Thorndike, Counts, Holley, Brockenbrough and Snepp all found low economic status to be a factor in early school leaving.⁴²

Kefauver, Noll and Drake repeated Counts' 1922 investigation in two cities eleven years later, and reported that larger numbers of

⁴⁰Dillon, op. cit., pp. 34-35. ⁴¹Hecker, op. cit., pp. 37-38.

⁴²Thorndike, op. cit., pp. 18-21; Counts, op. cit., p. 141; C. E. Holley, "Relationship Between Persistence in School and Home Conditions," Fifteenth Yearbook of the National Society for the Study of Education, Part II (Bloomington, Illinois: Public School Publishing Company, 1919), p. 25; Brockenbrough, op. cit., p. 57; Daniel W. Snepp, "Why They Drop Out," Bulletin of the National Association of Secondary School Principals, XXXV (October, 1951), pp. 140-41.

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children from the lower socio-economic levels were being served by the secondary schools in 1931 than in 1920.⁴³

Bell, in his study of 13,528 young people in Maryland, found that children tended to leave school earlier when their families were "on relief," when their fathers were unskilled laborers, and when the family was large. Bell found that the occupation of the father was the most significant factor in school persistence of the child.⁴⁴

Family finances. Basing his report on studies of holding power and hidden tuition costs in approximately sixty-five four year high schools in Illinois, Hand concluded that family income was a major factor in secondary school holding power. Referring to his finding that 72 per cent of school leavers studied in Illinois over a four-year period came from low-income families, Hand stated that ". . . the size of the family purse is the most significant thing to know about an American child if one is trying to predict how long he will remain in school."⁴⁵

On the other hand, in a study made in West Virginia in 1950, Lambert reported that family financial status was not a significant factor in early school leaving.⁴⁶ Thus it is apparent that the research

⁴³G. N. Kefsauver, V. H. Noll, and C. E. Drake, "The Secondary School Population," National Survey of Secondary Education Monograph 4 Office of Education, United States Department of the Interior (Washington: Government Printing Office, 1933), p. 58.

⁴⁴Bell, op. cit., pp. 254-55.

⁴⁵Harold C. Hand, "Hidden Tuition Charges in High School Subjects," The Educational Forum, XIII No. 4, Part I (May, 1949), pp. 441-48.

⁴⁶Sam Lambert, "Increasing Education's Holding Power," National Education Association Journal, XXXIX (December, 1950), p. 665.

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findings regarding family finances as a factor related to holding power are not in agreement.

Broken homes. Dillon reported the percentage of children from broken homes among the 1,360 school leavers he studied was about 10 per cent above average for children of the age group studied.⁴⁷ Dahlberg found that 32.9 per cent of school leavers came from broken homes, as compared to 21 per cent of the graduates in Ann Arbor.⁴⁸

Educational and cultural background. Educational and cultural background in the home was named by Koos as an important factor in school holding power.⁴⁹

Social class level. In his study of three hundred students in a midwestern community, McGuire disclosed that family class social level was an important factor in educational attainment.⁵⁰

Hollingshead reported in his study of Elmtown's youth that the great majority of school leavers were from families of the two lowest of five social classes in the community.⁵¹

⁴⁷Dillon, op. cit., p. 22. ⁴⁸Dahlberg, op. cit., p. 6.

⁴⁹Leonard V. Koos, The American Secondary School (Boston: Houghton Mifflin Company, 1938), pp. 121-40.

⁵⁰Carson McGuire, "Adolescent Society and Social Mobility" (unpublished Doctor's dissertation, The University of Chicago, Chicago, 1949), pp. 135-162.

⁵¹A. B. Hollingshead, Elmtown's Youth (New York: John Wiley and Sons, 1949), Chap. XIII.

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Douglass and Grieder listed the following home conditions as factors affecting length of stay in school:

1. Education and cultural interests of parents.
2. Character of parents and older children in the family.
3. Compatibility and emotional balance of parents and other children.
4. Physical conditions in the home conducive to study.
5. Quality, quantity, and appropriateness of food for children.
6. Type of child care by parents in such matters as social development, sense of responsibility, willingness to work and cooperate, and taste in dress and appearance.⁵²

Race and nationality. Figures drawn from the 1950 Census shed light on holding power as it is related to race and nationality. Table V shows the median number of years of school completed by young men and women 21 years of age by ethnic characteristics.⁵³ White men and women generally average slightly more than twelve years of schooling completed, with two exceptions: those born in the South and those of Southern European stock who have about one year less of schooling. There is, however, a marked difference in the median years of school attained by all non-white groups: Negro, Indian, and other races, who average 8.8 years for men and 9.9 years for women.

The differences shown in Table V may not be due to race or nationality as much as to socio-economic factors.

Table VI is also drawn from the 1950 Census to show that the differences in schooling completed by young people in the North Central

⁵²H. R. Douglass and Calvin Grieder, American Public Education (New York: The Ronald Press Company, 1948), p. 269.

⁵³See Table V, p. 26.

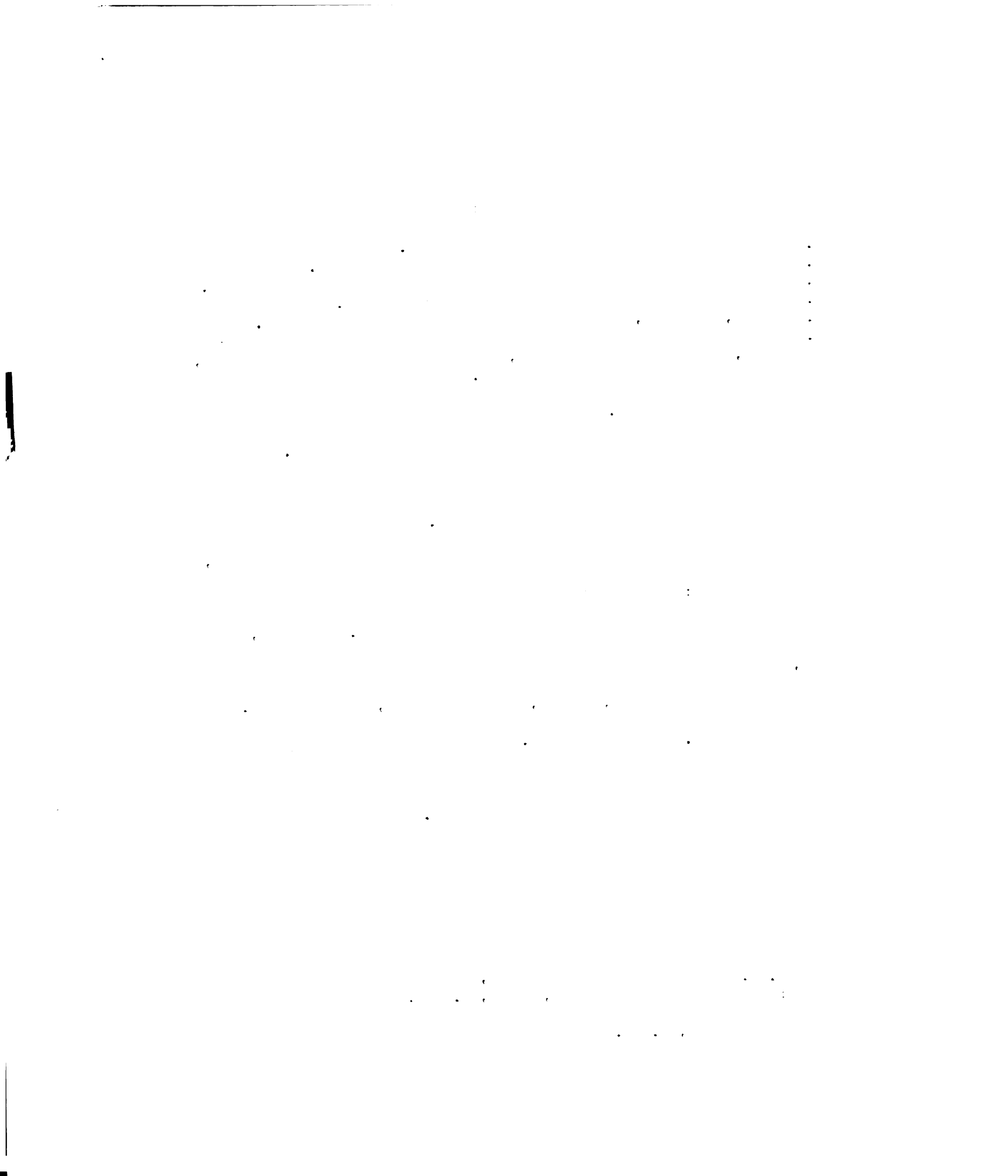


TABLE V

ETHNIC CHARACTERISTICS: PERSONS 21 YEARS OLD, BY MEDIAN SCHOOL YEARS COMPLETED, AGE AND SEX,
FOR THE UNITED STATES IN 1950 (BASED ON 3 1/3 PER CENT SAMPLE)

Area, Sex, and Years of School Completed	Total Population	White								Non-White					White Person With Spanish, Surnames
		Native White								Foreign Born Whites	Total Non- White	Negro	Indian	Other Races	
		Total White	Total Native White	Native Parentage		Foreign or Mixed Parentage									
				Born in North or West	Born in South	Northern, Western European Stock	Central, Eastern European Stock	Southern European Stock	Other Stock						
United States Male	2,154,300	1,922,580	1,894,170	997,890	550,380	124,260	96,930	113,970	10,740	28,410	231,720	216,840	8,160	6,720	50,220
Median School Years Completed	12.1	12.2	12.2	12.3	10.9	12.4	12.4	11.5	12.5	11.2	8.8	8.8	7.3	12.5	8.9
United States Female	2,277,150	2,007,090	1,971,240	1,028,130	586,140	131,700	94,830	119,010	11,430	35,850	270,060	256,390	6,240	6,930	43,770
Median School Years Completed	12.2	12.3	12.3	12.4	11.8	12.4	12.4	12.1	12.5	12.1	9.9	9.9	8.5	12.4	8.6

*United States Bureau of the Census, Seventeenth Census of the United States: 1950. Special Reports, Vol. IV (Washington: Government Printing Office, 1952), pp. 42-44.

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In five Southwestern States.

Region are not as marked as for the whole United States.⁵⁴ According to these figures, white 21 year olds had completed 12.2 years' median schooling for boys and 12.3 years for girls, while the figures for non-whites were 10.2 years for boys and 11.3 years for girls. The better showing of the non-whites in this region may be due to the availability of schools and the relatively good socio-economic conditions in the northern industrial communities, rather than to the color factor alone.

In his study of Ann Arbor school leavers for the years 1950-1953, Dahlberg disclosed that the proportion of negro leavers was double that of whites.⁵⁵

Writing with reference to holding power and race or nationality, Anderson, Grim and Gruhn state: "Young people from certain racial and ethnic groups frequently do not have equality of opportunity in attending high school To these people, equality of opportunity for a secondary education is still a dream."⁵⁶

Conditions Within The School

A number of factors associated with holding power are to be found within the secondary school itself. In a survey of 440 school leavers in Louisville, in 1948 and 1949, approximately half gave

⁵⁴See Table VI, p. 28. ⁵⁵Dahlberg, op. cit., p. 17.

⁵⁶Vernon E. Anderson, Paul R. Grim, and William T. Gruhn, Principles and Practices of Secondary Education (New York: The Ronald Press Company, 1951), p. 58.

TABLE VI

MEDIAN YEARS OF SCHOOL COMPLETED BY PERSONS OF 18 AND 21 YEARS OF AGE
BY COLOR AND SEX FOR THE NORTH CENTRAL REGION
(12 STATES) 1950^a

Age	White		Non-White	
	Male	Female	Male	Female
18 years	11.6	12	10.4	11
21 years	12.2	12.3	10.2	11.3

^aUnited States Bureau of the Census, Seventeenth Census of the United States: 1950. Population, Vol. II (Washington: Government Printing Office, 1952), p. 358.

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"dissatisfaction with school" as the principal reason for leaving.⁵⁷

Dillon disclosed in 1949 that "the primary reason for leaving given by 660 of the 957 former students, or approximately 70 per cent, was one which specifically related to school."⁵⁸

In his Kentucky study Hecker found that 56 per cent of 1,297 young people listed some reason related to school as the primary reason for leaving high school.⁵⁹

Brockenbrough patterned her classification of reasons on the Dillon work and disclosed that 60 per cent of a group of Virginia drop-outs gave school-related reasons as the primary cause for leaving.⁶⁰ Among the specific reasons related to school found by these three investigators were: "preferred work to school"; "not interested in school"; "failing and didn't want to repeat a grade"; "disliked a certain subject"; "disliked a certain teacher"; and "could not learn and was discouraged."

It should be noted that the reason stated by the drop-out for early school leaving is open to considerable question, since frequently there is a high degree of defensiveness at the time of leaving. Often the leaver may not even be aware of his real motives for leaving. The Grand Rapids Holding Power Committee, in discussing this matter, wrote:

⁵⁷Bureau of Labor Standards, Hunting a Career: A Study of Out-of-School Youth in Louisville, Kentucky United States Department of Labor Bulletin No. 115 (Washington: Government Printing Office, 1949), p. 10.

⁵⁸Dillon, op. cit., p. 50. ⁵⁹Hecker, op. cit., p. 47.

⁶⁰Brockenbrough, op. cit., p. 28.

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Most of the drop-outs express highly charged emotional negativism and bitterness about school. Their complaints vary, but they all complain. In interviews with them we have seldom, if ever, found one who liked school, who was an accepted and participating member of the school program. Most of them are bored or actively hate school and want to get away from it and us. However, the dislike for school is itself in some ways a symptom of deeper psychological and sociological forces operating in that drop-out's life.⁶¹

Non-residence. In his study of early school leavers in Ann Arbor, Dahlberg reported that although only 28.7 per cent of the total high school enrollment were non-residents, 47.3 per cent of the drop-outs were non-residents.⁶²

Frequency of transfer. The Grand Rapids Holding Power Committee found a relationship between frequent transfer of pupils, both within the city and from outside the city into the city, and holding power. The committee stated:

Consider what retardation and transiency do to group cohesiveness, friendships, and school loyalty! Upsets and changes contribute to poor school performance and school leaving. Thus the voluntary school leaver is actually forced out by a complex of factors which operate before he enters and which continue to operate in childhood and adolescence.⁶³

Size of school. Hand reported that size of school was not associated with holding power in the Illinois high schools studied.⁶⁴

Gaumnitz and Tompkins reported that a nation-wide study revealed

⁶¹The Grand Rapids Holding Power Committee, op. cit., p. 9.

⁶²Dahlberg, op. cit., p. 13.

⁶³The Grand Rapids Holding Power Committee, op. cit., p. 12.

⁶⁴H. C. Hand, "For Whom Are the Schools Designed?" Educational Leadership, VI (March, 1949), 361.

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no consistent relationship between holding power and size of high school.⁶⁵

Failure and retardation. Allen, reporting a study of drop-outs in twenty-two Illinois high schools, concluded that a long history of failure experiences in school, without some compensating experiences of success, will eventually lead to early school leaving. Allen disclosed the following distribution of average grades for the drop-outs studied: 2 per cent received A and B; 24 per cent received C, and 74 per cent received D and E.⁶⁶

Gragg reported that retardation was the most significant factor distinguishing drop-outs from graduates in his study of New Haven, Connecticut and Ithaca, New York pupils.⁶⁷

Bonner, in his study of school systems in eighty cities, found a reverse relation between holding power and retardation. He also found that the proportion of over-age pupils to the total number in the grade gradually became less from the fifth grade on through high school.⁶⁸

Eckert and Marshall reported that age was not a reliable indicator of pupil readiness to leave school.⁶⁹

⁶⁵Walter H. Gammnitz and Ellsworth Tompkins, Holding Power and Size of High Schools, Office of Education, Department of Health, Education and Welfare, Circular 332 (Washington: Government Printing Office, 1950), p. 19.

⁶⁶Charles M. Allen, "What Have Our Drop-Outs Learned?" Educational Leadership, X (March, 1953), 347-50.

⁶⁷William Lee Gragg, "Some Factors Which Distinguish Drop-Outs from Graduates," Occupations, XXVII No. 7 (April, 1949), 458.

⁶⁸H. R. Bonner, "Persistence of Attendance in City Schools," School Life, V (October, 1920), 10-11.

⁶⁹Eckert and Marshall, op. cit., p. 42.

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On the contrary, earlier evidence supplied by Palmer, who studied drop-outs and graduates in Oakland in 1931, indicated that failure was not a prime cause of early school leaving.⁷⁰

Extra-class participation. Non-participation in extra-class activities has been noted as a characteristic of school leavers by many investigators including Dillon, Hecker, Dahlberg, and Gragg.⁷¹

Cost of schooling. The Grand Rapids study disclosed that the average school expenditure for school items amounted to \$4.46 a week for twelfth graders. Nevertheless, school leavers seldom referred to the cost of education as an important factor for withdrawing from school, according to the study.⁷²

Other Factors Related to Holding Power

A number of the studies cited previously in this chapter have indicated other factors which affect holding power. Thorndike found incapacity for and disinterest in the school program and type of educational offerings to be factors which reduced holding power.⁷³

The amount of educational interest of the community and the type

⁷⁰Emily G. Palmer, "Why Pupils Leave School." Vocational Guidance Magazine, IX (April, 1931), 295-303.

⁷¹Dillon, op. cit., p. 44; Hecker, op. cit., p. 44; Dahlberg, op. cit., p. 11; Gragg, op. cit., p. 458.

⁷²The Grand Rapids Holding Power Committee, op. cit., p. 63.

⁷³Thorndike, op. cit., pp. 18-21.

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of classroom teacher were disclosed by Reavis to be of primary importance in rural school attendance.⁷⁴

Counts found that lack of mental ability, inadequate curriculum and low economic status of family were related to early elimination.⁷⁵

Holley concluded in 1916 that environment, in and out of school, was more influential in causing early withdrawal than was lack of ability to do school work. In pointing to the out-of-school influences on withdrawal, Holley said:

Those who unreservedly blame the public school for elimination forget that the school imparts instruction to the children alone. Their parents were educated a generation earlier and can seldom be reached by the present-day school.⁷⁶

More than two decades later, Eckert and Marshall made the same point when they wrote:

Economic conditions and general community attitudes toward continued training are undoubtedly important contributing elements, so that the attractiveness of the school program alone is not at stake.⁷⁷

Dillon, Hecker, and Brockenbrough,⁷⁸ classified the reasons for early school leaving into reasons relating to school, financial reasons, and personal reasons.

⁷⁴George H. Reavis, Factors Controlling Attendance in Rural Schools (New York: Columbia University, 1920), p. 14.

⁷⁵Counts, op. cit., p. 141. ⁷⁶Holley, op. cit., pp. 98-99.

⁷⁷Eckert and Marshall, op. cit., pp. 40-41.

⁷⁸Dillon, op. cit., p. 50; Hecker, op. cit., p. 47; Brockenbrough, op. cit., p. 11.

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Snepp reported a study in which the major reasons for school leaving were dislike of school, unfavorable socio-economic conditions in the home, the need for work, and ill health.⁷⁹

It has been observed by certain educators that the causes for school leaving are often inter-related, and that the drop-out is prompted by a constellation of reasons.⁸⁰

Summary of Factors Affecting Secondary School Holding Power

In summary, the factors affecting secondary school holding power as dealt with in the related studies may be grouped into three broad categories. One of these categories includes those factors which operate within the school itself, such as educational program, size, type of school organization, accessibility and availability of the school, attendance, retardation, grades, participation in extra-class activities, social climate, quality of teaching, and school costs. A second category includes personal factors, such as sex, age, race, intelligence, health, nationality of parents, size of family, vocational and marital plans, financial status, and interest in school. Finally, there are those factors relating to the family and community, which include family attitudes toward the child and the school; occupation of parents; aspirations, stability, socio-economic status of family; and community attitude toward children and schools.

⁷⁹Snepp, op. cit., p. 141.

⁸⁰The Grand Rapids Holding Power Committee, op. cit., p. 12.

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III. PRACTICES SUGGESTED FOR IMPROVING SECONDARY SCHOOL HOLDING POWER

Many of the research studies cited earlier in this chapter have included suggested practices for improving the holding power of secondary schools. It is the purpose of this section to summarize these suggestions under the general headings of curriculum and instructional practices, guidance practices, administrative practices, and practices with parents and community.

Curriculum and Instructional Practices

Several studies have recommended curriculum as one approach to the problem of making the school more attractive and meaningful to the potential school leaver.

Ayres suggested that the course of study be divided into units and that the rate of pupil progress be based on individual interests and ability.⁸¹

Strayer suggested curriculum modification as a means of increasing holding power. He recommended that in the later grades special provision should be made for those pupils who plan to enter the fields of commerce and industry.⁸²

Counts concluded that the school which sought to improve holding power must recognize and make adequate provisions for individual differences.⁸³

⁸¹Ayres, op. cit., p. 195. ⁸²Strayer, op. cit., p. 140.

⁸³Counts, op. cit., pp. 149-56.

Eckert and Marshall suggested that local schools be encouraged to reorganize their school programs with reference to local educational needs. "Experimentation with the school program in an attempt to come closer to the aims of education is urgently needed," they conclude.⁸⁴

A wider variety of course offerings was recommended by Gaumnitz and Tompkins as a means of increasing the holding power of secondary schools.⁸⁵

Dillon recommended greater variety and flexibility in school programs and redirection of courses and methods of instruction. He suggested the establishment of experimental units designed to meet the interests and abilities of potential school leavers, and the provision of extra-curricular activities designed to increase social competence.⁸⁶

Hecker suggested that work experience programs be organized where feasible. He also suggested that the school program be cooperatively developed and evaluated by faculty, pupils and laymen.⁸⁷

The Grand Rapids Holding Power Committee made an extensive list of recommendations for increasing holding power in the junior and senior high schools. Among recommendations for junior high schools were required extra-curricular activities, auto repair shops for boys, remedial labora-

⁸⁴Eckert and Marshall, op. cit., pp. 310-11.

⁸⁵Gaumnitz and Tompkins, op. cit., p. 13.

⁸⁶Dillon, op. cit., pp. 83-85.

⁸⁷Hecker, op. cit., p. 62.

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tories in all subjects, greater flexibility in programming, elective courses in family life and occupations, extension of fused instruction, greater emphasis on intra-mural sports, development of a year-round school camp, and more teacher-pupil planning. The committee recommended senior high school participation in the Michigan Secondary School-College-Agreement program, reorganization of the whole high school curriculum to make it more active, extension of intra-mural sports, addition of auto repair shops, improved instruction and group management, vitalization of extra-curricular activities, and planned social activities and civic responsibilities for girls.⁸⁸

Guidance Practices

Several investigators have suggested the establishment or improvement of guidance services as a means of increasing holding power. Koos held that effective counseling of pupils would reduce early school leaving.⁸⁹

Need for development of effective pupil information and follow-up services in New York high schools was pointed out by Eckert and Marshall.⁹⁰

On the basis of his study of 1,360 early school leavers Dillon recommended the following guidance practices for secondary schools:

⁸⁸The Grand Rapids Holding Power Committee, op. cit., pp. 33-34.

⁸⁹Koos, op. cit., p. 140.

⁹⁰Eckert and Marshall, op. cit., pp. 173-75.

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knowledge of individual students by teachers; provision of occupational information; development and use of comprehensive and usable cumulative records; emphasis on proper course selection on a basis of needs, interests and aptitudes; commencement of counseling services earlier (at elementary school level); and recognition of symptoms of maladjustment earlier in the pupil's school career.⁹¹

The Grand Rapids Holding Power Committee recommended the following guidance practices as means of increasing high school holding power: expanded orientation programs for new students, systematic follow-up of drop-outs, and development of a pupil advisory system in which upper classmen assist potential school leavers in their school adjustment problems.⁹²

In discussing desirable holding power practices for secondary schools, Douglass evaluated the significance of guidance services in these words: ". . . there is a direct and practical relationship between the retention of youngsters in school and the quality of the guidance program."⁹³

Administrative Practices

A number of investigators have suggested the adoption of administrative practices designed to promote retention of potential school

⁹¹Dillon, op. cit., pp. 83-87.

⁹²The Grand Rapids Holding Power Committee, op. cit., pp. 39-43.

⁹³Harl Douglass, op. cit., p. 147.

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leavers. The long recognition of the relationship of family financial status and length of school attendance has led to recommendations by Koos, Counts, and Bell that financially needy students receive subsidies from state or federal funds.⁹⁴

More effective enforcement of compulsory attendance legislation was advocated by Ayres, Koos, and Counts.⁹⁵

Dillon recommended that teacher-pupil ratios be kept small enough for effective instruction; that students repeating grades or subjects be assigned to different teachers; that adequate provision be made for above-average pupils; and by implication, that effective in-service training for teachers be developed.⁹⁶

As a result of his study Hecker advocated the following administrative practices: provision of sufficient time for home-room teachers and counselors to confer with pupils, and development of closer working relationships between elementary and secondary school personnel. Hecker also suggested that in-service training for school personnel and greater use of various resource persons would be helpful in increasing holding power.⁹⁷

The Holding Power Committee in Grand Rapids recommended that

⁹⁴Koos, op. cit., pp. 139-40; Counts, op. cit., p. 154; Bell, op. cit., pp. 92-96.

⁹⁵Ayres, loc. cit.; Koos, loc. cit.; Counts, loc. cit.

⁹⁶Dillon, op. cit., pp. 83-86.

⁹⁷Hecker, op. cit., pp. 61-62.

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graduation requirements be made more flexible, that certificates of accomplishment be granted to all early school leavers, that eligibility regulations be revised to permit more boys to participate in athletics, that exit interview procedures be established, that a counselor be assigned to interview and advise drop-outs regarding work permits and job placement, that consistent policies of handling school expulsion be instituted, and that programs of research and in-service training be extended.⁹⁸

Harl Douglass advocated that school marking and reporting systems be revised, that state and federal financial assistance be provided for poorer districts, and that work-experience programs, employment around the school for potential school leavers, and effective school placement services for part-time employment be provided. He also recommended reduction of excessive school costs, establishment of loan funds, provision of health and medical services for needy students, reduction of failures, especially in required subjects, and systematic development of good will among various racial and economic groups within the student body.⁹⁹

Practices with Parents and Community

Many investigators have brought out the relationship between home and community conditions and length of school attendance, and consequently they have recommended holding power practices which seek to enlist

⁹⁸The Grand Rapids Holding Power Committee, op. cit., pp. 39-44.

⁹⁹Harl Douglass, op. cit., pp. 145-49.

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parental and community pressures to keep children in school.

The conclusions of Eckert and Marshall suggest the need for more teacher-parent contacts, and for closer working relationships between schools and industry.¹⁰⁰

Dillon recommended that teachers and counselors make home visits as needed, that parents be encouraged to visit the school, that committees of parents and teachers be established to determine school and pupil needs, and that the public be urged to give vigorous support to an effective educational program.¹⁰¹

Systematic parent-teacher conferences have been suggested by Harl Douglass as a means of increasing understanding and sharing information about boys and girls who may become early school leavers.¹⁰²

Hecker advocated cooperative holding power studies at the local level by teams of teachers, pupils and lay citizens, periodic teacher-pupil-parent conferences, coordinated efforts by community agencies and groups to improve school holding power and cooperative development of the local school program in the light of community needs and understandings.¹⁰³

The Grand Rapids Holding Power Committee recommended closer contact between parents, teachers and counselors; a plan whereby parents be required to accompany pupils who apply for work permits; that counselors

¹⁰⁰Eckert and Marshall, op. cit., pp. 313-14.

¹⁰¹Dillon, op. cit., p. 87. ¹⁰²Harl Douglass, op. cit., pp. 146-47.

¹⁰³Hecker, op. cit., pp. 61-62.

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contact employers of early school leavers; that employment and educational information be provided to all early school leavers; and that early school leavers be assigned to a team of citizens or "P.T.A.ers" or alumni who would assist them in their adjustment to the adult community.¹⁰⁴

In concluding his recommendations of practices designed to increase school holding power, Dillon summed up the importance of such practices in this manner: "Educational programs of the right kind, adequately supported, are the most economical and effective measures that can be taken to conserve our human resources."¹⁰⁵

Summary

The problem of improving secondary school holding power is regarded by many educators as one of the more important challenges to modern American education. A large number of studies have been carried on during the past fifty years to determine the extent of the problem, the factors associated with it, and to suggest effective practices for increasing holding power.

Although holding power of secondary schools has increased markedly in recent years, still an average of only sixty-two of every one hundred pupils enrolled in the ninth grade remained to graduate from high school in 1950. The holding power rate in Michigan is somewhat above the national average. It varies widely from school to school. Holding power does not appear to depend on any one factor, but rather upon a

¹⁰⁴The Grand Rapids Holding Power Committee, op. cit., pp. 39-40.

¹⁰⁵Dillon, op. cit., p. 88.

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combination of factors operating within the total community. Many studies point to social and economic factors outside the school as of basic importance in the determination of school holding power.

Suggestions of investigators for improvement of secondary school holding power practices can be classified under four general headings: (1) curriculum and instruction, (2) guidance, (3) administration, and (4) work with parents and community.

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CHAPTER III

HOLDING POWER AND THE CHANGING ROLE OF THE SECONDARY SCHOOL

I. EVIDENCES OF THE MOVEMENT TOWARD UNIVERSAL EDUCATION

The present widespread interest in high school holding power practices may be regarded as an outgrowth of the twentieth century movement toward universal education in America. The idea of human equality in all aspects of life was given support by the idea of a free public secondary school. Harold Spears described this growing faith in the high school in these words:

The interesting thing about the public-high-school idea is that in the records there is no evidence to show that any educational leader in this country during the last century advocated or even envisioned the popular extension of the school that was finally to be reached in 1940. Education for all American youth was an idea that caught the fancy of the average citizen as he grew up with American democracy, and to the parents who persisted that their children have a better chance in life than they had had must go the major share of the credit of the universality of the present high school.¹

The changing role of the secondary school is evidenced by (1) the tremendous increase in high school enrollments since 1890, (2) the pronouncements of educational and national leaders, (3) the concern expressed by parents and lay people generally, and (4) the recruitment policy of the armed forces.

¹Harold Spears, The High School for Today (New York: American Book Company, 1950), p. 10.

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Increase in Enrollments

Enrollments in the secondary schools have increased tremendously in the past sixty years. The rapid growth in the high school population is one of the outstanding features of twentieth century American society. After 1890 the number of high school students doubled every decade until 1940, when a total enrollment of 7,123,009 was reached. A reduction in enrollments during the decade from 1940 to 1950 was due largely to the decline in the birth rate during the thirties. It is estimated by the United States Office of Education that by 1960 the high school population will total more than 8,000,000.² Table VII shows that while in 1890 only 6.7 per cent of the eligible youth were enrolled in secondary school, in 1950 the percentage had risen to 76.5 per cent.³

In commenting on the increased retention of the secondary school, the United States Department of Health, Education and Welfare concluded: "The holding power of the high school reached its highest point in 1949-50. Since 1940-41 retention rates have increased each year, from 46.9 per cent in 1940-41 to 62.5 per cent in 1949-50. . ."⁴

Various writers have discussed the reasons underlying the increased enrollments at the high school level. Douglass lists the more important of these reasons as follows:

² Federal Security Agency, Annual Report of the Federal Security Agency, 1952, Office of Education, Department of Health, Education and Welfare (Washington: United States Government Printing Office, 1953), p. 14.

³ See Table VII, p. 46.

⁴ Federal Security Agency, op. cit., pp. 14-15.

Year

1889-1890
1899-1900
1909-1910
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TABLE VII

TOTAL PUBLIC AND NON-PUBLIC SECONDARY SCHOOL
ENROLLMENT AND POPULATION 14-17 YEARS OF AGE
1889-90 TO 1949-50*

Year	Enrollment grades 9-12 and postgraduate		Population 14-17 ^a years of age		Number enrolled per 100 population 14-17 years of age
	Number ^b	Per cent increase over 1889-90	Number	Per cent increase over 1889-90	
1889-1890	359,949		5,354,653		6.7
1899-1900	699,403	94.3	6,152,231	14.9	11.4
1909-1910	1,115,398	209.9	7,220,298	34.5	15.4
1919-1920	2,500,176	594.6	7,735,841	44.5	32.3
1929-1930	4,804,255	1,234.7	9,341,221	74.5	51.4
1939-1940	7,123,009	1,878.9	9,720,419	81.5	73.3
1941-1942	6,933,265	1,826.2	9,547,713 ^c	78.3	72.6
1943-1944	6,030,617	1,575.4	9,280,273 ^c	73.3	65.0
1945-1946	6,237,133	1,632.8	8,903,074 ^c	66.3	70.1
1947-1948	6,305,168	1,651.7	8,567,971	60.0	73.6
1949-1950	6,427,042	1,685.5	8,404,757	57.0	76.5

*United States Department of Health, Education and Welfare,
Biennial Survey of Education in the United States (Washington: Govern-
ment Printing Office, 1953), p. 19.

^aUnited States Bureau of the Census data.

^bIncludes pupils in secondary grades of schools operated by
teacher training institutions of higher education, sub-collegiate
students in preparatory departments of institutions of higher education
and high school pupils in residential schools for exceptional children.

^cEstimated.

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1. Each year the percentage of high school freshmen whose fathers and mothers graduated from high school increases, and therefore there is an increased parental ambition for youngsters to receive high school diplomas.
2. As a result of technological advance, there is less need for young people to work and there is a steadily decreasing opportunity for teen-agers to become employed at anything but the most menial and blind-alley jobs.
3. As a result of increased income per family, parents are much more able to support their youngsters through high school.
4. The youngster who does not have a high school diploma is seriously handicapped in his efforts to gain employment. . . .
5. . . .there are, among the young people who drop out of high school before graduation, a great many superior youngsters. There is in this group a percentage of those with average ability or greater, almost as high as those with less than average ability.⁵

Although increased enrollments are impressive, the situation is by no means satisfactory, according to the United States Office of Education.

Despite great increases in the percentage of youth of high school age who are in school, we still fall short of the goal of providing equal educational opportunity for all, for one youth in five still does not enter high school. And fewer than 63 per cent of those who do enter remain to graduate.⁶

Pronouncements by Educators and Others

Expressions by various leaders indicate a changing conception of the role of the secondary school. This development represents a shift from the classical notion of the secondary school as a competitive, highly selective institution to the twentieth century ideal of high

⁵Harl R. Douglass, Secondary Education for Life Adjustment of American Youth (New York: The Ronald Press Company, 1952), pp. 127-28.

⁶United States Department of Health, Education and Welfare, Biennial Survey of Education in the United States (Washington: Government Printing Office, 1953), p. 15.

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school education for all American youth. The former attitude is well illustrated by Thomas Jefferson's summary of the early bills for promoting education in Virginia:

Another object of the revisal is, to diffuse knowledge more generally through the mass of the people. This bill proposes to lay off every county into small districts of five or six miles square, called hundreds, and in each of them to establish a school for teaching reading, writing and arithmetic. The tutor to be supported by the hundred, and every person in it entitled to send their children three years gratis, and as much longer as they please, paying for it. These schools to be under a visitor who is annually to choose the boy of best genius in the school, of those whose parents are too poor to give them further education, and to send him forward to one of the grammar schools, of which twenty are proposed to be erected in different parts of the country, for teaching Greek, Latin, Geography, and the higher branches of numerical arithmetic. Of the boys thus sent in one year, trial is to be made at the grammar schools one or two years, and the best genius of the whole selected, and continued six years, and the residue dismissed. By this means twenty of the best geniuses will be raked from the rubbish annually, and be instructed, at the public expense, so far as the grammar schools go. At the end of six years instruction, one-half are to be discontinued (from among whom the grammar schools will probably be supplied with future masters); and the other half, who are to be chosen for the superiority of their parts and disposition, are to be sent and continued three years in the study of such sciences as they shall choose, at William and Mary college. . .⁷

In these words Jefferson set forth the ideal toward which nineteenth century high school educators worked: that of a secondary school which selected out only the "best geniuses. . . from the rubbish" for education at public expense, and which was designed to prepare students for college.

⁷Thomas Jefferson, "Notes on Virginia," cited by Charles Flynn Arrowood, Thomas Jefferson and Education in a Republic (New York: McGraw-Hill Book Company, 1930), pp. 82-83.

Of the gradual transition from the selective to the universal ideal in secondary education, the Harvard Committee says:

The movement toward universal education, inaugurated in a few states before the middle of the last century by such prophetic figures as Horace Mann and Henry Barnard, had borne fruit by the end of the century when a free public education had been established in every state and free secondary education in most. The momentum thereafter steadily mounted, particularly in the years following the last war [World War I]. The period of schooling was advanced to sixteen, new buildings went up everywhere, the curriculum was enormously enlarged, and armies of teachers were recruited for the swelling ranks of pupils. As the slender-spined white wooden church symbolized an earlier period, so in countless towns across the continent the less aspiring but more tolerant and more embracing high-school building symbolized this era.⁸

The present conception of the secondary school as an institution designed to serve the great majority of young people was clearly expressed by Lee Thurston, formerly Michigan Superintendent of Public Instruction and later United States Commissioner of Education. In his preface to a holding power bulletin published in 1952, Dr. Thurston addressed his message to Michigan teachers and parents:

. . . I assume you believe, as I do, that the public school ought to be serviceable to all, or nearly all, boys and girls of school age.

However, you should know that about four Michigan pupils out of every ten leave school before graduation, not well instructed in the fundamentals, not prepared to enter a work-life, not fully formed as American citizens. You surely share my hope that it may be possible through our joint efforts to cause the school program to be made useful, interesting, and helpful to all.

⁸Harvard Committee, General Education in a Free Society (Cambridge, Massachusetts: Harvard University Press, 1945), p. 6.

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The reasons why young people leave school before graduation are many and they are varied. Not all bear on the quality of teaching. There are many factors, all adding up to the fact that altogether too often the school was not made for this particular boy or girl, or that he or she was not made for the school. . .

You may know that Michigan is not alone in concerting professional effort in an attack on this problem. Other states are trying to do something about it too. This developing interest in the building of school programs that will really rivet the interest of all youth is now being pressed forward on all sides. It is perceived everywhere in the United States that the exclusively classical notion of the secondary school, which many years ago we borrowed from Europe, has outlived its day, and that the infinitely varied gifts of American boys and girls should be opened to discovery and cultivation by the public schools. No longer is it supposed that there should be a sifting and selecting of students on the basis of intellectual performance in order that the academically nimble alone may get into the high school.⁹

Thus it is evident that high school education has taken on a role which is quite different from the one it held in the nineteenth century. In commenting on this development the Educational Policies Commission writes:

. . . Today we stand somewhere midway between the traditional secondary education designed for only a fraction of youthful society and the education for all youth which is now so imperatively necessary to individual, community and national welfare. . . When we say that we are now approximately midway in the development of education for all youth, we do not mean midway in time, but midway in result. . . The major adjustments in thought with respect to the scope and purposes of secondary education have now been made. Parents, youth, and educational authorities are in the main now agreed on the essential objectives of education at the secondary level. . . we can go forward toward our goal far more speedily than has ever been possible in the past. . . What most needs to be done can be indicated by an enumeration of present deficiencies:

⁹Michigan Department of Public Instruction, Michigan Holding Power Study Bulletin No. 414 (Lansing, Michigan: Department of Public Instruction, 1952), pp. 1-2.

1. Many American youth who should be attending secondary school are not doing so.
2. Approximately half of American youth are either not in secondary school or are dropping out before completing the twelfth year.
3. A very large number of youth in secondary school are not getting an education fully suited to their abilities, interests, and needs.
4. Many youth who could advantageously use more education than they are receiving are not getting it because cost-free schools of an appropriate type are not available to them.¹⁰

If the just-listed deficiencies are accepted as indications of need, the problems of determining the holding power situation and of establishing practices designed to increase high-school holding power are indeed urgent ones.

In recognition of the above-cited deficiencies and other challenges to the schools, members of the Educational Policies Commission also drew up a list of "imperative educational needs of youth." These needs have been accepted by the majority of educational workers as valid goals for secondary education. They are: (1) vocational competence, (2) mental and physical health, (3) citizenship education, (4) family life education, (5) consumer education, (6) understanding of the methods and basic facts of science, (7) appreciation of beauty in literature, art, music, and nature, (8) worthy use of leisure time, (9) development of respect for other persons, of insight into ethical values and principles, and of skill in human relations, and (10) competence in critical thinking and communication.¹¹

¹⁰ Educational Policies Commission, Education for All American Youth: A Further Look (Washington: National Education Association, 1952), pp. 8-9.

¹¹ Ibid., p. 216.

Since control of the schools is a local responsibility, steps to modify the secondary school in light of the "imperative needs" can best be accomplished at the local level. The Educational Policies Commission states: "We must have (1) local recognition of needs, (2) local determination to meet them, (3) local initiative directed toward that end, and (4) exchange of ideas and methods."¹² This principle of local initiative and action has also been recognized by the Michigan School Holding Power Committee in its attempts to improve high school holding power.¹³

Concern of Parents and Lay People

Parents and lay persons have come to expect more from the high school than they did in previous generations. Although some of this concern has been poorly-expressed and destructive in nature, even the adverse criticisms of the school have been based generally on a desire that the school accept the larger responsibilities which it has been assigned.

In a recent address before the Annual Meeting of the National Citizens Commission for the Public Schools, Walter Lippmann discussed the added task of the schools in these words:

. . . in this half century there has been a momentous change in the structure of American society, and it has added greatly to the burden upon the schools.

¹²Ibid., p. 216.

¹³Michigan Department of Public Instruction, op. cit., p. 3.

The responsibility of the schools for educating the new generation has become very much more comprehensive than it used to be. Ever so much more is now demanded of the schools. For they are expected to perform many of the educational functions which used to be performed by the family, the settled community, the church, the family business, the family firm, the family trade.

This is a very big subject. . . except to mention it as a reminder that the comparison between our real educational effort and our real public need is less favorable than the figures of one as to two in 1900, as against one as to six today. For the school today has a much larger role to play in the whole process of education than it needed to play in the older American society.¹⁴

As further evidence of the concern expressed by lay persons and parents that young people stay in high school longer than formerly, the following recent editorial from a Michigan newspaper is representative:

We Americans pride ourselves with being a progressive, literate country, but occasionally we are brought up short to the realization that there is still plenty of room for improvement.

Recently Herman L. Shibler, Indianapolis superintendent of schools, reported that "only three-fourths of the country's youth are attending classes at the present."

He also said that more than "50 per cent of all students who enter high school as freshmen do not remain to graduate."

These statistics, if borne out on a national level, are somewhat disturbing. Certainly there are some children who are not suited to school work. But a 50 per cent drop-out seems to be unnecessarily high in these days when even a high school education seems to be the absolute minimum.

¹⁴Address by Walter Lippmann before annual dinner of the National Citizens Committee reprinted in Citizens and Their Schools Vol. 4, No. 7 (New York: National Citizens' Commission, 1954), p. 24.

Where does the blame lie in these cases?

It undoubtedly is the responsibility of parents to try to convince their children that it is unwise to take the short view of school and drop out because the thoughts of having spending money and a car blur their judgment and prevent them from seeing the long-range advantage of sticking it out.¹⁵

The conviction of lay people that high school education is worthwhile and necessary is evidenced by data drawn from the Michigan Communications Study. Citizens of five Michigan communities were asked the question: "Should more pupils be kept in high school until they graduate?" Their responses are shown in Table VIII which reveals that 81 per cent of the persons questioned believed that "all" or "more" pupils should remain in school until completion of the twelfth grade.¹⁶ Such attitudes expressed by the large majority of citizens in the community constitute a pressure which assists the school in its holding power efforts.

Procurement Policy of Armed Forces

The policy of the Armed Forces since 1950 has been to encourage young people to continue their studies until graduation from high school. Recruiting officers or their representatives are officially instructed not to encourage youth to enlist before graduation from high school.¹⁷

¹⁵Editorial in the Lansing Michigan State Journal, March 14, 1954.

¹⁶Leo A. Haak, "Michigan Communications Study" (East Lansing, Michigan: Social Research Service, Michigan State College, 1954), p. 7, (Mineographed.); Table VIII, p. 12.

¹⁷Department of Defense, Office of the Adjutant General: Directive No. AGSN-341, 18 December 1950.

TABLE VIII

REPLIES OF CITIZENS IN FIVE MICHIGAN COMMUNITIES TO THE QUESTION:
DO YOU THINK A GREATER EFFORT SHOULD BE MADE TO KEEP ALL PUPILS
IN SCHOOL UNTIL THEY GRADUATE?^a

Reply	Community					All
	A	B	C	D	E	
Don't know	0%	1%	0%	0%	1%	0%
Yes	66	62	77	74	72	71
More but not all	8	13	18	7	15	10
No	26	24	15	19	12	19

^aLeo A. Haak, "Michigan Communications Study" (East Lansing, Michigan: Social Research Service, Michigan State College, 1954), p. 7, (Mimeographed.)

The Selective Service Act provides that:

Any registrant who, on the eighteenth anniversary of the date of his birth is successfully and satisfactorily pursuing a standard course of study, on a full-time basis in a high school or similar institution of learning shall, if he so requests, be entitled to have his induction or assignment under this title postponed until his graduation therefrom, or until he ceases to pursue satisfactorily such course of study, or until he attains the twentieth anniversary of the date of his birth, whichever occurs first.¹⁸

The regulation of the United States Air Force illustrates the present procurement policy of all the Armed Forces:

The policy of the Air Force is to encourage America's youth to remain in school as long as possible, then after graduation, consider a career in the Air Force. A person's value to the Air Force and to himself is in direct ratio to the amount of specialized training he can absorb and effectively use. The policy can best be stated by "Stay in School-Graduate-Fly."

The Air Force must dispel the belief that exists in some minds that youths are encouraged to leave school in order to join the Air Force. The better prepared a person is before he enters the Air Force, the sooner he will be ready for specialized duties, advancement in grade, and a more successful career.¹⁹

The Army, Navy, and Air Force have prepared recruiting booklets which emphasize the stay-in-school-policy.²⁰ The Navy has produced a

¹⁸United States Congress, Universal Military Training and Service Act, Section 6 i, Public Law 51, 82nd Congress, June 19, 1951.

¹⁹Air Force Regulation No. 35-33: "Military Personnel: Assistance to Be Furnished Civilian Educational Institutions Regarding Personnel Procurement" (Washington: Department of the Air Force, 15 October 1953), p. 1.

²⁰United States Army, Straight Talk About Staying in School (Washington: United States Army Recruiting Service, 1952); United States Navy, Stay in School (Washington: United States Navy Recruiting Service, 1954); United States Air Force, Graduate-Then Fly with the USAF (Washington: United States Air Force Recruiting Service, 1953).

thirteen minute sound film on the same theme.²¹ All of these materials are available to local high schools for use in holding power programs. An evaluation conducted in 1952 at Stanford University resulted in the opinion that the Navy material "should be used in schools because of the emphasis placed on the recognition of potential 'school leavers' before they actually leave school. . . ."²²

II. EFFORTS TO IMPROVE HOLDING POWER AT NATIONAL AND LOCAL LEVELS

Life Adjustment Education

Concern for strengthening secondary school holding power has found its most direct expression at the national level in the work of the Commission on Life Adjustment Education. This Commission was established by the United States Office of Education following a national conference held in Chicago in 1947.²³ The Life Adjustment movement had its origin in a resolution prepared by Dr. Charles A. Prosser, and adopted by delegates to an earlier conference held in Washington in 1945, under the auspices of the vocational division of the United States Office of Education. In preparation for the Chicago

²¹United States Navy, Stay in School (13 minute sound film) United States Navy Recruiting Service, 1952). Available at Navy Recruiting Stations.

²²Herbert Zeitlin and Eugenia Zeitlin, "Navy's Material Helps Keep Them in School," Clearing House, XXVII (October, 1952), 85.

²³Federal Security Agency, op. cit., pp. 15-16.

Conference (1947) Dr. Prosser and others reworded the original 1945 resolution to read in part as follows:

In the United States the people have adopted the ideal of secondary education for all youth. As this ideal is approached, the high school is called upon to serve an increasing number of youth for whom college preparation or training for skilled occupations is neither feasible nor appropriate. The practical problems connected with the provision of a suitable educational program for this increasing number are so great and the schools to date have had, comparatively, so little experience in this enterprise that the problem merits cooperative study and action by leaders in all aspects of secondary education. We believe that secondary school administrators and teachers and vocational education leaders should work together to the end that the number of attempts being made in secondary schools to meet this need will be greatly increased and to the end that the pronouncements made in recent years by various educational groups which are suggestive of needed curriculum patterns will receive increased study and implementation.²⁴

The Chicago conference was based on the following points of agreement which had been established in a series of five regional conferences held during 1946:

1. That secondary education today is failing to provide adequately and properly for the life adjustment of perhaps a major fraction of the persons of secondary school age.
2. That public opinion can be created to support the movement to provide appropriate life adjustment education for these youth.
3. That the solution is to be found in the provision of educational experiences based on the diverse individual needs of youth of secondary school age.
4. That a broadened viewpoint and a genuine desire to serve all youth is needed on the part of teachers and those who plan the curriculums of teacher-training institutions.
5. That local resources must be utilized in every community to a degree as yet achieved only in a few places.

²⁴United States Office of Education, "Every Youth in High School-Life Adjustment Education for Each" (Washington: Federal Security Agency, 1947), p. 5. (Mimeographed.)

6. That functional experiences in the areas of practical arts, home and family life, health and physical fitness, and civic competence are basic in any program designed to meet the needs of youth today.
7. That a supervised program of work experience is a "must" for the youth with whom the Resolution is concerned. . .²⁵

The purpose of the Chicago conference on Life Adjustment

Education was stated as follows:

To prepare a plan for organizing, financing, and administering a three-phase action program on the Prosser Resolution:

1. Aimed at creating a wide understanding of the problem and its implications.
2. Aimed at stimulating in States and selected communities programs or aspects of programs which will be suggestive to other States and other schools.
3. Aimed at the initiation, operation, and continued development of such education services in every community.²⁶

It is not the purpose of the present study to trace the entire story of the Life Adjustment movement, but rather to indicate that its program and aims have been based largely on concern for increasing high school holding power. The following evaluation of its efforts appeared in the Annual Report of the Federal Security Agency for 1952:

The success of this project centered in the United States Office of Education is indicated by the fact that 22 States have established some form of life adjustment education programs. The work is gradually being extended to all States. Before the benefits of these efforts to revise the high-school curriculum in such a way as to serve the needs of all American youth can be fully successful, greater resources are needed. . .it can bring about a vitalization of this entire unit of American education with tremendous benefit to the whole Nation.²⁷

²⁵Ibid., p. 4.

²⁶Ibid., p. 7.

²⁷Ibid., p. 16.

The Michigan Secondary School-College Agreement

As evidence of the extent to which certain Michigan secondary schools are attempting to make educational provisions suited to the needs and abilities of all individuals of high school age, it seems important to mention the Michigan Secondary School-College Agreement. A joint committee of the Michigan College Association and the Michigan Secondary School Association was formed in 1946 to consider college-high school problems.²⁸ An agreement was proposed by the joint committee, and adopted by thirty-two liberal arts colleges in Michigan; all high schools on the accredited list of the University of Michigan were invited to become members. The member colleges agreed to disregard the pattern of subjects pursued provided high school graduates were recommended by member high schools from among their more able students. In order to be admitted to the agreement, a high school administration and faculty had to present evidence to a state committee that they had initiated (1) a program of improvement of guidance records; (2) a continuing curriculum study; (3) a follow-up study of graduates and drop-outs; and (4) a continuous program of providing specific occupational and college information to students. At the present time 231 Michigan high schools are covered by this agreement, which has been signed by almost all Michigan colleges and universities.²⁹ Upon entering the agreement,

²⁸Leon S. Waskin, "The Michigan Secondary School-College Agreement," Bulletin of the National Association of Secondary School Principals, XXXIII (January, 1949), 50.

²⁹Statement by Dr. Waskin, personal interview.

the secondary schools are placed into one of five regional study groups, which carry on an intensive study of curriculum and guidance improvement. Each of the five regional study groups has appointed a holding power chairman, who reports local holding power studies and relays requests for consultant help to the State Committee on Holding Power.

In summarizing the work of the Michigan Secondary School-College Agreement, Dr. Waskin states that there is ample evidence that the agreement has

. . . provided the stimulus for a great many promising activities at the local level that, in the aggregate, point toward the general improvement of instruction in secondary schools throughout the state. It is in this facilitation of the development of functional local programs that the principal significance of the Secondary School-College Agreement lies, rather than in the fact that it provides an alternate method for securing admission to college. . . Here is one way of both releasing and harnessing the energies of local communities in a cooperative attack upon the numerous and difficult problems of developing a truly democratic educational program in our American democratic society.³⁰

The Michigan Committee on School Holding Power

Efforts to improve holding power in Michigan schools have led to the formation of a state committee on holding power. It is the purpose of this section to describe the development of this committee, to list the basic assumptions underlying its work, to enumerate its principal functions, and to describe its project for gathering state-wide holding power data.

³⁰Waskin, op. cit., p. 64.

Steps in the development of the committee. During 1950 considerable attention was given to the problem of school holding power by the Michigan Department of Public Instruction. The State Guidance Committee was asked to study the problem and to formulate recommendations. The matter had previously received consideration by the Michigan Educational Policies Commission, the Curriculum Planning Committee, and the Secondary Committee. Study of this problem had also been one of the basic conditions of the Secondary School-College Agreement.

Under the leadership of the Guidance Committee, two conferences were held. An exploratory leadership conference, attended by school people and college consultants, took place on January 17 and 18, 1951. The general recommendation made at this meeting was that a state-wide conference be sponsored by the Guidance Committee, for the purpose of planning action studies, gathering state-wide information on holding power, and establishing holding power consultant services for local schools.

The state-wide conference was held on May 4 and 5, 1951, during which recommendations were made that regional groups be formed within each of the five college agreement association areas. This conference also specifically recommended that area conferences on holding power be held, and that the State Superintendent of Public Instruction appoint a representative committee to stimulate the study of holding power in Michigan schools.

A Holding Power Committee was appointed by the State Superintendent in September, 1951. A staff committee of the State Department of

Public Instruction and a group composed of persons from Michigan State College and the University of Michigan have served as consultants to the State Committee. The state was divided into five regions and a regional holding power coordinator was named in each.³¹

Basic assumptions underlying the activities of the State Holding Power Committee. In forming the Holding Power Committee, the Superintendent of Public Instruction asked that it do two things: first, gather base line data on the actual holding power in Michigan schools; and second, conduct a study project on the reasons why some students drop out of school.

In attempting to carry on its work, the Holding Power Committee made the following basic assumptions:

1. The Michigan philosophy of planning at the local level should be followed.
2. The State Committee should proceed by stimulating interest and coordinating and sharing any and all efforts with regard to the holding power problem.
3. The State Committee should not attempt to impose any program on local schools. It would, on the other hand, bring together various study activities, and encourage all study groups to continue their efforts to find better ways to serve youth. No new program should be set up to supplant such activities as those of the Secondary School-College Agreement, the Michigan Youth Commission, and the Area Study Conferences.
4. No matter what problem a local school began to study, its efforts should ultimately lead to a better school program for young people. Thus every school in Michigan should be encouraged to continue present studies or to begin new ones, in the hope that holding power would be improved.

³¹Department of Public Instruction, op. cit., p. 1.; Statements in personal interview with Dr. Don Randall, first chairman of the Michigan Holding Power Committee.

5. The positive rather than the negative approach should be taken in dealing with matters related to retention. Thus holding power rate is emphasized rather than drop-out rate.
6. The Committee believed that holding power factors are often interrelated, and that these factors tend to operate in unique constellations which affect the young person's decision to remain in school.
7. It was assumed that individual schools can and should improve their holding power rates by systematic study and adequate planning on the part of the local school staff. Nevertheless, it was recognized that non-school community forces play a significant role in school attendance and non-attendance.
8. Although it was recognized that some individuals should withdraw with benefit to themselves and the school, it was also felt that many early school leavers could profit by remaining to graduate from high school. In other words, it was believed that experiences received in school are more likely to lead to maximum individual growth than are the typical experiences of persons who are not in school during the school age period.
9. Finally, the Committee believed that all segments of the educational society should provide assistance to one another in establishing effective education programs, including practices designed to improve holding power. Specifically, the Committee recognized its obligation to provide information and services to local schools in accordance with needs determined at the local level.³²

Principal functions of the Michigan Committee on School Holding

Power. The Committee was established to

. . . promote leadership, give service, and stimulate study within local areas. Specifically the committee will marshal consultant resources; act as a clearing house to share reference materials, teaching, and methods; fulfill, if possible, requests for other aids referred to it by local areas; and make public certain material.³³

³²Don Randall, "A New Look at the Curriculum," The Bulletin of the Michigan Secondary School Association, XVII, No. 4 (April, 1953), p. 35; Michigan Committee on School Holding Power, "A Point of View on Holding Power," The Bulletin of the Michigan Secondary School Association, XVIII, No. 7 (April, 1954), p. 107.

³³Michigan Department of Public Instruction, Bulletin 414, op. cit., p. 3.

During the school year 1953-54 the Committee carried on the following functions: (1) provided consultant services to local schools upon request, (2) supplied certain holding power information to local schools in response to their request, (3) presented information on holding power at educational meetings. In 1954-55 the Committee continued these functions, and also presented information to groups of teacher-trainees upon request by institutions.

Project for gathering state-wide data on high-school holding power. At the time the Committee on School Holding Power was formed, the State Superintendent asked that it gather some "base line" data on the actual holding power of Michigan high schools. A sub-committee developed a questionnaire during the summer of 1951, and data were gathered from high schools by attaching the questionnaire to the 1951 Self-Survey of the State Department of Public Instruction.³⁴ The data requested by the committee consisted of two types: (1) information about pupils of the class which entered high school in 1947 and graduated in 1951, (Part III, Self-Survey), (2) information about the community, the school program, and the general status background of the pupils in the class of 1947-51, (Part IV, Self-Survey).³⁵ The state-wide data obtained on the questionnaire just described have been tabulated and analyzed by the writer, and the analysis is presented as part of Chapter IV of this study.

³⁴See Appendix B, Section 1, p. 204.

³⁵Minutes of meeting of State Holding Power Committee, April 21, 1953 (Lansing, Michigan: State Department of Public Instruction, 1953).

Summary

In this chapter the holding power problem has been discussed in relation to the movement toward universal secondary education in America. Evidences of the growing concern for effective and appropriate educational programs for all youth have been presented. Certain national and state efforts to improve holding power such as the Life Adjustment movement, Michigan Secondary School-College Agreement program, and the Michigan School Holding Power Committee program have been traced. The development of organization and program of the Michigan Committee on School Holding Power has been related in considerable detail. Finally, a project for collecting certain state-wide holding power data has been described.

In his 1952 "progress report" on the activities of the Holding Power Committee, Dr. Lee Thurston, State Superintendent, aptly placed the problem in its total educational setting thus:

Holding power is more than a measure of whether public education is truly universal. It is a significant index, measured in social terms, of the services of the school, which must rely on the intrinsic merits of its educational offerings to retain students beyond the compulsory school age.³⁶

³⁶Michigan Department of Public Instruction, Bulletin No. 414, op. cit., p. 1.

CHAPTER IV

HOLDING POWER DATA FROM MICHIGAN SECONDARY SCHOOLS

This chapter presents a summary and analysis of statistical information related to holding power in Michigan secondary schools. Part One is based on data gathered from 441 high schools on questionnaires which were returned to the Michigan Department of Public Instruction as part of the 1951 Self-Survey. Part Two consists of information secured from a one page follow-up questionnaire returned by 94 schools selected from the 441 high schools who furnished information in Part One. In Part Three are summarized the chief findings of Parts One and Two.

I. HOLDING POWER DATA FOR 441 MICHIGAN HIGH SCHOOLS, 1951

This section of Chapter IV presents information drawn from certain responses contained in the 1951 Self-Survey questionnaire. It includes those responses containing personal, family, school, and community data.

Development of the Questionnaire

In 1951 the Michigan Holding Power Committee named a sub-committee to prepare a questionnaire to secure basic data related to secondary school holding power. This sub-committee included two members of the Michigan Department of Public Instruction and three Michigan State College staff members, two in Sociology and one in Education. The

questionnaire was completed in the summer of 1951. It was designed to secure "base-line" data which would stimulate further study by local schools of factors related to holding power.

The information requested on the questionnaire was of two types:

(1) data regarding the school progress of students who entered ninth grade in 1947; and (2) general characteristics of the school, its program, its staff, the community, and the general status background of the students. (See Appendix B for a sample of the questionnaire.)

Survey Procedures

After the questionnaire had been approved by the Michigan Holding Power Committee, it was incorporated into the 1951 Self-Survey of Michigan Schools. In November, 1951, each school in the state received a copy of the questionnaire for completion and return. A cover letter explaining in detail the significance of the study and the procedures to be followed was prepared by the State Superintendent of Public Instruction and accompanied each questionnaire. (See Appendix B for a copy of this letter.) A follow-up postal card was sent to schools which were slow in returning completed questionnaires. (See Appendix B for a copy of this postal card.) Usable questionnaires were received from 441 schools or 85.79 per cent of the 514 schools which fell within the limitations of the present study. (See Appendix A for a list of schools from which usable questionnaires were received.)

Additional information regarding the organizational plans of individual schools and percentages of the non-resident pupils was

obtained from the Michigan Department of Public Instruction. All information from the Department of Public Instruction and the completed questionnaires was compiled, tabulated and analyzed. This material provided "base line" data regarding holding power in Michigan high schools.

Methods of Treatment of Data

The statistical method was used in handling the data presented in this chapter.¹ Coefficients of correlation were computed according to the Pearson product-moment method, where $r = \frac{N\sum XY - \sum X \times \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2] [N\sum Y^2 - (\sum Y)^2]}}$.² Significance of coefficients of correlation was evaluated by means of a table of 1 per cent and 5 per cent levels of significance of r ;³ by means of the standard error of estimate using the formula $S.E. \text{ est.} = \sigma_y \sqrt{1 - r^2}$;⁴ and by means of the coefficient of forecasting efficiency derived by the formula $E = 1 - \sqrt{1 - r^2}$.⁵ Significance of difference between percentages was calculated according to the formula $O_{Dp} = \sqrt{\frac{p_1 q_1}{N_1} - \frac{p_2 q_2}{N_2}}$ ⁶ and reference was made to Fisher's table of t for determining the reliability

¹The formulas used can be found in various standard works on statistical methods. See Henry E. Garrett, Statistics in Psychology and Education, (New York: Longmans, Green and Company, 1947).

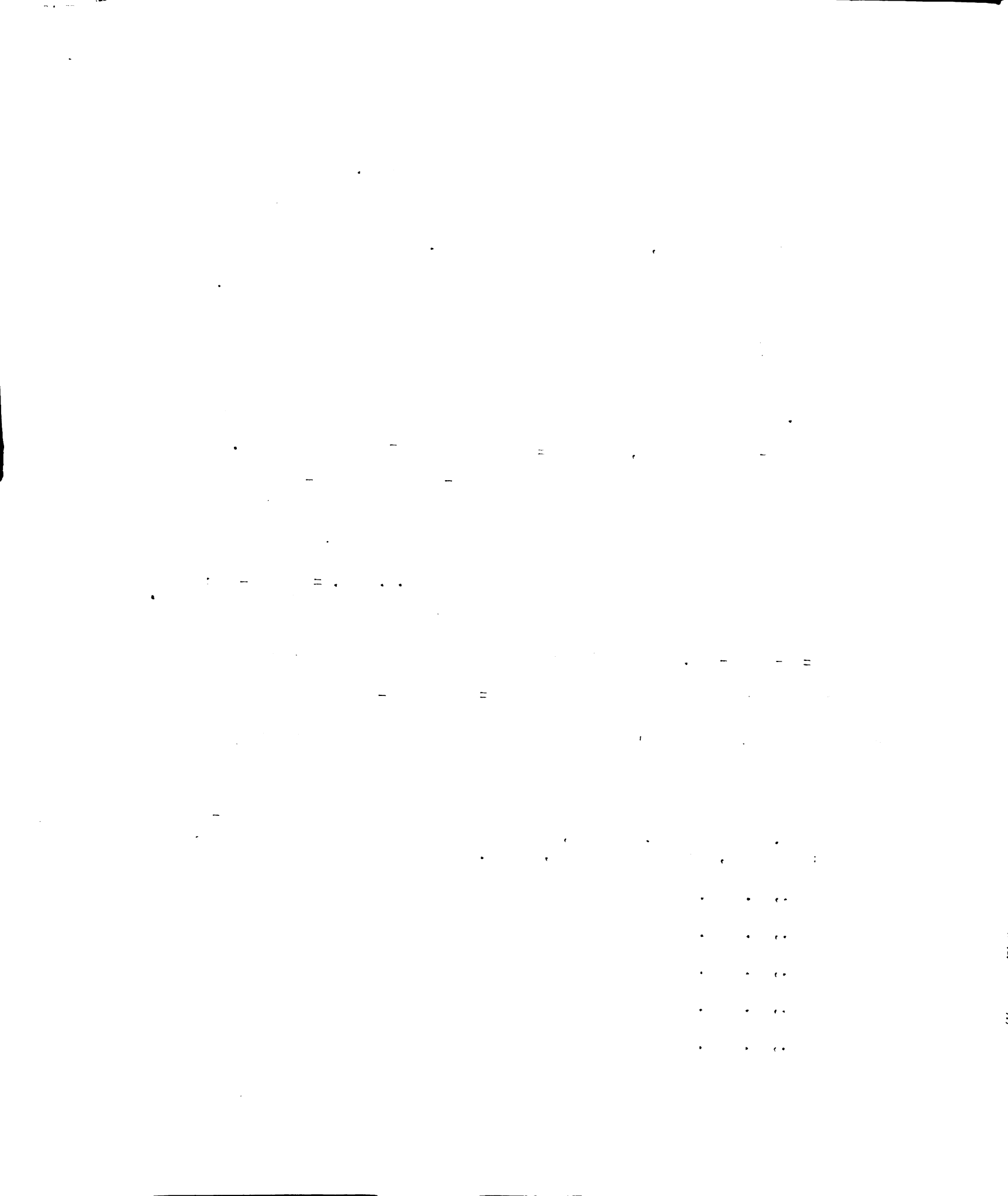
²Ibid., p. 292.

³Ibid., p. 299.

⁴Ibid., p. 320.

⁵Ibid., p. 337.

⁶Ibid., p. 219.



of statistics.⁷

Presentation and Analysis of Data

This section of Part One presents data drawn from certain responses contained in the questionnaire, "The Holding Power of Michigan High Schools, 1951-1952," and additional information obtained from the Michigan Department of Public Instruction. Data are presented concerning the school progress of 31,417 pupils who entered 441 Michigan high schools in the fall of 1947. A summary of this data, compiled from Part III of the questionnaire, made it possible to compute the total holding power rate for the 441 high schools, by utilizing a formula which took into account the number of students transferring in, the number transferring out, and the number still in school in the fall of 1951. Individual holding power rates were also calculated for each of the 441 schools, and these rates were correlated with the various personal, family, school, and community factors supplied on the questionnaires.⁸ Information obtained from the Self-Survey questionnaires and the Michigan Department of Public Instruction was coded and transferred to IBM punch-cards for tabulation.

⁷Ibid., p. 464.

⁸The formula used for computation of holding power rates was developed by a sub-committee of the Michigan Committee on School Holding Power and was as follows:

$$\begin{array}{lcl} \text{Holding} & & \text{Total Graduates 1951} & \text{Those of Class} \\ \text{Power} & & \text{(including graduates of transfer in) +} & \text{Still in School} \\ \text{Rate} & = & \hline & & \text{Total Enrollment 1947 - Transfers Out + Transfers In} \end{array}$$

School progress of pupils who entered high school in 1947.

Information presented in this section was obtained from responses to certain items contained in Part III of the questionnaire. Data summarized in Table IX were compiled from local records in 441 Michigan high schools.

Information shown in Table IX was obtained for the purpose of computing the holding power rates for Michigan high schools, taking into account such variables as pupils transferring to other schools, pupils of the 1951 class still in school in the fall of 1951, pupils transferring into the class, and graduates of those pupils transferring into the class. Study of the table reveals that the holding power rate for boys was 66.838 per cent; for girls, 73.513 per cent; and for the total class, 70.173 per cent. Reference to Table III, page 17 shows that approximately 70 per cent of all Michigan ninth graders enrolled in 1947 completed twelfth grade in 1951, which would seem to validate the total holding power rate computed for the 441 high schools in the present study.

The holding power percentages disclosed in Table IX are substantially higher than those obtained by Dillon, who stated in 1949 that "50 per cent of the students who enter high school drop out before graduation."⁹

⁹Harold J. Dillon, Early School Leavers: A Major Educational Problem (New York: National Child Labor Committee, 1949), p. 16.

TABLE IX

SCHOOL PROGRESS OF 31,417 PUPILS WHO ENTERED 441 MICHIGAN SECONDARY SCHOOLS IN 1947

Enrolled	Graduated			Transferred to Other Schools Before Graduation in 1951			Still in School in the Fall of 1951			Transferred into Class After the Fall of 1947			Graduates of Transfers into Class Since 1947			Holding Power Rate		
	Number	Per Cent of Total	Number	Per Cent of Total	Number	Per Cent of Total	Number	Per Cent of Total	Number	Per Cent of Total	Number	Per Cent of Total	Number	Per Cent of Total	Number	Per Cent of Total	Per Cent of Total	Per Cent of Total
Boys	15,629	49.7	9,259	47.1	1,677	49.3	220	65.7	2,579	51.3	1,570	49.1	66,838					
Girls	15,788	50.3	10,392	52.9	1,728	50.7	115	34.3	2,450	48.7	1,630	50.9	73,513					
Total	31,417	100.	19,651	100.	3,405	100	335	100	5,029	100	3,200	100	70,173					

Personal data on pupils. Information contained in this section was obtained from responses to certain items contained in Part III of the questionnaire. Data presented here refer to information summarized from local school records relating to sex and grade of withdrawal of early school leavers and to holding power rates for pupils transferring into the class after the fall of 1947.

Data presented in Table X were obtained in order to determine whether there is a greater probability of boys than girls leaving Michigan high schools before graduation. A further purpose was to ascertain the grade of withdrawal of early school leavers in Michigan.

1. Sex distribution of early school leavers. Reference to Table X shows that 55.74 per cent of 8,026 early school leavers in the present study were boys. Further study of the table shows that boys were most vulnerable to school leaving at the ninth grade level, where 63 per cent of the leavers were boys. At the eleventh grade level the percentages for boys and girls were more nearly equal, although boys made up 50.2 per cent of the total.

Eckert and Marshall reported that boys constituted approximately 10 per cent more of early school leavers than did girls in New York State.¹⁰ Dillon found that 8 per cent more boys than girls left school before graduation in five midwestern communities.¹¹ Hecker disclosed

¹⁰Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School (New York: McGraw-Hill Book Company, 1938), p. 38.

¹¹Dillon, op. cit., p. 23.

TABLE X

SEX OF 8,026 EARLY SCHOOL LEAVERS IN MICHIGAN BY GRADE OF WITHDRAWAL 1947-1951

Ninth Grade (1947-48)			Tenth Grade (1948-49)			Eleventh Grade (1949-50)			Twelfth Grade (1950-51)			Total (1947-51)		
Sex	Number	Per Cent	Sex	Number	Per Cent	Sex	Number	Per Cent	Sex	Number	Per Cent	Sex	Number	Per Cent
Male	1,307	63.1	Male	1,421	54.7	Male	1,066	50.2	Male	680	55.3	Male	4,474	55.7
Female	767	36.9	Female	1,179	45.3	Female	1,057	49.8	Female	549	44.7	Female	3,552	44.3
Total	2,074	100		2,600	100		2,123	100		1,229	100		8,026	100

that 55 per cent of the early school leavers in Kentucky were boys.¹² Thus, the sex distribution of the 8,026 school leavers in the present study appears to be in substantial agreement with findings elsewhere in the United States.

The evidence of greater vulnerability of boys to early school leaving suggests at least three interpretations: (1) that our secondary schools as presently organized may be more challenging to the interests and needs of girls than boys; (2) that our culture may be more tolerant of early school leaving by boys than by girls; and (3) that boys may find greater opportunities for purposeful activity outside the school than do girls.

2. Grade of withdrawal of early school leavers. Information was sought regarding the grade level at which the 8,026 school leavers included in the present study withdrew to determine whether any pattern of school leaving existed in Michigan high schools. This data is presented in Table XI, which shows that the greatest number of the total group left school while at the tenth grade level. Twenty-six hundred or 32.4 per cent of the 8,026 early leavers quit while in this grade. The next largest group, 2,123 or 26.5 per cent, withdrew while enrolled in the eleventh grade, while 2,074 or 25.8 per cent left at the ninth grade level. Although the largest numbers of both boys and girls left in the tenth grade, it may be noted that 1,307 or 29.2 per cent of all boy

¹²Stanley E. Hecker, "Early School Leavers in Kentucky," Bulletin of the Bureau of School Service, University of Kentucky, XXV No. 4 (June 1953), p. 32.

leavers terminated their high school education in the ninth grade.

Study of Table XI also shows that early school leaving in Michigan occurs at a fairly even percentage rate in the ninth, tenth and eleventh grades. This finding is in general agreement with that for Kentucky pupils reported by Hecker in 1953.¹³

Further study of Table XI reveals that 45.2 per cent of the girls and only 39 per cent of the boys in the present study completed the tenth grade. The greater persistence of girls than boys has been shown in several other investigations.¹⁴

3. Holding power for transfers into the class. The findings presented in Table XII show that the graduation rates for pupils who transferred into the class which entered 441 Michigan high schools are uniformly lower than the graduation rates for the total class. Of 5,029 transfers into the class, 63.6 per cent remained to graduate, as compared with 70.1 per cent of those who were enrolled with the class when it entered high school in 1947. It will be noted that this difference holds rather uniformly for boys and girls.

The significance of difference between the percentages of transfer students who graduated and entering-class students who graduated was computed to ascertain whether a "real" difference existed.¹⁵ A critical

¹³Ibid., p. 36.

¹⁴Ibid.; Eckert and Marshall, op. cit., p. 52; Dillon, op. cit., p. 26.

¹⁵See Garrett, op. cit., p. 218-20, for a discussion of the statistical procedure used in this calculation, which utilized the standard error of the difference between two percentages.

TABLE XI

GRADE OF WITHDRAWAL OF 8,026 EARLY SCHOOL LEAVERS IN MICHIGAN BY SEX
1947-1951

Grade	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Ninth (1947-48)	1,307	29.2	767	21.5	2,074	25.8
Tenth (1948-49)	1,421	31.8	1,179	33.2	2,600	32.4
Eleventh (1949-50)	1,066	23.8	1,057	29.8	2,123	26.5
Twelfth (1950-51)	680	15.2	549	15.4	1,229	15.3
	4,474	100	3,552	100	8,026	100

ratio of .619 was found to exist between the two percentages (63.6 and 70.1). Since the required minimum t-score was calculated to be 2.01, no significant difference can be said to exist.

Information concerning students who transferred in was obtained in order to determine whether those students who remain in the same school are more likely to graduate than are those pupils who move from one school to another. Although the data shown in Table XII do not yield a significant difference in favor of those students who stay in the same school, the "apparent" difference is large enough to suggest a need for more effective orientation of transfer students by the receiving school. Faced with a strange situation where he may feel inadequate and insecure, the transfer student may decide to terminate his schooling prior to graduation.

The findings in this study with regard to transfer holding power are in contrast with those of Dillon,¹⁶ but they are in agreement with the conclusion of Hecker that transfer was not a major factor in school holding power in Kentucky.¹⁷

School data and holding power. Information regarding school data and holding power was drawn from 1) responses to certain items in Parts III and IV of the 1951 questionnaire and 2) data secured from the Michigan Department of Public Instruction. Factors discussed include

¹⁶Dillon, op. cit., p. 28.

¹⁷Hecker, op. cit., p. 35.

TABLE XII

GRADUATION RATES FOR 5,029 PUPILS WHO TRANSFERRED INTO THE CLASS
WHICH ENTERED 441 MICHIGAN HIGH SCHOOLS IN 1947
COMPARED WITH RATES FOR THE ORIGINAL CLASS

	Transfers In		Graduated in 1951		Per Cent of	Per Cent of
	Transferred In	Number	Number	Per Cent	Transfers In	Original Class
	Number	Per Cent	Number	of Total	Who	Who
		of Total			Graduated	Graduated
Male	2,579	51.3	1,570	49.1	60.9	66.4
Female	2,450	48.7	1,630	50.9	66.5	73.9
Totals	5,029	100	3,200	100	63.6	70.1

Critical ratio of difference between 63.6 per cent and 70.1 per cent: .619. Since a minimum critical ratio of 2.01 (5% level) is required for significance, it can be concluded that no significant difference exists between the per cent of transfers who graduated and the per cent of original class members who graduated.

school organizational pattern, size of school, per cent of non-resident pupils, co-curricular participation, tenure of school administrators, athletic contests won, and attitudes of teachers.

1. Distribution of holding power rates. Table XIII was compiled to show the range of holding power rates for the 441 high schools in the study. Reference to the table reveals that 4 schools had holding power rates of less than 40 per cent, while 33 schools had rates above 80 per cent. More than half of the schools, 265, had rates between 60 per cent and 79 per cent. The median rate was calculated at 71.66 per cent.

2. School organizational pattern and holding power. Table XIV was arranged to show over-all holding power rates for the several organizational plans found in Michigan schools. This information was sought to determine whether holding power rates were significantly different for regularly organized (8-4 plan) and reorganized schools (6-2-4, 6-3-3, and 6-6 plans). Data presented in Table XIV reveal that the over-all rates varied only 1.8 per cent from the 6-2-4 plan (68.3 per cent) to the 6-6 plan (70.1 per cent), and that the rates for the 6-3-3 plan and the 8-4 plan were identical (69.9 per cent). Therefore, there was no significant difference between the holding power of regularly organized and reorganized high schools.

The findings in this study are in agreement with those of Gaumnitz and Tompkins, who reported in 1950 that "a comparison of the data for all types of regularly organized (8-4 plan) and the reorganized high schools (6-6 and similar plans involving junior high schools) indicates that for the United States as a whole the holding power indices for these

TABLE XIII

HOLDING POWER RATES BY SCHOOLS FOR 441 MICHIGAN HIGH SCHOOLS

Holding Power Rate*	Number of Schools	Per Cent of Schools
90-100	33	7.48
80-89	77	17.46
70-79	141	31.97
60-69	124	28.12
50-59	53	12.02
40-49	9	2.04
30-39	3	.68
20-29	1	.23
Totals	441	100.00

*Median holding power rate: 71.66.

TABLE XIV
HOLDING POWER RATES OF 298 MICHIGAN HIGH SCHOOLS
BY TYPE OF ORGANIZATIONAL PLAN

School Organizational Plan	Number of Schools	Per Cent of Total	Holding Power Rate
6-2-4	44	15	68.3
6-3-3	16	5	69.9
8-4	65	22	69.9
6-6	173	58	70.1
Total	298	100	

two types of school organization are not significantly different."¹⁸

3. Size of school and holding power. Data regarding school size and holding power are presented in Tables XV and XVI. Information relative to size of schools as related to holding power was obtained to determine whether larger high schools hold to graduation more pupils entering the ninth grade than do smaller schools.

For purposes of this comparison, size of high school was expressed in terms of the number of students enrolled in the ninth grade in 1947. Data in Table XV show that the calculated coefficient of correlation of $-.120$ is greater than the $.098$ required for significance at the 5 per cent level, but slightly lower than the $.128$ required for significance at the 1 per cent level. Since the coefficient of correlation meets the required minimum at the 5 per cent level, it is concluded that the relationship between holding power and size is significant.¹⁹ It should be noted that the correlation is negative, that is, in favor of higher holding power for smaller schools.

Table XVI was developed to ascertain the nature of the curve of relationship between holding power and size. On the basis of data obtained from the Michigan Department of Public Instruction, it was possible to identify each of the 441 high schools according to class

¹⁸Walter H. Gaumnitz and Ellsworth Tompkins, Holding Power and Size of High Schools (Washington: Government Printing Office, 1950), p. 7.

¹⁹See Garrett, op. cit., pp. 298-302, for a discussion of the statistical methodology employed in this interpretation.

TABLE XV
CORRELATION AND CERTAIN EXPRESSED RELATIONSHIPS BETWEEN HOLDING POWER RATE
AND SIZE OF SCHOOL IN TERMS OF NUMBER OF STUDENTS
ENROLLED IN NINTH GRADE IN 1947

Number of Schools	r	P.E.	S.E. est.	Coefficient of Forecasting Efficiency		Required r at 5% level		Required r at 1% level		Interpretation
493	-.120	±.0317	.04669	.72		.098		.128		Significant at 5% level Not significant at 1% level

TABLE XVI
HOLDING POWER RATES BY CLASS SIZE
FOR 441 MICHIGAN HIGH SCHOOLS

Class Size	Total Enrollment	Number of Schools	Per Cent of Total	Average Holding Power Rate
A	800 and over	15	3.40	64.1
B	325-799	76	17.23	71.3
C	125-324	192	43.54	71.6
D	75-124*	138	31.29	71.7
E	75 and under**	20	4.54	78.6
Total		441	100	

*In Lower Peninsula, 124 and under.

**In Upper Peninsula only.

size, which is determined by the total high school enrollment. The classification limits used were as follows: Class A, 800 or more students; Class B, 325 to 799 students; Class C, 125 to 324 students; Class D (in the lower Peninsula), less than 125 students; and Class E (in the Upper Peninsula), less than 75 students. The data presented in Table XVI show the curve of relationship between holding power and size to be predominantly horizontal in nature, with relatively sharp breaks at the extremes. Thus, the holding power rates for Class D, C, and B schools were nearly identical, with 71.7 per cent, 71.6 per cent and 71.3 per cent respectively. At the extremes, however, the curve reached a high of 78.6 per cent for Class E schools and dipped to a low of 68.1 per cent for Class A schools.

Explanations for the finding that small Michigan high schools tend to have relatively higher holding power rates will require further research which is beyond the scope of this study. Pending such study, it may be conjectured that the answer lies in the nature of social relationships in small towns and rural communities, as well as in the quality of educational services provided in the schools. Frequently the small town or rural center serves as a focus for social and recreational activity, so that young people may develop a sense of belonging more readily than do urban high school students. In addition, the small town or rural center may have fewer alternate activities for school-age youth than are found in cities where Class A schools are located. Jobs in business and industry are less often available in the average small community.

Commercialized recreation is not often as highly developed. High school pupils and their parents may be more likely to have a first-hand acquaintance with teachers and administrators, and with one another, than is the case in metropolitan areas. Adults in the small community may be more aware of the problems of potential school leavers, and be more likely to talk with them and with parents about the importance of school preparation for later life. Thus, early identification of potential drop-outs may occur in small communities. Finally, rural young people may be less sophisticated than their city cousins, and therefore they may find it easier to accept restrictive school regulations without rebellion. These and other factors will require investigation before clear answers can be given to the problem of why small schools are somewhat more likely to hold their students than are the large metropolitan high schools.

The findings in this study with regard to holding power and size of school are at variance with the general observation of Gaumnitz and Tompkins, who stated that "data . . . suggest that the larger high schools do hold to the twelfth grade more of the youth entering the ninth grade than do the smaller schools."²⁰

²⁰Gaumnitz and Tompkins, op. cit., p. 17.

4. Per cent of non-resident pupils and holding power. Information relative to the per cent of non-resident pupils and holding power is shown in Table XVII. The calculated coefficient of correlation of $+0.0545$ falls short of the required correlations at the 1 per cent and 5 per cent levels of significance. Therefore, the relationship between these two variables must be regarded as insignificant.

Data concerning non-resident pupils were obtained in order to determine whether distance from schools was an important factor in holding power. The findings of this study are at variance with those of Eckstrom, who found that distance from school was a significant cause of early school leaving.²¹

5. Co-curricular participation and holding power. Data summarized in Table XVIII indicate the relationship between holding power rates and percentage of students participating in selected co-curricular activities. It will be noted that only in athletic-related activities does a meaningful correlation appear, and this relationship is negative. It will also be of interest to observe that the relationship is significant only at the 5 per cent level. No significant relationship appears for the remaining activities for which data were obtained. Generally speaking, therefore, it can be concluded that, for the schools included in the present study, there is little or no relationship between holding power and student participation in co-curricular activities.

²¹G. E. Eckstrom, "Why Farm Children Leave School," School Review, LVI (December, 1947), p. 233.

TABLE XVII
CORRELATION AND CERTAIN EXPRESSED RELATIONSHIPS BETWEEN HOLDING POWER RATE
AND PER CENT OF NON-RESIDENT PUPILS

Number of Schools	r	P.E.	S.E. est.	Coefficient of Forecasting Efficiency	Required r at 5% level	Required r at 1% level	Interpretation
413	*.0545	±.0331	.04131	.13	.098	.128	Not significant

TABLE XVIII

CORRELATIONS AND CERTAIN EXPRESSED RELATIONSHIPS BETWEEN HOLDING POWER RATES
AND PERCENTAGE OF PUPIL PARTICIPATION IN
SELECTED CO-CURRICULAR ACTIVITIES

Activity	Number of Schools	r	P.E.	S.E. est.	Coefficient of Forecasting Efficiency	Required r at 5% level	Required r at 1% level	Interpretation
Varsity Athletics	395	-.0144	±.0339	.0503	.01	.098	.128	Not significant
Athletic-Related Activities	358	-.1376	±.0349	.0513	.98	.113	.148	Significant at 5% level
Musical Activities	385	+.0251	±.0343	.0509	.02	.113	.148	Not significant
Academic Club Activities	347	+.0458	±.0348	.0516	.08	.113	.148	Not significant
Speech and Debate Activities	55	+.1312	±.0894	.1314	.85	.273	.354	Not significant
Hobby and Related Activities	217	+.1181	±.0451	.0664	.61	.138	.181	Not significant
Vocational-Oriented Activities	298	-.0005	±.0391	.0579	.01	.113	.148	Not significant
Service, Character Activities	132	+.0772	±.0583	.0862	.32	.174	.228	Not significant
Social Clubs	63	+.1422	±.0833	.1223	.98	.250	.325	Not significant

Data shown in Table XVIII were sought to determine whether schools having a high percentage of student participation in co-curricular activities are likely to have significantly higher holding power rates than do schools with lower percentages of participation. The evidence available does not support this hypothesis.

6. Extent of participation in co-curricular activities by early school leavers. Information presented in Table XIX shows the extent of participation by early school leavers in the co-curricular activities listed in Table XVIII. The data which constitute Table XIX were drawn from responses to Item 5 of Part IV of the 1951 questionnaire. Table XIX reveals that 54.7 per cent of the early school leavers in the present study did not participate in co-curricular activities. Further study of the table reveals that 29.13 per cent of the early leavers were moderately active, irregular in attendance, and content to follow. Only 1.89 per cent of the early leavers were classed as leaders in the co-curriculum.

Data regarding extent of co-curricular participation by early school leavers were sought to determine the extent to which students who dropped out had been involved in the total school program. The findings of the present study indicate that the majority of Michigan school leavers are not significantly involved in the co-curriculum. Among possible reasons for non-participation are lack of attractiveness, variety or availability of co-curricular activities. Whatever the reasons, the evidence indicates that the benefits of co-curricular programs are not reaching the early school leaver.

TABLE XIX

EXTENT OF PARTICIPATION IN CO-CURRICULAR ACTIVITIES BY
EARLY SCHOOL LEAVERS IN 432 MICHIGAN HIGH SCHOOLS*

Extent	Per Cent
Were leaders	1.89
Active participants but not leaders	9.33
Moderately active, irregular, content to follow	29.13
Did not participate	54.70
Extent of participation unknown	4.95
Total	100.00

*Nine of the 441 schools did not furnish information.

While the present study did not seek information regarding the percentage of the total school population participating in the extra-class program, Trump found in his study of 3,581 pupils in five selected Illinois high schools, that approximately one-fourth of the students did not participate in any extraclass activities.²²

7. Tenure of school administrators and holding power. Data summarized in Table XX show the relationship between length of tenure of the superintendents and principals and holding power rates in the schools under study. Findings presented in Table XX indicate that a significant negative relationship exists between length of tenure of school superintendents and holding power rates in the 385 schools reporting this information. Further study of Table XX reveals that no significant relationship exists between length of tenure of high school principals and holding power rates in the 368 schools for which information was available.

²²J. Lloyd Trump, High School Extracurriculum Activities (Chicago: University of Chicago Press, 1944), pp. 75-7.

TABLE XX
CORRELATIONS AND CERTAIN EXPRESSED RELATIONSHIPS BETWEEN HOLDING POWER RATES
AND LENGTH OF TENURE OF SCHOOL ADMINISTRATORS
IN MICHIGAN HIGH SCHOOLS

Designation	Number of Schools	r	P.E.	S.E. est.	Coefficient of Forecasting Efficiency	Required r at 5% level	Required r at 1% level	Interpretation
Superintendent of Schools	385	-.2041	±.033	.0479	2.02	.113	.148	Significant negative r
High School Principal	368	-.0145	±.035	.0521	.01	.113	.148	Not significant

Data regarding tenure of school administrators and holding power were sought to determine whether holding power was affected by length of stay of superintendents and principals. The findings presented in Table XX suggest that it is not essential that administrators remain in a school system over a period of many years in order for a high school to achieve a high rate of holding power.

8. Athletic contests won and holding power. Information presented in Table XXI was sought in order to determine whether any significant relationship existed between percentages of athletic contests won and holding power rates of Michigan high schools. It was assumed that schools with high winning percentages in athletics would be likely to have high student morale, and that high student morale might affect holding power rates.

Study of the data contained in Table XXI reveals that no significant relationship exists between percentage of athletic contests won and holding power rate in the 385 Michigan high schools which returned information on this question.

9. Attitudes of teachers and holding power. Information regarding attitudes of teachers toward early school leavers was sought to ascertain whether any relationship exists between estimated opinions of teachers toward school leavers and holding power rates. In Item 11 of Part IV of the 1951 questionnaire, administrators were asked to estimate the attitude of teachers toward those who leave school before graduation. It was possible to classify the responses to Item 11, Part IV, into two

TABLE XXI
CORRELATION AND CERTAIN EXPRESSED RELATIONSHIPS BETWEEN HOLDING POWER RATE
AND PERCENTAGE OF ATHLETIC CONTESTS WON
IN 385 MICHIGAN HIGH SCHOOLS

Number of Schools	r	P.E.	S.E. est.	Coefficient of Forecasting Efficiency	Required r	Required r	Interpretation
					at 5% level	at 1% level	
385	+ .01918	+ .034	.0509	.02	.113	.148	Not significant

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general attitudes: 1) lack of interest in keeping pupils in school (30 schools), and 2) do everything possible to keep pupils in school (119 schools). Average holding power rates for the schools where each attitude was expressed were then calculated. For the 30 schools where the attitude of "lack of interest" was expressed, the average holding power rate was 64.6. In the 119 schools where the attitude was described as "do everything possible to keep students in school," the average holding power rate was 71.3. The findings just referred to are shown in Table XXII.

The significance of difference between the average holding power rates (percentages) for schools where teachers' attitude was one of lack of interest, and schools where teachers' attitude was one of doing everything possible to keep students in school, was calculated to determine whether a "real" difference existed.²³ A critical ratio of .695 was found to exist between the two rates (64.6 and 71.3). Since the required minimum t-score for 30 cases was calculated to be 2.75 at the one per cent level, no significant difference can be said to exist between the average holding power rates associated with the two attitudes of teachers.

Although the data shown in Table XXII do not yield a significant difference in favor of the schools where teachers' attitudes are characterized by concern for keeping students in high school until graduation, the "apparent" difference is sufficiently large to suggest that increased holding power may result when teachers become more aware of the importance

²³See page 69 for discussion of formula used and procedure followed.

TABLE XXII

HOLDING POWER RATES BY CERTAIN ESTIMATED ATTITUDES
HELD BY TEACHERS TOWARD EARLY SCHOOL LEAVERS
IN MICHIGAN HIGH SCHOOLS

Attitude	Number of Schools	Per Cent of Total	Average Holding Power Rate
Lack of interest in keeping pupils in school until graduation	30	6.80	64.6
Do everything possible to keep pupils in school until graduation	119	26.98	71.3
No response	292	66.22	----
Totals	441	100.00	

and scope of the problem, and when cooperative in-service teacher efforts identify potential school leavers and plan appropriate services for them.

Community data and holding power. Information concerning community data and holding power are based on responses to certain items in Parts III and IV of the 1951 questionnaire. Factors to be discussed in this section include occupations of adults, ethnic characteristics of adults, religious affiliations of families, attitudes of parents of early school leavers, and general attitudes of the community.

1. Occupations of adults in the community and holding power.

Data summarized in Table XXIII show relationships between holding power rates and percentage of adults in the community who belong to various occupational groups. Study of Table XXIII reveals that a significant positive relationship exists between school holding power rate and the percentage of professionals in the community. Negligible relationships were found between holding power rate and percentages of businessmen, farmers, white collar workers, blue collar workers and unemployed in the community. Thus, occupation appears to be a significant factor in the holding power of the schools under study only with respect to the professional classification.

The findings in the present study with respect to the influence of occupations of adults are in general agreement with those of Counts, who concluded in 1922 that such occupational groups as professional, managerial, and proprietary, were represented in the four schools he studied in greater proportions than such groups as personal service and

TABLE XXIII

CORRELATIONS AND CERTAIN EXPRESSED RELATIONSHIPS BETWEEN HOLDING POWER RATES
AND PERCENTAGE OF ADULTS IN THE COMMUNITY BELONGING
TO VARIOUS OCCUPATIONAL GROUPS

Occupation	Number of Schools	r	P.E.	S.E. est.	Coefficient of Forecasting Efficiency	Required r at 5% level	Required r at 1% level	Interpretation
Professionals	395	+ .1524	± .0332	.0486	1.13	.113	.148	Significant r
Businessmen	392	+ .0296	± .0304	.0504	.05	.113	.148	Not significant
Farmers	388	- .0335	± .0332	.0491	.05	.113	.148	Not significant
White collar workers	391	+ .0603	± .0340	.0504	.18	.113	.148	Not significant
Blue collar workers	389	+ .0379	± .0341	.0506	.08	.113	.148	Not significant
Unemployed	382	- .0659	± .0344	.0509	.18	.113	.148	Not significant

common labor, and that the American secondary school was still highly selective and its pupils highly selected.²⁴ Eckert and Marshall reported in 1938 that "a direct and positive relationship prevails between the economic security of parents and the educational advantages of youth."²⁵

2. Ethnic characteristics of adults in the community and holding power. Data presented in Table XXIV show relationships between holding power rates and percentages of adults in the community belonging to certain ethnic groups. Study of the data presented shows that significant negative relationships exist between holding power rates and percentages of Negroes in the community and percentages of other groups (non-Negro and non-White) in the community. It should be noted, however, that in the two categories just mentioned the relationships are significant only at the five per cent levels. Further study of Table XXIV also reveals that no significant relationships exist between holding power rates and percentages of native-born whites or foreign-born whites in the community.

The findings here presented indicate that holding power rates in the Michigan schools under study are significantly influenced by the proportions of Negro and other non-White adults in the community.

3. Religious affiliations of families and holding power. Table XXV was compiled to show the nature of the relationship between holding

²⁴George S. Counts, Selective Character of American Secondary Education (Chicago: University of Chicago Press, 1922), p. 141.

²⁵Eckert and Marshall, op. cit., p. 76.

TABLE XXIV
CORRELATIONS AND CERTAIN EXPRESSED RELATIONSHIPS BETWEEN HOLDING POWER RATES
AND PERCENTAGE OF ADULTS IN THE COMMUNITY BELONGING
TO CERTAIN ETHNIC GROUPS

Ethnic Group	Number of Schools	r	P.E.	S.E. est.	Coefficient of Forecasting Efficiency	Required r at 5% level	Required r at 1% level	Interpretation
Negro	392	-.1039	±.0337	.0498	.50	.098	.128	Significant at 5% level
Native-Born White	403	+.0791	±.0334	.0493	.32	.098	.128	Not significant
Foreign-Born White	400	+.0249	±.0337	.0499	.05	.098	.128	Not significant
Ethnic Groups other than Negro or White	345	-.1344	±.0357	.0525	.85	.113	.148	Significant at 5% level

TABLE XXV
CORRELATIONS AND CERTAIN EXPRESSED RELATIONSHIPS BETWEEN HOLDING POWER RATES
AND PERCENTAGE OF FAMILIES BELONGING TO DOMINANT RELIGIOUS GROUPS
IN THE SCHOOL COMMUNITY

Religious Group	Number of Schools	r	P.E.	S.E. est.	Coefficient of Forecasting Efficiency	Required r at 5% level	Required r at 1% level	Interpretation
Protestant	346	-.1723	±.0352	.0514	1.46	.113	.148	Significant at 1%, 5% levels
Catholic	343	+.0689	±.0362	.0536	.25	.113	.148	Not significant

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power rate and percentage of membership in dominant religious groups in the school communities under study. Study of Table XXV reveals that a significant negative correlation exists between holding power rate and percentage of Protestant families in the high school community. Further examination of Table XXV indicates that the relationship between holding power rate and proportion of Catholic families in the high school community is not significant.

Two observations may be made with respect to the findings regarding holding power and religious affiliation. First, it is unlikely that a causal relationship exists between church membership and school retention. The writer has been unable to discover any research evidence to show that the one affects the other. Second, the correlation involving Catholic church affiliation may be unreliable because of the existence of parochial schools in many of the school communities under study. Pending further investigation, the findings presented in Table XXV are open to question, and interpretation is difficult.

4. Attitudes of the parents involved toward early school leavers.

The data presented in Table XXVI gives information regarding the role played by the parents of early school leavers in the decision to withdraw before graduation. Information was drawn from responses to Item 10 of Part IV of the 1951 questionnaire. Study of Table XXVI reveals that 17.33 per cent of the parents involved made the decision that the pupil should leave, 42.12 per cent of the parents acquiesced but did not actually decide, and 39.23 per cent of the parents disapproved but could not prevent the pupil's departure.

TABLE XXVI
ATTITUDES OF PARENTS INVOLVED TOWARD EARLY SCHOOL LEAVERS
IN 361 MICHIGAN HIGH SCHOOLS*

Attitude	Per Cent
Decided pupil should leave	17.33
Acquiesced but did not decide	42.12
Disapproved but could not prevent	39.23
Unknown	1.32
Total	100.00

*80 of the 441 schools did not furnish information.

Information presented in Table XXVI was sought to determine whether parents of early school leavers played an important role in the decision to drop out. The data show that, in nearly 60 per cent of the cases, the parents take a significant part, either by deciding or acquiescing in the school leaving.

5. General attitude of the community toward early school leavers.

Data were sought regarding community attitudes toward early school leavers to determine whether significant relationships exist between estimated attitudes of the community and holding power rates. The evidence presented in Table XXVII was drawn from responses to Item 12 of Part IV of the 1951 questionnaire. Study of Table XXVII shows that for the 113 schools where the attitude of "lack of interest" was expressed, the average holding power rate was 69.8. In the 50 schools where the attitude was described as "do everything possible to keep students in school," the average holding power rate was 70.9.

When the significance of difference was calculated between the average holding power rates ("lack of interest in keeping pupils in" and "do everything possible to keep pupils in") a critical ratio of .1425 was obtained. Since the required minimum t-score was found to be 2.68 for 50 cases at the one per cent level, no significant difference can be said to exist between the average holding power rates associated with the two attitudes expressed by the community toward early school leavers. Although the difference is not statistically significant, it should be noted that the larger rate is produced by those schools where community attitudes are summarized as "keep pupils in school."

TABLE XXVII

HOLDING POWER RATES BY CERTAIN ESTIMATED ATTITUDES
HELD BY THE COMMUNITY TOWARD EARLY SCHOOL LEAVERS
IN MICHIGAN HIGH SCHOOLS

Attitude	Number of Schools	Per Cent of Total	Average Holding Power Rate
Lack of interest in keeping pupils in school until graduation	113	25.62	69.8
Do everything possible to keep pupils in school until graduation	50	11.34	70.9
No response	278	63.04	----
Totals	441	100.00	

II. HOLDING POWER DATA FOR SELECTED MICHIGAN HIGH SCHOOLS

1953

This section of Chapter IV contains information drawn from certain replies contained in the 1953 Follow-Up questionnaire. Responses summarized provide information on curriculum revision, drop-out studies made, reasons for early school leaving, attendance at holding power conferences, problems encountered in increasing holding power, types of assistance needed in order to raise holding power, and personal data on the class which completed high school in 1953.

Development of the Questionnaire

The 1953 Follow-Up questionnaire was prepared in an effort to obtain three kinds of information: (1) attendance data from which 1953 holding power rates might be calculated for comparison with 1951 rates; (2) reasons given for withdrawal by early school leavers; and (3) certain activities and problems encountered in connection with school holding power programs. The questionnaire was developed by the writer after study of the information contained in the 1951 Self-Survey questionnaire. A tentative draft of the proposed questionnaire was submitted to a joint meeting of the Michigan Committee on School Holding Power and the Michigan Committee on Curriculum Research on October 23, 1953. Suggestions made were incorporated in a revised questionnaire, which was limited to a single page (see Appendix B for a sample of the questionnaire).

Survey Procedures

Following approval of the Follow-Up questionnaire by members of the Michigan Holding Power Committee, it was sent (in November 1953) to 143 high schools in Michigan which (1) had returned usable 1951 Self-Survey questionnaires, and (2) were members of the Michigan Secondary School-College Agreement. The decision to limit this portion of the study to Secondary School-College Agreement schools was based on: (1) a need to delimit the study, (2) the fact that follow-up and curriculum study were obligations of secondary school members of the Agreement, and (3) a desire to find outstanding rather than typical holding power activities among secondary schools. A cover letter explaining the importance of the study and requesting cooperation was prepared by Mr. Ben Yates, chairman of the Michigan Holding Power Committee, to accompany the questionnaire. (See Appendix B for a copy of this letter.) After 30 days a follow-up postal card was sent to schools which were slow in returning completed questionnaires (see Appendix B for a copy of this postal card.) Usable questionnaires were received from 94 schools or 65.73 per cent, of the 143 schools which fell within the limitations of this portion of the present study. See Appendix A for a list of schools from which usable questionnaires were received.

All information from the completed Follow-Up questionnaires was compiled, tabulated and analyzed. This material is presented here as Part Two of this chapter.

Methods of Treatment of Data

Holding power rates were calculated according to the formula devised and approved by the Michigan Committee on Holding Power.²⁶ Other data were presented as tables of distribution, and references were made to comparable findings in other studies when applicable.

Presentation and Analysis of Data

This section of Part Two presents data drawn from responses contained in the follow-up questionnaire, "The Holding Power of Michigan High Schools, 1949-53." The results are presented in the order in which the items occurred in the questionnaire.

Revisions of School Practices Designed to Increase Holding Power

Information presented in this section was obtained from responses to Item One of the follow-up questionnaire. This information was sought for the purpose of determining what revisions of practices are being initiated by Michigan High schools in their efforts to increase holding power. The four categories of school practices used in the questionnaire were those used throughout the present study: curriculum, guidance, administration, and parent-community contacts. Study of Table XXVIII, which summarizes the responses to Item One, reveals that 89 per cent of the 94 schools reported revisions in curricular offerings, 78 per cent reported changes in guidance procedures, 52 per cent indicated changes in

²⁶See p. 70, footnote 8, of the present study.

TABLE XXVIII

REVISIONS OF SCHOOL PRACTICES DESIGNED TO INCREASE
HOLDING POWER IN 94 MICHIGAN HIGH SCHOOLS

Area of Revision	Yes		No		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Curricular Offerings	84	89	6	7	4	4	94	100
Guidance Procedures	73	78	17	18	4	4	94	100
Administrative Practices	49	52	41	44	4	4	94	100
Parent-Community-Contacts	64	68	26	28	4	4	94	100

administrative practices, and 68 per cent stated that revisions had been initiated in the area of parent-community contacts. Four per cent of the schools did not respond to this item. Thus it appears that in the schools under study, the concern over holding power tended to be expressed most often in the area of curriculum modification to fit the needs and interests of the potential early school leaver.

Holding Power Studies Conducted

Data presented in this section were gathered from responses to follow-up questionnaire Item Two, which asked whether a holding power study had been carried on within the past year. Reference to Table XXIX, which contains a tabulation of the responses to Item Two, reveals that such studies were made in 45 per cent of the 94 respondent schools. No such studies were made in 48 per cent of the schools during this period but may have been made earlier or be planned. Four per cent of the schools made no response to the item. Because the schools under study were members of the Michigan Secondary School-College Agreement and therefore committed to a continuous follow-up of former pupils, it seems probable that the percentage (45 per cent) of schools reporting holding power studies is larger than that for all Michigan high schools.

Reasons for Withdrawal Given by Early School Leavers

Item Three of the follow-up questionnaire was included in an effort to obtain the estimate of school administrators as to the primary motivating cause for school leaving given by early leavers. To the extent that school administrators reported accurately, therefore, the responses

TABLE XXIX
HOLDING POWER STUDIES CONDUCTED DURING 1952-53
IN 94 MICHIGAN HIGH SCHOOLS

Study Conducted				No Response		Total	
Yes		No					
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
42	45	48	51	4	4	94	100

to Item Three should be the responses which would be given by the students themselves. It should be noted also that each response represented a judgment by the administrator as to the primary reason for leaving, rather than a reason given by one school leaver. Reasons for early school leaving were grouped under the three classifications used by Dillon: (1) Reasons Relating to School; (2) Financial Reasons; and (3) Personal Reasons.²⁷ It was necessary to add a fourth classification (Combination of Factors) in order to include one response in the frequency distribution.

The data included in Table XXX show that 56, or 64 per cent of the schools which reported, gave a reason relating to school as the primary reason for leaving school early. Twenty-two per cent gave financial reasons and 12 per cent gave personal reasons as the chief cause for leaving high school before graduation. One school (approximately one per cent) reported a combination of factors as the reason for early school leaving. This distribution of reasons agrees very closely with the reasons reported by Dillon, who found that the percentages were 70 per cent school-related, 21 per cent finance-related, and 11 per cent personal.²⁸

Attendance at Holding Power Conferences by School Staff Members

Responses to Item Four of the follow-up questionnaire were sought to determine the extent of activity by school personnel to increase holding power through conference attendance. Table XXXI shows that in

²⁷Dillon, op. cit., p. 50.

²⁸Ibid.

TABLE XXX

FREQUENCY OF PRIMARY REASONS GIVEN FOR EARLY SCHOOL LEAVING
IN 88 MICHIGAN HIGH SCHOOLS

Reasons	Frequency	
	No.	Per Cent
Reasons Relating to School		
Preferred work to school	20	23
Were not interested in school work	17	20
Could not learn and were discouraged	5	6
Were failing and didn't want to repeat grade	4	5
Could learn more out of school than in school	2	2
Parents did not consider school important	2	2
Did not feel that they belonged	2	2
Lacked background to succeed in school	2	2
Disliked certain subjects	1	1
Did not have enough course selection	1	1
Financial Reasons		
Needed money and had to help at home	12	14
Wanted spending money	7	8
Personal Reasons		
Left school in order to marry	8	9
Left to join military service	2	2
Left because of pregnancy	1	1
Lack ambition	1	1
Combination of Factors		
More than one reason caused early leaving	1	1
Total	88	100

TABLE XXXI

ATTENDANCE AT CONFERENCES ON HOLDING POWER BY STAFF MEMBERS
OF 94 MICHIGAN HIGH SCHOOLS

Have Attended ^a		Have Not Attended ^b		No Response		Total	
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
48	51	42	45	4	4	94	100

^a1953 average holding power rate: 75.13 per cent; 1951 rate: 73.03 per cent.

^b1953 average holding power rate: 75.47 per cent; 1951 rate: 75.14 per cent.

48, or 51 per cent, of the reporting schools, staff members had attended one or more conferences on holding power. Forty-two schools, or 45 per cent, replied that staff members had not attended any holding power conferences. Four per cent of the schools did not respond to this item. Table XXXII reveals the type of conference attended by staff members of the 48 schools which reported such participation. Study of Table XXXII reveals that 33, or 69 per cent, of the schools had participated in conferences set up on an area basis. Further study of the table shows that 14 school staffs, or 29 per cent, had attended holding power conferences planned on a state-wide basis. One school, or 2 per cent of the respondents, reported attendance at a sectional meeting of a conference with another theme. Therefore it may be concluded that approximately one half of the responding schools had been represented at holding power conferences, and that slightly more than two-thirds of the conferences were planned on an area basis.

The average 1953 holding power rate for those schools whose staffs had attended conferences was 75.13 per cent; for those schools whose staffs had not attended conferences, 75.47 per cent. However, the 1951 rate for the conference-attending schools was 73.03 per cent, while the 1951 rate for the non-conference attending schools was 75.14 per cent. Thus, the schools which reported conference attendance showed a gain of 2.10 per cent in their average rate, while the schools which did not attend conferences gained only .33 per cent in the two-year period.

TABLE XXXII

TYPES OF CONFERENCES ON HOLDING POWER ATTENDED
BY STAFF MEMBERS OF 48 MICHIGAN HIGH SCHOOLS

Type	Frequency	
	Number	Per Cent
Area conference	33	69
State-wide conference	14	29
Sectional meeting of another conference	1	2
Total	48	100

Major Problems Faced by Schools in Increasing Holding Power

Item Five of the follow-up questionnaire was designed to secure information regarding the chief problem encountered by schools in their efforts to improve holding power. Responses to Item Five are presented in Table XXXIII. The responses were classified into four groups, as follows: (1) Problems Related to Curriculum, (2) Problems Related to Guidance, (3) Problems Related to Administrative Practices, and (4) Problems Related to Work with Parents and Community. Study of the data presented in Table XXXIII reveals that 38 per cent of the problems named fall under the heading of curriculum, 16 per cent under the heading of guidance, 26 per cent were classified as administrative, and 20 per cent fitted into the parent-community category. Further study of Table XXXIII shows that the problem most often reported (by 19 per cent of the respondents) was that of broadening curriculum offerings.

Types of assistance of greatest benefit in holding power programs.

Schools which responded to the follow-up questionnaire were asked in Item 6 to specify the type of assistance which would be of greatest benefit in their holding power programs. This information was sought in order to furnish data which the Michigan Committee on School Holding Power and other professional groups might find useful in planning and consultative activities. The data presented in Table XXXIV, which summarizes the responses to Item 6, reveal that the major types of assistance identified by schools were printed materials (27 per cent), resource persons (26 per cent), and conferences (25 per cent). A fourth type of assistance, specified by 13 per cent of the schools responding, was information on effective holding power practices.

TABLE XXXIII

MAJOR PROBLEMS IN INCREASING HOLDING POWER
REPORTED BY 94 MICHIGAN HIGH SCHOOLS

Problems	Frequency	
	No.	Per Cent
Problems Related to Curriculum		
Broadening curricular offerings	18	19
Finding studies that interest students	8	9
Providing remedial programs	4	4
Expanding vocational programs	4	4
Broadening instructional aims	1	1
Adapting program to changing community	1	1
Problems Related to Guidance		
Providing effective guidance programs	4	4
Identifying and counseling potential school leavers	4	4
Showing vocational value of education	3	3
Improving orientation to promote "belongingness"	2	2
Finding real reasons for early school leaving	2	2
Improving Career Day programs	1	1
Problems Related to Administrative Practices		
Providing adequate facilities	7	8
Providing adequate finances	6	7
Providing more staff members and reducing turnover	5	6
Improving transportation facilities	2	2
Reducing school costs for pupils	1	1
Reducing teacher loads	1	1
Effecting school reorganization	1	1
Problems Related to Work with Parents and Community		
Providing parent education	7	8
Overcoming poor home backgrounds	3	3
Getting cooperation of employers in community	3	3
Raising educational expectations of parents	2	2
Improving home life of students	2	2
Getting cooperation of parents	1	1
Finding part-time jobs for students	1	1
Total	94	100

TABLE XXXIV

TYPES OF ASSISTANCE RATED AS OF GREATEST BENEFIT IN HOLDING
POWER EFFORTS IN 70 MICHIGAN HIGH SCHOOLS*

Types of Assistance	Frequency	
	No.	Per Cent
Printed materials on holding power	19	27
Resource persons on holding power	18	26
Conferences on holding power	17	25
Information on effective practices	9	13
Closer contacts with business and industry	3	4
Adult-and parent-education programs	2	3
Community recognition of building needs	1	1
Continued operation of College-Agreement program	1	1
Total	70	100

*24 schools did not respond to this item.

These four types of assistance made up 91 per cent of the replies. The remaining 9 per cent of the responses included closer contacts with business and industry (4 per cent), adult and parent education (3 per cent), community recognition of building needs (1 per cent), and continued operation of the College Agreement program (1 per cent).

School progress of pupils who entered high school in 1947 and 1949.

Items 7 through 10 were included in order to gather information which would make possible a comparison of the school progress of pupils who entered ninth grade in the years 1947 and 1949, and a comparison of the holding power rates for the two classes. The data summarized in Table XXXV show the comparisons mentioned above. Study of Table XXXV reveals that, of 6,529 students enrolled in the ninth grade in 1947, 65 per cent were graduated in 1951, 10 per cent transferred out, 1 per cent were still in high school in the fall of 1951, and 23 per cent left school before graduation. Of the 7,509 pupils who entered the same high school in 1949, 67 per cent were graduated in 1952, 8 per cent transferred out before graduation, .6 per cent were still in school in the fall of 1952, and 24 per cent withdrew without completing high school. Thus, school progress for the two classes was closely comparable, except that approximately 2 per cent less pupils transferred out of the 1947-51 class. Further study of Table XXXV shows that fewer pupils transferred into the class which entered ninth grade in 1949, although it was a larger class. Thirty per cent of the transfers-in dropped out as compared to 28 per cent who dropped out among those transferring into the class which entered in 1947. Only 70 per cent of the transfers in remained to graduate in 1953, as compared to 72 per cent who

TABLE XXXV

COMPARISON OF SCHOOL PROGRESS OF PUPILS WHO ENTERED 72 SELECTED
MICHIGAN HIGH SCHOOLS IN THE YEARS 1947 AND 1949

Status	1947-51		1949-53	
	Number	Per Cent	Number	Per Cent
Enrolled in ninth grade	6,529	100	7,509	100
Graduates four years later	4,244	65.0	5,027	66.9
Transferred out before graduation	699	10.2	594	7.9
Still in school four years later	71	1.1	42	.6
Dropped out before graduation	1,545	23.7	1,848	24.6
Transferred into class after it entered	924	100	846	100
Drop-Outs of transfers into class	258	28	255	30
Graduates of transfers into class	666	72	591	70
Holding Power Rates		73.42		72.93

graduated with the 1951 class. When the holding power formula was applied to the two classes, it was found that the holding power rate for the 1947-51 class was 73.42, while the rate for the 1949-53 class was 72.93 (see Table XXXV). Data summarized in Table XXXVI show that holding power rates were higher in 29 schools, lower in 38 schools, and remained the same in 5 schools, for 1953 as compared to 1951. Thus the holding power rates for the two classes remained approximately the same. The high holding power rates for the selected schools which furnished information as a basis for Part Two is probably due to the fact that they were member schools of the Michigan Secondary School-College Agreement, and were thus committed to such activities as curriculum evaluation and continuous follow-up of former students.

III. SUMMARY OF FINDINGS

This section of Chapter IV contains a summary of the findings which have been drawn from analysis of the responses by school administrators to the 1951 Self-Survey questionnaire and the 1953 Follow-Up questionnaire.

Evidence obtained from analysis of school progress of 31,417 pupils who entered 441 Michigan high schools in 1947 showed a holding power rate of 66.83 per cent for boys, a rate of 73.51 per cent for girls, and a total rate of 70.17 per cent.

Boys were more vulnerable than girls to early school leaving at each high school grade level, and they constituted 55.74 per cent of the 8,026 school leavers.

The highest incidence of early school leaving was at the tenth grade level, when twenty-six hundred or 32.4 per cent of the 8,026 leavers withdrew. Early school leaving occurred at fairly even percentage rates in the

TABLE XXXVI

COMPARISON OF 1951 AND 1953 INDIVIDUAL HOLDING
POWER RATES IN 72 MICHIGAN HIGH SCHOOLS

1953 Rate Higher than 1951		1953 Rate Lower than 1951		1953 Rate Same as 1951		Totals	
Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
29	40	38	53	5	7	72	100

ninth, tenth and eleventh grades.

Sixty-three per cent of the 5,029 students who transferred into the 1947-51 class remained to graduate, as compared to 70.1 per cent of the students who graduated from the class which entered the ninth grade in 1947.

Holding power rates for individual schools ranged from less than 40 per cent (4 schools) to more than 80 per cent (33 schools). The median holding power rate was 71.66 per cent.

There was no significant difference between the holding power rates of regularly organized and reorganized high schools.

A significant negative relationship was found between holding power rate and number of pupils enrolled.

The data revealed no significant relationship between holding power rate and percentage of non-resident pupils.

There was no significant relationship between holding power rate and percentage of student participation in co-curricular activities.

Approximately 55 per cent of the early school leavers in the present study did not participate in co-curricular activities.

A significant negative relationship was found to exist between holding power rate and length of tenure of superintendents of schools. There was no significant relationship between holding power rate and length of tenure of high school principals.

No significant relationship was found to exist between holding power rate and percentage of athletic contests won.

The data revealed no significant relationship between holding power rate and opinions toward early school leavers held by teachers, parents and

adults in the community. It is worthy of note, however, that holding power rates were higher in each instance where the attitudes expressed by teacher, parents and adults in the community were in support of completion of high school.

A significant relationship was found between holding power rate and percentage of professionals in the community. No significant relationship was discovered between holding power rate and percentage of members of other occupational groups in the community.

The evidence showed significant negative relationships between holding power rate and percentage of Negroes in the community, and percentage of "other groups" (non-Negro and non-white) in the community. No significant relationship was found to exist between holding power rate and percentage of native-born whites or foreign-born whites in the community.

Holding power rate and percentage of Protestant families in the high school community were found to be negatively correlated. At the same time, the correlation between holding power rate and percentage of Roman Catholic families was not statistically significant.

Efforts to improve holding power through curriculum change were reported by 89 per cent of a selected group of schools. Seventy-eight per cent of these schools made changes in guidance procedures, 52 per cent indicated changes in administrative practices, and 68 per cent initiated changes in the area of parent-community contacts, in attempting to raise school holding power.

Of a selected sampling of schools, 45 per cent reported that some type of holding power study had been conducted within the past year.

Sixty-four per cent of the schools listed a school-related reason as the primary reason for early school leaving. Responses were made by school administrators, rather than by the students who left. Financial reasons were named by 22 per cent of the schools. Twelve per cent of the schools reported personal reasons as the chief cause of early withdrawal.

Staff members of 51 per cent of the responding schools had attended one or more holding power conferences and 69 per cent of the conferences were planned on an area basis.

Schools were asked to specify the major problem faced in increasing holding power. Thirty-eight per cent of the problems named were related to curriculum, 16 per cent related to guidance, 26 per cent centered on administration, and 20 per cent were classified as parent-community problems. Nineteen per cent of the schools reported that the chief problem was that of broadening curriculum offerings to meet the needs of potential early school leavers.

When asked to report the type of assistance most needed in their holding power program, 27 per cent of the schools named printed materials, 26 per cent resource persons, 25 per cent conferences, and 13 per cent information on effective holding power practices.

No significant change in holding power rates for selected high schools was found when the 1949-53 class was compared with the 1947-51 class. A smaller percentage of the transfer students were graduated in 1953, as was true in 1951.

CHAPTER V

HOLDING POWER PRACTICES IN SELECTED MICHIGAN SECONDARY SCHOOLS

This chapter is concerned with an investigation of holding power practices in 15 selected Michigan secondary schools. The report of the investigation is divided into three parts: 1) initiation of holding power programs, 2) extent of holding power practices, and 3) evaluation of holding power programs. Information which is presented was obtained by means of personal visitation and conference with staff members of each of the selected schools. Systematic collection of data was facilitated by the development and use of an interview schedule and check-list.

Development of the Interview Schedule and Check-List

An interview schedule and check-list of holding power practices were developed by the writer after a careful review of the literature in the field and interviews with members of the Michigan Committee on School Holding Power. Portions of the schedule were tested in an interview with Mr. W. E. Baker, Superintendent at Mesick Consolidated High School. The entire schedule was tested in interviews with Mr. Forrest Rinehart, Principal, at Cheboygan High School and Mr. Robert Klingman, Principal, at Clarkston High School. Certain revisions in wording and content of the interview schedule were made, and a check-list on extent of holding power practices was developed as a result of the three "try-out" interviews, which were carried on in widely scattered areas of the state. In order to simplify the check list, space for only three responses was provided.

These were "much," "some," and "little or none." Items which corresponded to questions included in the interview schedule were limited to include only information concerning school practices related to holding power. Copies of the interview schedule and the check-list are included in Appendix B.

Selection of Schools

Schools for intensive study were selected on the basis of a number of criteria established after consultation with members of the Michigan Committee on School Holding Power. The selection criteria are as follows: (1) nomination by the holding power coordinator in each College Agreement region; (2) location, to insure that the schools would be placed evenly in the five Michigan Secondary School-College Agreement regions; (3) size, so that schools with varying numbers of students would be included; (4) type of school and community, to insure that a variety of kinds of schools and communities would be included; (5) evidence of effort to improve holding power; (6) willingness of the school to participate in the investigation; and (7) personal information of the investigator regarding holding power efforts being made by the schools. High holding power rate was not taken as a criterion for selection because it was recognized that other factors than school practices determine pupil retention.

Because the investigation of practices was aimed at those schools where especial efforts to hold pupils were being made, no attempt was made to select typical schools. It was felt that the regional holding

power coordinator in each of the College Agreement regions would be the person best qualified to suggest likely schools for study. The College Agreement regions were used to insure a geographic distribution throughout the State.

Letters were sent to the regional holding power coordinators requesting nominations of several schools which would meet the established selection criteria (see Appendix B for copy of this letter). On the basis of replies received (a sample reply is included in Appendix B), the writer made a final selection, and visited the chosen schools between January and October 1954 (see Appendix A for list of selected schools and staff members interviewed). Figure 1 locates selected schools.

Procedure Followed During Visits to Selected Schools

The writer spent approximately one-half day in each of the selected schools. The general procedure followed was to discuss each item on the interview schedule with staff members identified with administration, curriculum and guidance, until a consensus was reached for the record. Visits were made to classrooms, and a tour was made of the school building and the surrounding community. The check-list on extent of holding power practices was completed by the staff member who was identified with administration, in order to obtain ratings by the person best qualified to render a comprehensive judgment. Any forms or written materials used by selected schools in their holding power programs were collected by the writer, who made extensive notes on all interviews with staff members. Appendix C contains a number of the forms and written materials collected during visits to the selected schools.

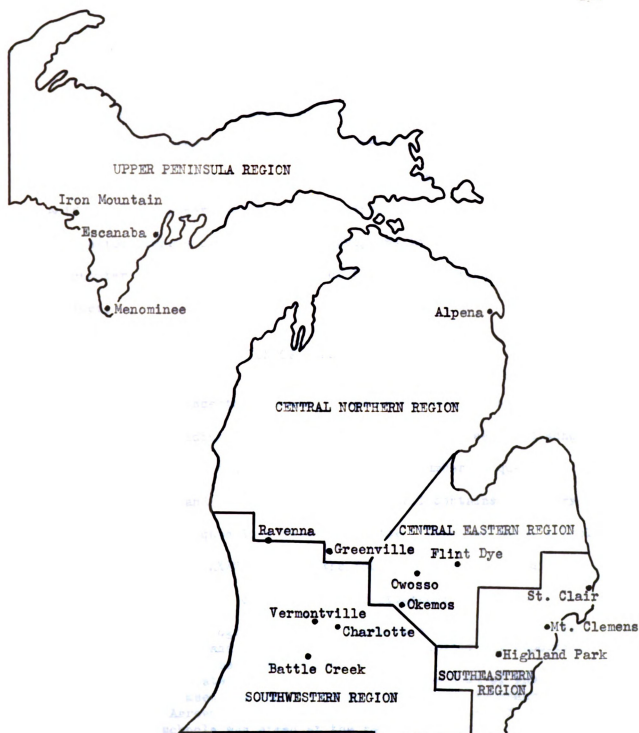


FIGURE I

LOCATIONS OF 15 MICHIGAN SCHOOLS WHERE HOLDING POWER
PROGRAMS AND PRACTICES WERE STUDIED*

*According to Michigan Secondary School-College Agreement Regions

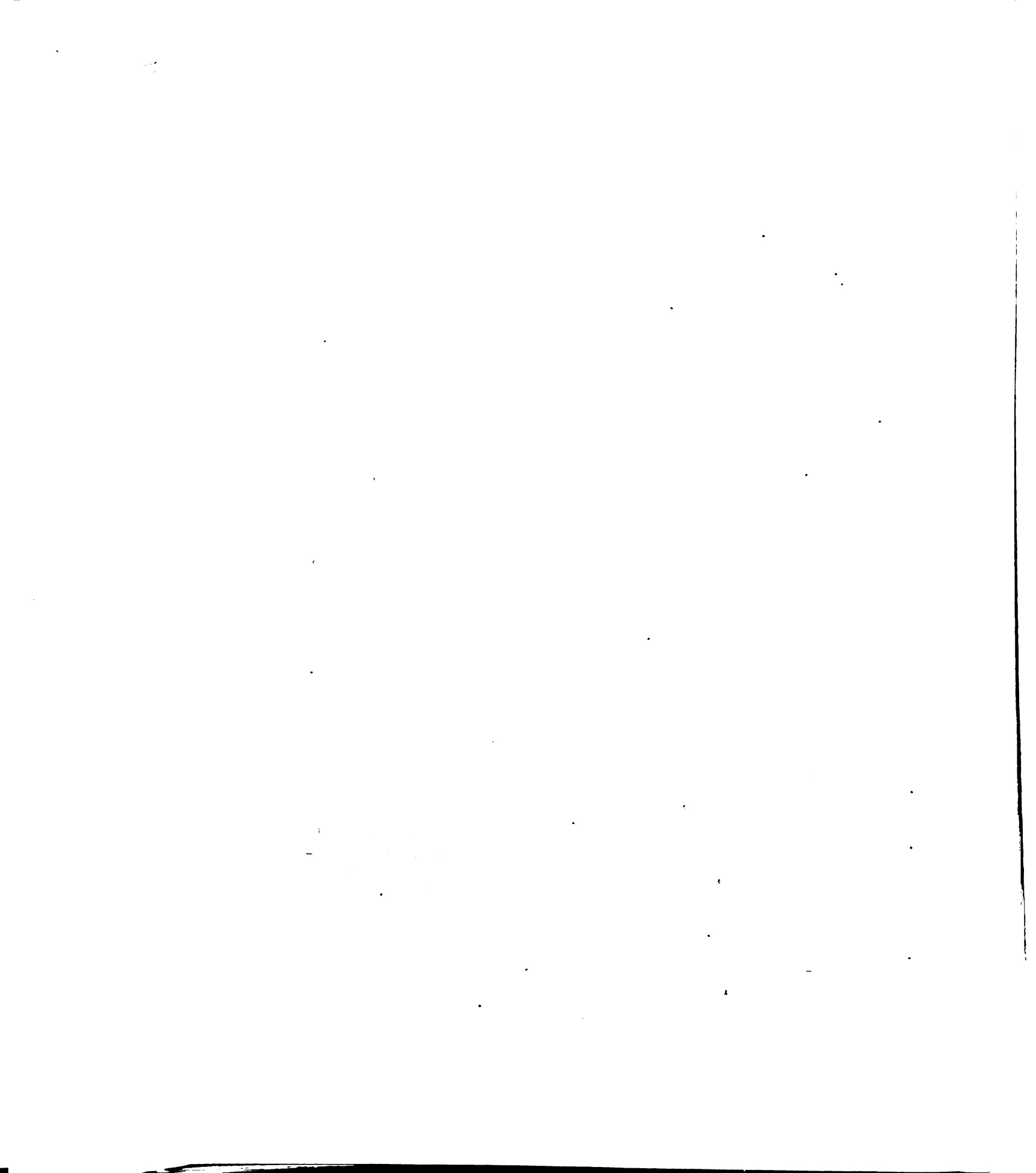
The data which were gathered during the visits to the selected schools were tabulated and are presented in the present chapter under three general headings. Part One deals with the initiation of holding power programs. Part Two is concerned with extent and description of specific holding power practices. Part Three contains evidence relative to the effectiveness of holding power programs in the selected schools. This chapter also includes a summary of the findings with regard to practices.

I. INITIATION OF HOLDING POWER PROGRAMS

In order to ascertain whether a common pattern of initiatory steps for establishing holding power programs existed in the selected schools, the writer included in the interview schedule a number of questions relative to origin and development. Table XXXVII contains a summary of the responses to the questions obtained in the fifteen selected schools.

Study of Table XXXVII yields the following specific findings regarding the development of holding power programs:

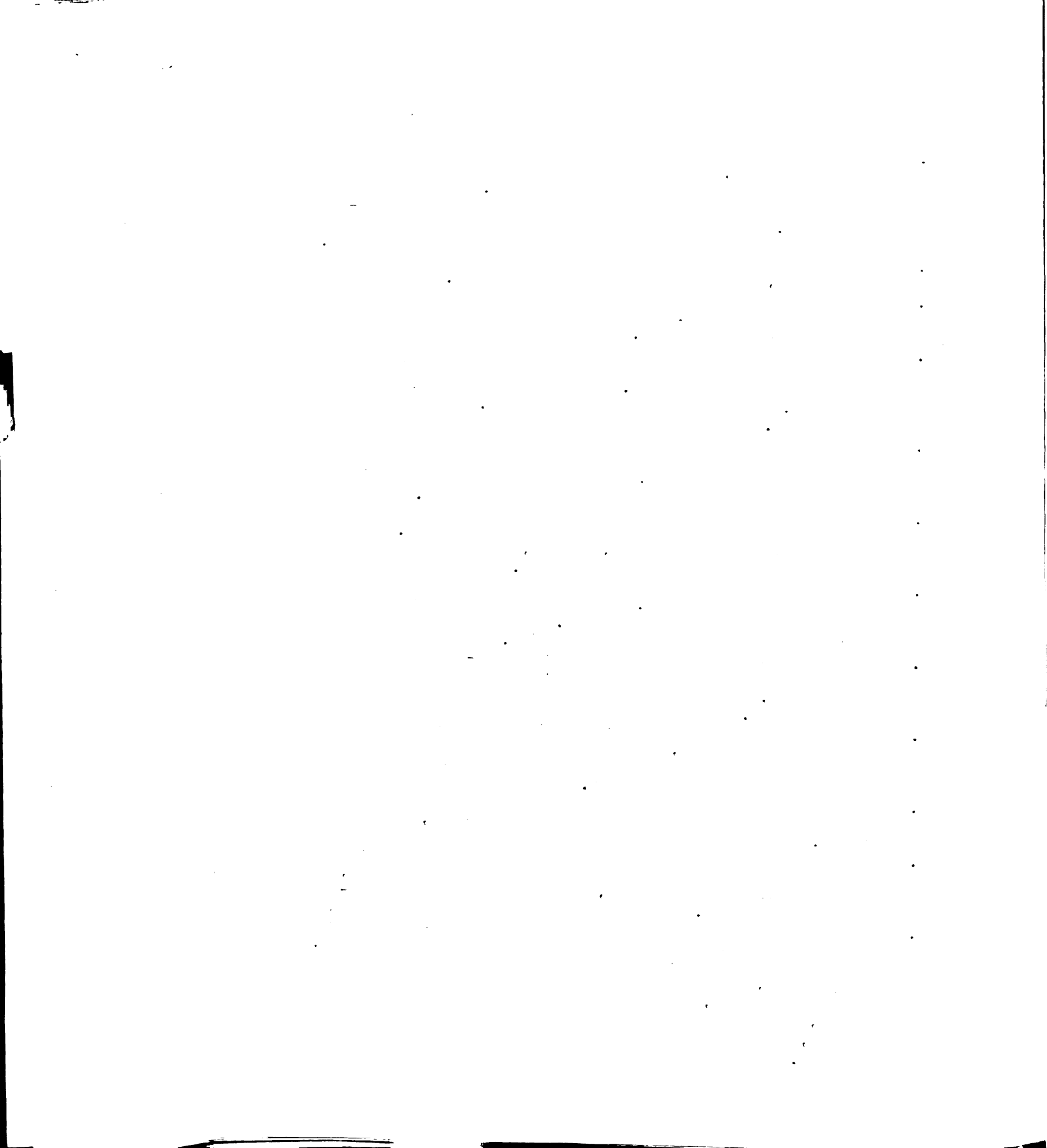
1. Holding power programs were developed in the selected schools between 1944 and 1952, with the largest number (5) reporting 1948 as the time of establishment.
2. The data indicate that six programs began as part of the school's effort to meet the conditions of the Michigan Secondary School-College Agreement, and that the original purpose of the program in six schools was aimed at the reduction of drop-outs. Three of the schools defined the original purpose in terms of total school improvement.
3. Holding power programs were most often called "drop-out" and "follow-up" studies (in seven schools). Six schools gave the program no title. Other titles included "testing program" (one school) and "self-survey" (one school).



INITIATION OF HOLDING POWER PROGRAMS IN SELECTED MICHIGAN HIGH SCHOOLS

	1. How Program Originated	2. When Originated	3. Original Purpose	4. Title of Program	5. Grade Where It Began	6. To what extent was program patterned after some other school program?	7. Persons who gave local leadership at beginning	8. Outside persons or agencies who assisted	9. Kind of local committee or work groups formed to carry on the program	10. Extent of total staff involvement in planning program	11. Have local lay persons shared in planning?	12. Has staff participation in conferences helped program development?	13. Has original purpose of program changed?	14. Known facts which influenced development of program	15. What events of recent times affected development of program?	16. Criteria which serve as bases for selection of practices and procedures in program
Alpena	To meet conditions of Michigan College Agreement	1948	To study drop-outs and graduates	Follow-Up Study of Drop-Outs	At point of drop-out	None. Developed own procedures	W. E. Finch, Prin.; Stanley Van Lare, then Director of Guidance	None	Guidance committee	All staff meets yearly to discuss results of drop-out study	No.	Principal on State Holding Power Comm.; Staff participates in regional College Agreement meetings	Program emphasis from drop-out causes to holding power practices	Program developed on basis of drop-out studies and exit interviews	Military service and changing job demands	Shared philosophy; diversified curriculum; expanded guidance services; humanized instruction
Battle Creek	To develop effective exit procedures for drop-outs	1944	To find reasons for drop-outs	None	Was related to guidance	None. Developed own procedures	Ruth Penty, Director of Guidance; Milla Lockwood, Visiting Teacher	None.	Joint committee composed of counselors and visiting teacher	All staff informed on holding power problem, and invited to furnish information	No	Local staff meetings increased understanding, ability to diagnose drop-outs	Emphasis shifted from finding stated reason to real reasons for drop-outs	From exit interviews to later interviews and study of school records	Military service, employment opportunities, marriage pressures	Administrative philosophy, reduction of failures; emphasis on whole child; social participation
Charlotte	To improve guidance program	1948	To improve guidance program	None	Was a follow-up study	None. Was related to College Agreement work	Clark Mura, Supt.; Nell Brennan, Director of Guidance	Carl Horn, Michigan Dept. of Public Instruction and W.S.C.	Five faculty committees: follow-up, testing, curriculum, English, cumulative record	All staff involved in committee work and periodic reports	No	Yes, especially College Agreement meetings; teachers encouraged to attend	Teacher-centered at first, now more student centered	Follow-up studies of drop-outs and graduates	Not any specific events	Program based on "workability" Attempt to involve parents and friends of potential drop-outs
Escanaba	To improve curriculum and guidance	1949	To improve total school program	Follow-Up Study	All high school grades	None. Used consultants of Michigan Department of Public Instruction	John Lemmer, Supt.; George Huwiton, Asst. Supt.; Members of Guidance Committee	Carl Horn, Michigan Dept. of Public Instruction and W.S.C.	All school curriculum committee	All staff involved	Reports to school board and businessmen	Regional College Agreement meetings have helped	No	Drop-out studies, follow-up studies; questioned parents	Military service, employment not generally available for high school pupils	Attempt to identify potential drop-outs early and to establish broad, continuous program
Flint Dye	In attempt to apply child-centered philosophy to all pupils	1949	To promote adjustment of pupils to school	None	All elementary and high school grades	None. Program attempted to improve guidance procedures	James Handels, Supt.	Michigan Secondary School Study; Howard McCuskey, "I. of W."	Total staff was involved in the program	All high school staff involved	Continuous work with P.T.A. and room mothers	Yes. Teachers are encouraged to attend conferences	Same purpose, with more stress on teacher awareness	No organized study has been made	Military service, changing values	Attempt to vitalize teaching; attempt to fit school to real needs of pupils
Greenville	To meet conditions of Michigan College Agreement	1948	To improve curriculum To keep contact with former pupils	Follow-Up Study	Grades 7 through 12	Developed with reference to various articles on holding power practices in W.S.S.A. Bulletin	Howard Daban, Prin.; Strong interest by school board members	Members of Michigan Committee on School Holding Power	Guidance Committee	All staff informed of work of guidance committee	No	Teacher enrollment in extension courses has helped	Emphasis is more on individual differences of pupils	Follow-up studies	Employment needs have prompted development of cooperative training program	Attempt to provide for pupils not preparing for college
Highland Park	To keep students in school longer	1949	To keep students in school	None	Grades 4 through 12	None. Developed own procedures	Dan Pyle, then Prin., now Director of Research	Consultants from Michigan Dept. of Public Instruction	No specific organization. Guidance staff plays a part. Informed group of teachers help	To degree that interest and job responsibility relate to the problem	No	No response	No	Facts about who drops out and why	Program related to people's needs and their ability to satisfy needs	No response
Iron Mountain	To meet conditions of Michigan College Agreement	1948	To improve program by follow-up	None	Grades 9 through 12	None. Developed own procedures	Bruce Guild, then Prin., now Supt.	Consultants from Michigan Dept. of Public Instruction	Guidance committee	Entire staff is kept informed on problem	No	Regional College Agreement meetings	No	Continuous study of holding power; ten year follow-up	Change of industry and increase in local manufacturing affects drop-out	School's obligation to all youth in the community
Kenosha	To meet conditions of Michigan College Agreement	1948	To evaluate program in terms of students' needs	Drop-Out Study	10th grade	None. Developed own procedures	Wiles Robinson, then Prin., now Supt.	Leon Waxlin, Michigan Dept. of Public Instruction	Guidance Council, with high school and elementary membership	Entire staff accepted the problem as one to work on	Very little	Regional College Agreement meetings and summer courses	Tended to liberalize school requirements in special cases.	Studies caused change in content rather than in names of courses	Shifting population, increase in vocational education, new elementary and high school buildings	Program has been largely based on information obtained during "third party" (exit) interviews
Mt. Clemens	Staff concern over economic conditions causing drop-outs	1950	To reduce number of drop-outs	Self-Survey	8th grade	None. Developed own procedures	Harold Jones, Prin.; Ruth Westover, Director of Guidance	None	Informed group of classroom teachers worked together to set up procedures	Little	No	Somewhat. Specific conferences not listed	Stress on practices indicated desirable by school survey	School survey showed areas of need	Economic conditions increased jobs available to school leavers	Results of school survey showed areas where holding power was weak
Oakton	Staff concern over pupils dropping out to enter industry	1947	To hold pupils until graduation from high school	(1) Drop-Out (2) Follow-Up Study	Grades 11 and 12	Patterned somewhat after the program in St. Joseph, Michigan, High School	George Richards, then Prin., now Supt.; Norman Dunn, then Director of Guidance	Harold Good, Personnel Director, Climaxville Company	Guidance Committee given responsibility for holding power program	Entire staff involved in planning	Yes. Parent group helped develop policies of guidance committee	Somewhat helped by area studies of College Agreement	Moved from drop-out study to complete follow-up	Drop-out studies helped considerably	Changing community and growing school population	Type of community; needs of pupils; increased proportion of college-bound pupils
Owosso	To improve school program	No specific date	To improve school program	None	Grades 9 through 12	Used good ideas wherever found	Winnie Gebhardt, Asst. Prin., and Director of Guidance	Carl Horn, Michigan Dept. of Public Instruction and W.S.C.	Committee of guidance staff and teacher counselors	Total staff meets several times yearly to make and discuss plans	No	Regional College Agreement and Central Michigan College meetings	Moved from interviewing to meeting pupil needs and interests	Drop-out studies Follow-up studies	Military service	Guidance purposes and curriculum revision
Ravenna	To meet conditions of Michigan College Agreement	1952	To fit curriculum to needs of drop-outs	Follow-Up Study	Grade 4	Received help from Coopersville	Robert Wellings, Supt.; Donald Dechow, Prin.; Rudolph Cooper, Guidance Counselor	Leon Waxlin, Michigan Dept. of Public Instruction; Coopersville High School	A "committee of the whole" of all high school teachers with principal as chairman	Total staff was involved	Yes. Parent contacts, and one P.T.A. program on holding power	Regional College Agreement meetings	Moved from study of non-graduates to study of graduates	School-wide evaluation Follow-up studies	Economic conditions increased jobs available to school leavers	Success and failure of previous year's program, in light of discovered needs of pupils
St. Clair	To meet discovered needs of pupils	1952	To improve school services	Follow-Up Study	Grades 7 through 12	None. Developed own procedures	Arnold Embree, then Guidance Consultant, now Prin.	Edward Hoeber, U. of W.; Glenn Smith, Michigan Dept. of Public Instruction	All-school guidance committee	Total staff meets regularly	Little so far	County-wide meetings by principals have helped	No, except as new needs of pupils are discovered	School-wide evaluation of guidance services	Increased enrollment, with more rural pupils	Discovered needs of pupils
Vernonville	To meet conditions of Michigan College Agreement	1950	To help pupils and improve testing program	Testing Program	Grades 9 through 12	None. Developed own procedures	Dorothy Wilson, Prin.; Gertrude McGowan, teacher of English	Harry Scates, W.S.C.	Committee of testing and guidance, composed of high school and elementary representatives	Total staff involved through concern for testing and guidance	Members of the school board have shown concern	Four staff members took emphasis on course in guidance	Moved from testing to emphasis on total guidance program	Drop-out study Test results Follow-up study	Increased school population	Guidance purposes

4. Seven schools reported that the program began in all of the high school grades. Two schools established the program through the elementary and high school grades. One school indicated that the program began at the point where the drop-out occurred. In the remaining schools the program commenced in a particular grade or grades between the seventh and twelfth.
5. Most of the schools (11) did not pattern their programs after other schools, but developed their own procedures.
6. In fourteen of the schools the programs were given leadership by administrative officers. Eight schools also listed directors of guidance as local leaders.
7. Eight schools reported that representatives of the Michigan Department of Public Instruction had given assistance in the development of local programs. Persons most often mentioned included Dr. Carl Horn (three schools) and Dr. Leon Waskin (two schools).
8. The local school work group or committee formed to carry on the holding power program was most often a guidance council or committee (in nine schools). Two schools reported total high school staff work organizations had been established.
9. Some degree of total high school staff involvement in the planning phases of the program was reported by thirteen schools. In three of these thirteen schools, however, the involvement was reported as being "kept informed of plans."
10. Ten schools reported little or no involvement of local lay persons in the planning of programs. Some involvement of parents groups was reported by three schools. Two schools reported active interest by members of boards of education.
11. Staff participation in regional Secondary School-College Agreement conferences on holding power was reported to be helpful by eight schools. Three schools stated that extension courses had been beneficial.
12. Some shift in original purpose or emphasis of the program was reported by ten schools, with the general trend away from the accumulation of drop-out information to the development of specific practices and procedures.
13. Fourteen of the schools reported that the programs had developed on the basis of known facts obtained from drop-outs, graduates or both.
14. Changing conditions most often mentioned as affecting the development of programs included: economic conditions (six schools), military service (five schools), and increased school enrollments (four schools).
15. Various criteria were named by the selected schools as bases for selection of practices and procedures in holding power programs. These criteria included: a philosophy of education and guidance for all youth, the effort to involve parents and friends in the retention of pupils, early identification of potential school leavers, the attempt to vitalize instructional and guidance services, and the aim of developing a continuous program of education.



II. EXTENT AND DESCRIPTION OF HOLDING POWER PRACTICES

Information relative to holding power practices in the fifteen selected schools was drawn from responses to the check-list and the interview schedule. In order to present a more comprehensive picture of holding power practices in each of the four general areas, a "coefficient of extent" was computed for each item. This was done by assigning the arbitrary values of three, two and one to the responses "much," "some," and "little or none" respectively. These numbers were multiplied by the corresponding percentages of replies in each of the three assigned degrees of practice. These products were then added and the sum divided by one hundred, thus giving the coefficients. A coefficient of more than two would tend in the direction of "much." A coefficient of less than two would tend toward "little or none." Coefficients of extent were developed only for the total group of fifteen schools, since responses for each of the geographic areas or school sizes tended to follow quite closely the pattern of responses indicated for all schools.

The procedure followed in the presentation of the findings in this section was to discuss (1) extent of use of practices, and (2) representative practices in each case where the coefficient of extent exceeded the critical ratio of 2.10. This was done for each of the areas of classification: (1) curriculum, (2) guidance, (3) administrative practice, and (4) work with parents and community.

Extent of Use of Curriculum Practices to Improve Holding Power

Effective curriculum practices are essential if schools are to

improve their holding power rates. This is emphasized by evidence presented in Table XXXIII, which shows that school administrators regard curriculum improvement as a major problem in increasing holding power.¹ This is further pointed out by M. E. Finch, Principal, Alpena (Michigan) High School, who states:

. . . if we can establish in our schools curriculums to coincide with the abilities of our youth as well as procedures to give positive rather than negative recognition, develop a cooperative atmosphere and eliminate the "squeeze-out procedures," the result will be a better holding power in the schools of Michigan.²

The extent to which certain curriculum practices designed to increase holding power are used in selected Michigan high schools is presented in Table XXXVIII. Study of the table reveals that, of eight practices listed, four were rated as having considerable use, with coefficients of extent in excess of 2.10. In rank order of extent of use these much used practices were: (1) providing part-time employment, (2) carrying on curriculum study, (3) improving the co-curriculum, and (4) providing supervised work experience.

Description of Specific Curriculum Practices Designed to Increase Holding Power

In the selected schools, a number of curriculum procedures were found which served to illustrate the much-used practices identified in the preceding section. These procedures are here described briefly.

¹See Table XXXIII, p. 120.

²M. E. Finch, "The Principal and School Holding Power," The Bulletin of the Michigan Secondary School Association, XIX, No. 7 (April, 1955), p. 116.

TABLE XXXVIII

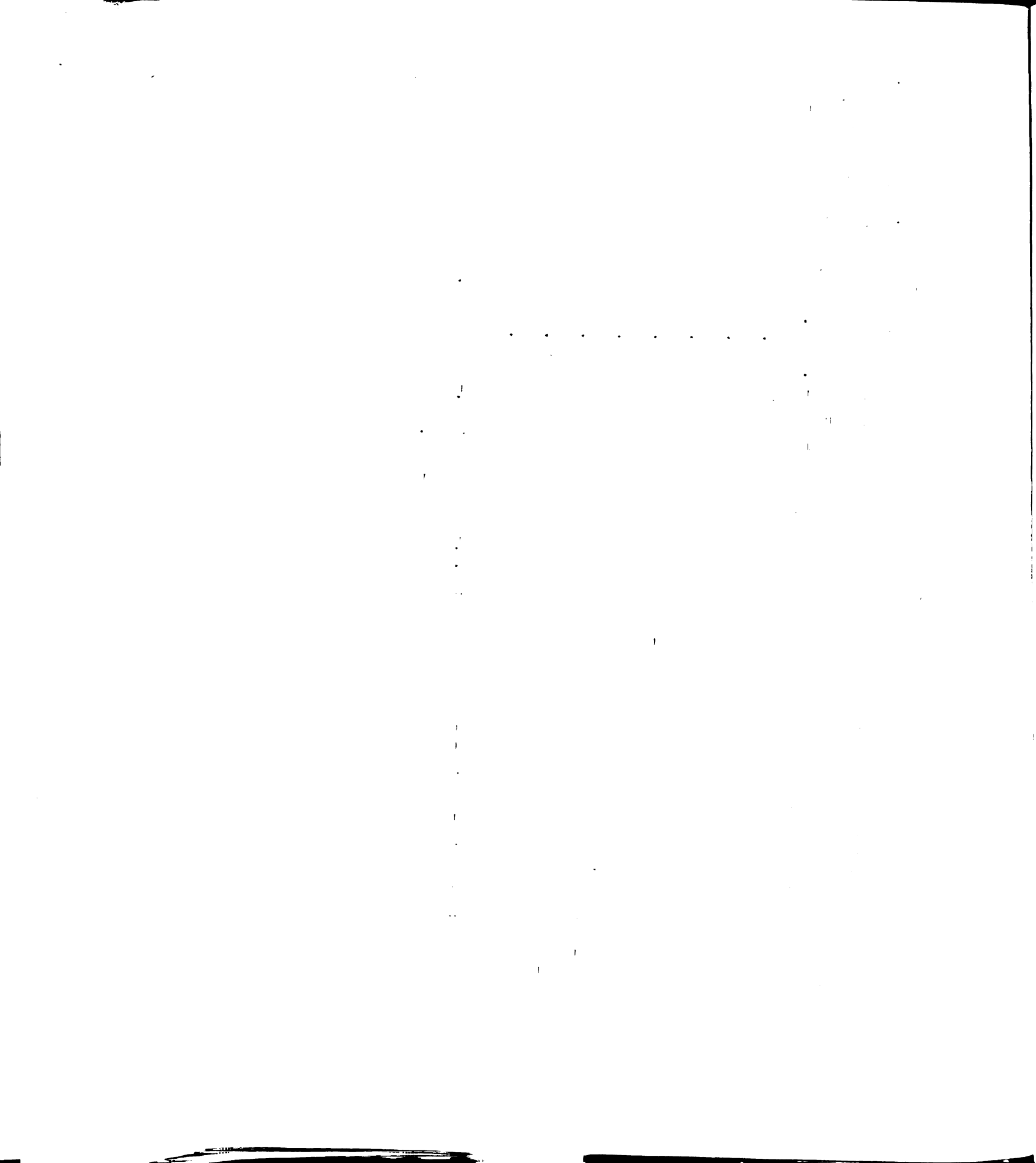
EXTENT OF USE OF CURRICULUM PRACTICES DESIGNED TO INCREASE HOLDING POWER
IN SELECTED MICHIGAN HIGH SCHOOLS

Type of Practice ^a	Extent of Practice (%)					Plotted Coefficient		
	Total N=15					(3)	(2)	(1)
	M	S	L-N	N-R.	Co.	M	S	L-N
Carrying on curriculum study to improve holding power	27	73	0	0	2.27			
Modifying instructional techniques to hold more pupils	7	80	13	0	1.93			
Improving remedial services to hold pupils	13	67	20	0	1.93			
Using experimental units to assist potential drop-outs	0	53	40	7	1.57			
Providing supervised work experience to hold pupils	46	27	20	7	2.12			
Providing part-time employment to hold more pupils	40	60	0	0	2.40			
Improving co-curriculum to hold pupils	27	73	0	0	2.26			
Providing school camping to hold pupils	20	7	66	7	1.40			



Abbreviations: M-Much; S-Some; L-N-Little or None; N.R.-No Response; Co.-Coefficient.

^aListed in order of occurrence on interview schedule and check-list.



1. Part-time employment programs. Alpena High School reported an extensive program of part-time employment, with more than 200 pupils (20 per cent of the entire student body) released from school activities for one or more hours daily. At Highland Park High School it was stated that part-time employment was encouraged among students, and that school schedules were adjusted to make such employment possible.

2. Curriculum study. Escanaba High School reported that members of its staff were involved in a system-wide (elementary and secondary) curriculum program, in which both horizontal and vertical studies were being carried on, with periodic reports of progress to the board of education and the entire school faculty. Each sub-committee (1) described its present program, (2) evaluated its present program, (3) listed its program objectives, and (4) suggested changes. Curriculum sub-committees included English-Language Arts, Social Studies, Mathematics, Science, Music, Art, Home Arts, Physical Education and Health, Commercial and Industrial Arts. St. Clair High School described an extensive curriculum study made in 1953, which resulted in revisions of class schedules and curriculum content. Subsequent evaluation showed improved pupil behavior and reduced teacher fatigue. Ravenna High School stated that its curriculum committee makes a yearly analysis of the findings of its follow-up of drop-outs and graduates, and recommends curriculum changes to the superintendent and the board of education.

3. Improving the co-curriculum. Alpena High School told of a procedure whereby students regularly enrolled for four subjects plus one or two co-curricular activities, each semester. In addition, a "Teen

Canteen," planned and operated by students, met at the school one evening each week. The activities of the "Teen Canteen" were social and recreational in nature, consisting of games, snacks and dancing. Attendance was approximately 400 per week (approximately 40 per cent of the student body). Four staff members acted as advisor-hosts. An evaluation of the school club program completed during 1954 revealed a high degree of student satisfaction. Iron Mountain High School stated that its co-curriculum had been expanded to include such clubs as Future Teachers, Future Nurses, Future Business Leaders, Key Club, Tri-Hi-Y, Hi-Y, and all intramural sports except swimming. Escanaba High School reported that it had expanded its student council organization to include 100 representatives (approximately 12 per cent of the student body) and that student affairs were operated by students in a manner similar to the city commission form of government used in Escanaba. Okemos High School stated that the programs for Future Homemakers and Future Farmers had been expanded, and that a Saturday morning intramural sports program had been inaugurated.

4. Supervised work-experience programs. St. Clair High School reported that approximately 8 per cent of the student body were enrolled in the Diversified Occupations program, which included Trade and Industry. Greenville High School estimated that nearly 10 per cent of its students were participating in the cooperative-work program, which the principal called "a direct benefit to the holding power of our school." Approximately 10 per cent of the pupils of Menominee High School were reported to be enrolled in the State program of Retail Merchandising and Office Practice.

Extent of Use of Guidance Practices to Improve Holding Power

In his visits to the fifteen selected Michigan high schools, the writer found that each school staff recognized the school program of guidance services as an important factor in the retention of pupils. This conviction was expressed by S. N. Horton, Administrative Assistant in the Detroit Public Schools, in a recent article, as follows: ". . . There is rather general agreement among educators that where strong counseling and guidance programs function effectively, school holding power is on the increase."³

The extent to which certain guidance practices designed to increase holding power are used in the selected schools is presented in Table XXXIX. Evidence contained in the table shows that eight of the ten practices listed were rated as being used considerably, with coefficients of extent exceeding 2.10. These eight practices, listed in rank order of extent of use, were: (1) Providing occupational information; (2) Improving the cumulative record system; (3) Helping potential leavers make educational choices; (4) Insuring exit interviews; (5) Making early identification of potential leavers; (6) Interviewing potential leavers regarding personal and educational problems; (7) Conducting systematic holding power studies; and (8) Providing follow-up contacts with early school leavers.

³ S. N. Horton, "The Counselor and School Holding Power," The Bulletin of the Michigan Secondary School Association, XIX, No. 7 (April, 1955), p. 112.

TABLE XXXIX

EXTENT OF USE OF GUIDANCE PRACTICES DESIGNED TO INCREASE HOLDING POWER
IN SELECTED MICHIGAN HIGH SCHOOLS

Type of Practice ^a	Extent of Practice (%)				Plotted Coefficient		
	M	S	L-N	N.R.	(3) M	(2) S	(1) L-N
Providing orientation for all incoming pupils	0	100	0	0	2.00		
Identifying potential school leavers early	40	60	0	0	2.40		
Improving the cumulative record system	73	27	0	0	2.73		
Helping potential leavers make appropriate educational choices	67	33	0	0	2.67		
Providing personal recognition for potential school leavers	0	93	0	7	1.86		
Making occupational information available to potential leavers	87	13	0	0	2.87		
Interviewing potential leavers on personal and educational problems	60	40	0	0	2.40		
Insuring "exit" interviews for early school leavers	74	13	13	0	2.60		
Providing follow-up contacts with early leavers	33	60	7	0	2.27		
Conducting systematic holding power studies	53	27	20	0	2.33		

Abbreviations: M-Much; S-Some; L-N-Little or None; N.R.-No Response; Co.-Coefficient.

^aListed in order of occurrence on interview schedule and check-list.

Description of Specific Guidance Practices Designed to Increase Holding Power

Many examples of guidance procedures employed to reduce the number of early school leavers were described during the writer's visits to the selected schools. Examples of such practices are cited in this section.

1. Procedures for providing occupational information. Okemos High School reported that appropriate occupational information was provided to potential early school leavers through individual counseling, homeroom discussions, occupations courses, and interviews with the principal. Charlotte High School stated that occupational information was included in an Occupations Unit in ninth grade English classes, and in a Vocations Unit in twelfth grade Problems in American Democracy classes. Most of the other schools visited made similar provisions.

2. Cumulative record procedures. Greenville High School described an unique system used in conjunction with its cumulative record folder. An index card was provided for each student, with space for school progress and changes of status. In addition, a "master accounting sheet" containing the names of all students of each class, was maintained. The "master accounting sheet" contained columns with such headings as: Entered Ninth Grade, Graduated, Dropped Out, Transferred Out, Still In School, and Transferred In. See Appendix C for a copy of this sheet. Charlotte High School reported that information was recorded by "date categories" in the cumulative folder, and that profile sheets were included for each student. Notes on parent-teacher conferences were also kept in

the folder, together with any anecdotal records. In order that the cumulative records would be utilized more effectively, the majority of the Charlotte teachers acted as advisors, and followed their advisees all through the high school program, with one hour daily for conferences with advisees.

3. Helping potential school leavers make educational choices.

Ravenna High School reported the development of a student handbook which included a complete list of all courses. These course descriptions provided a basis for counseling contacts between teachers and potential school leavers. As a first step in orientation to the high school program an annual visitation day was held for eighth graders of rural schools, and vocational counseling was provided to all students. Alpena High School stated that five teachers visit eighth grade classes each year to assist eighth grade teachers in the orientation of pupils to high school. After entering ninth grade, pupils are able to make course changes as needs become apparent. Escanaba High School outlined its program of educational advisement, which consists of counselor-assistance in course planning at eighth and ninth grade levels, and a sophomore course, "Effective Living," containing a unit on educational planning.

4. Exit interviews for early school leavers. Menominee High School described an exit procedure in which the Superintendent confers with school leavers in a final effort to retain them in school. It was estimated that 50 per cent of potential leavers return to their class-work after this conference, which is called the "third party" interview. Mount Clemens reported a somewhat similar exit procedure which ran as

follows: study hall teacher to counselor to assistant principal or principal, with final clearance through the counseling office. Vermontville High School stated that early school leavers were interviewed by the Principal and the Superintendent, by home-visits if necessary.

5. Early identification of potential school leavers. Menominee High School reported that potential early school leavers were identified as soon as possible by elementary and secondary classroom teachers, school nurses, speech correctionists, counselors and the testing supervisor. At St. Clair High School it was stated that identification was accomplished by the homeroom teacher and the principal through use of the cumulative record and reports of class failures. At Charlotte High School a somewhat similar practice was described, whereby the classroom teachers made referrals of potential leavers to the counselors or the principal whenever advisable, particularly in cases of class failure.

6. Interviewing potential school leavers on personal and educational problems. Alpena High School reported that nearly all teachers are involved in the counseling program, in which freshmen have four scheduled conferences, and sophomores, juniors and seniors one scheduled conference yearly. Additional conferences were arranged as necessary. In Vermontville High School, with only 114 students, it was stated that the principal held one counseling interview yearly with each sophomore, junior and senior pupil. At Charlotte High School a procedure was outlined in which the faculty advisors made referrals to the school counselors, who then contacted the principal or the parents when it was deemed necessary.

7. Conducting systematic holding power studies. Battle Creek High School reported that it made an annual study of holding power, in addition to follow-up studies of graduates on a three, five and ten year basis. Appendix C contains excerpts from one of the Battle Creek reports. Ravenna High School stated that a continuous study of drop-outs and graduates was carried on. See Appendix C for a description of the Ravenna study. Greenville High School reported that two follow-up studies had been made since 1948. Alpena High School described a continuous study of reasons for school leaving, based on exit interviews. Results were discussed at one staff meeting yearly. See Appendix C for a portion of the Alpena report.

8. Follow-up contacts with early school leavers. Escanaba High School reported a system of periodic contacts with drop-outs during the first year by means of personal interviews, telephone calls, cards and letters. Alpena High School described a somewhat similar system, by which early school leavers were invited by letter and by personal interview to return to school. Vermontville High School and Charlotte High School reported continued contacts with their drop-outs through their periodic follow-up studies.

Extent of Use of Administrative Practices to Improve Holding Power

That the task of raising holding power is closely related to effective school administration is evidenced by Table XXXIII, which

shows that 26 per cent of the major holding power problems listed by administrators were related to administrative practices.

Table XL contains evidence regarding the extent to which certain administrative practices designed to increase holding power are used in the selected Michigan schools. Study of Table XL reveals that nine of the ten practices listed were used extensively, with coefficients of extent above 2.10. In rank order of use these nine practices were: (1) Improving transportation facilities; (2) Providing conference hours for teachers; (3) Developing a school philosophy on holding power; (4) Using a teamwork approach in dealing with potential leavers; (5) Reducing excessive class size; (6) Eliminating "rejection" and "squeeze-out" procedures; (7) Providing for staff planning of the holding power program; (8) Developing working relationships among staff members involved in the holding power program; and (9) Reducing school costs which encourage school leaving.

Description of Specific Administrative Practices Designed to Increase Holding Power

The practices described in this section provide illustrative examples of specific administrative procedures reported in the selected schools as contributing to the effort to improve holding power.

1. Improving transportation facilities. Menominee High School reported that new buses have been added and schedules have been revised. Charlotte High School stated that buses pick up and deliver rural pupils at their doors, according to school board policy.

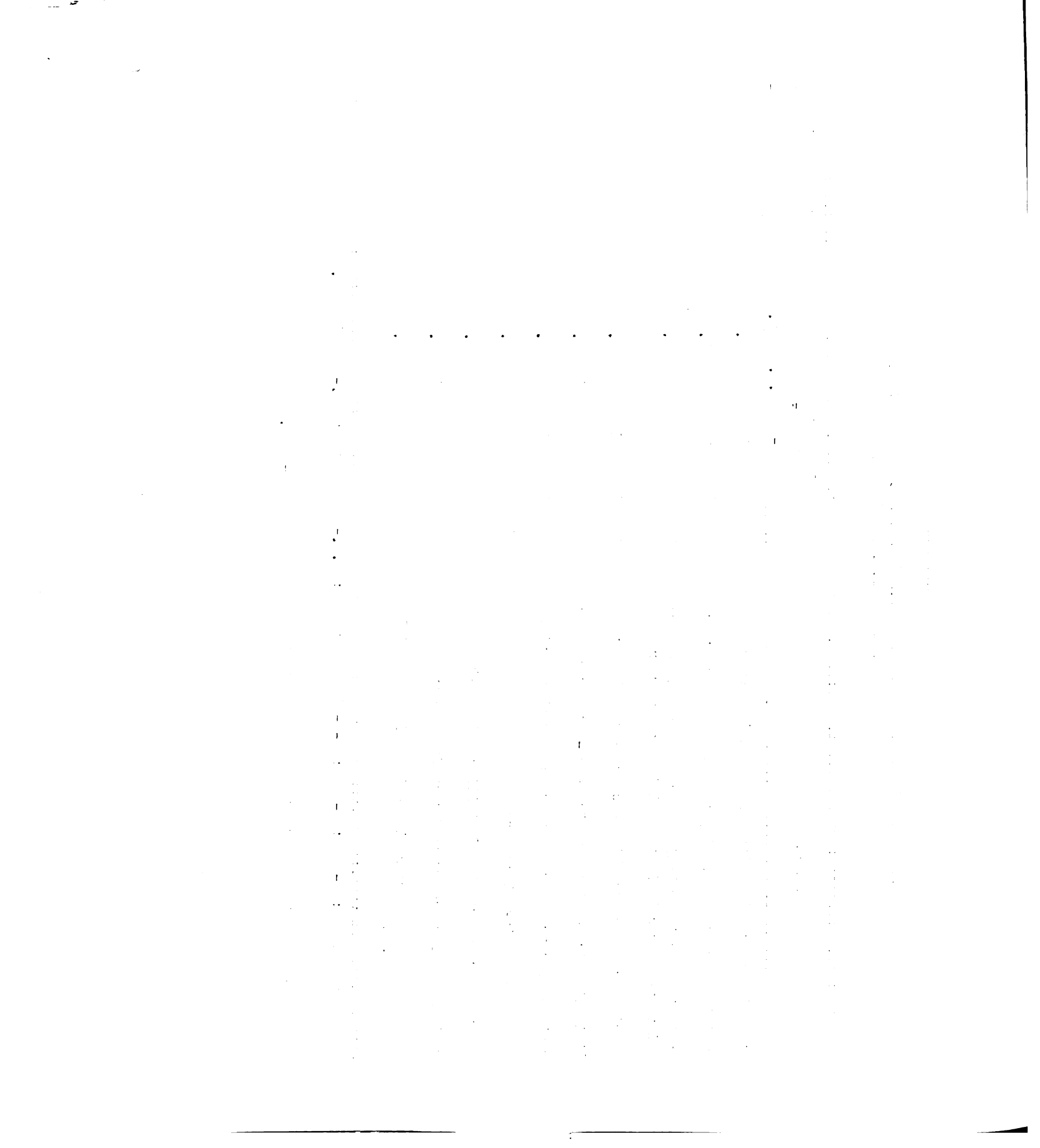
TABLE XL

EXTENT OF USE OF ADMINISTRATIVE PRACTICES DESIGNED TO INCREASE HOLDING POWER
IN SELECTED MICHIGAN HIGH SCHOOLS

Type of Practice ^a	Extent of Practice (%)				Plotted Coefficient		
	Total N=15				(3) M	(2) S	(1) L-N
	M	S	L-N	N.R.	Co.		
Developing a school philosophy on holding power	47	40	13	0	2.33		
Providing for staff planning of holding power program	40	40	20	0	2.20		
Developing working relationships among staff members involved directly in the holding power program	20	80	0	0	2.20		
Reducing school costs which encourage school leaving	20	73	7	0	2.13		
Eliminating "rejection" and "squeeze-out" procedures	40	53	0	7	2.26		
Providing for transfer to other schools when advisable	26	33	33	7	1.77		
Reducing excessive class size	47	33	20	0	2.33		
Improving transportation facilities and schedules	33	47	20	0	2.60		
Providing conference hours for staff members	53	40	0	7	2.39		
Using a teamwork approach in dealing with potential school leavers	47	40	13	0	2.33		

Abbreviations: M-Much; S-Some; L-N-Little or None; N.R.-No Response; Co.-Coefficient.

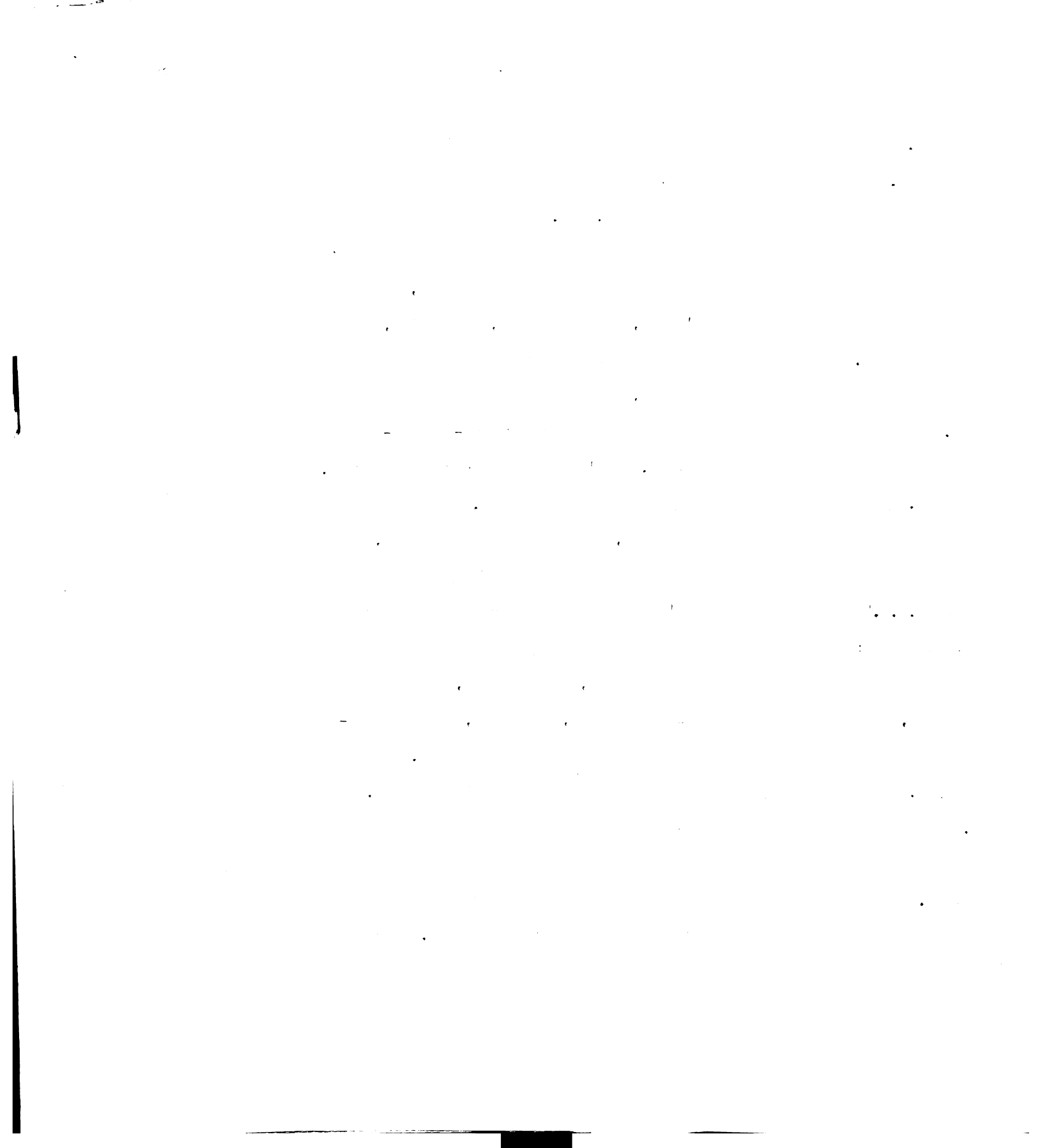
^a Listed in order of occurrence on interview schedule and check-list.



2. Providing conference hours so teachers may engage in teamwork activities. All of the schools under study reported that one or more conference hours are scheduled for teachers. St. Clair High School stated that the class schedule has been reduced from seven to six periods; that each teacher has one conference hour during the regular day, plus the hour between three and four o'clock, for conference, counseling, and committee work. Charlotte High School reported that classes are dismissed early approximately six times each year, so that faculty meetings may be held. Charlotte High School also scheduled one or more one-and one-half day faculty conferences annually at St. Mary's Lake Camp near Battle Creek.

3. Developing a school philosophy on holding power. In its cooperatively developed school philosophy, Okemos High School states, "We believe that we need to deal with all of the needs of all of our students. . ." Ravenna High School's philosophy of education includes this statement: "Our school exists to provide for each member of the community the opportunity to obtain knowledge, learn skills, and develop attitudes, that will help him to live a happier, healthier, more prosperous life in social harmony with his community and his fellow men."

4. Using a teamwork approach in dealing with potential leavers. St. Clair High School reported that the case conference technique was used by staff members in attempting to improve the adjustment of potential leavers. Charlotte High School stated that faculty members frequently work together as a staff on the problem of early school leavers. Escanaba High School listed its curriculum committees and its guidance council as

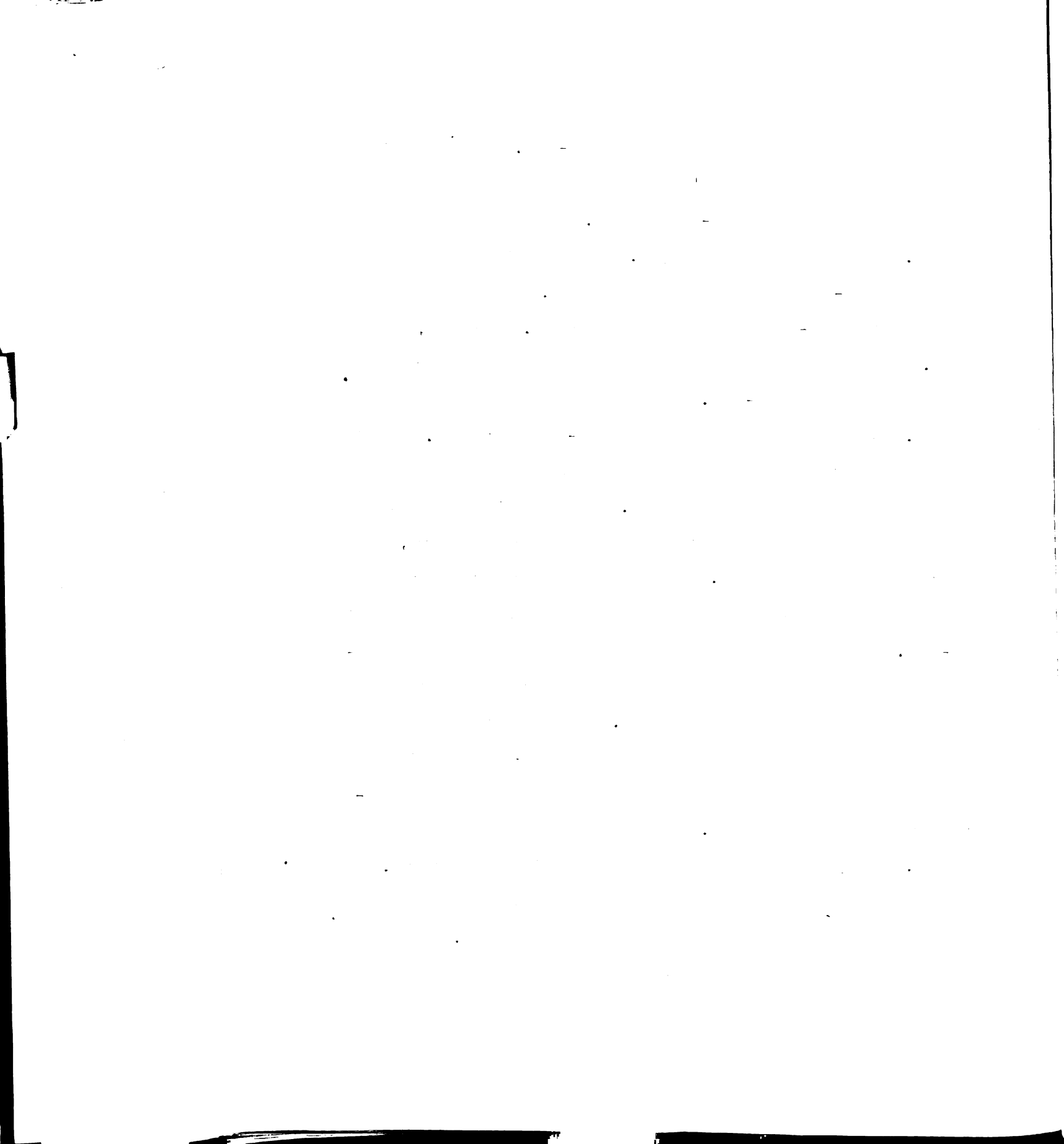


"teams" which are concerned with potential drop-outs. Greenville High School stated that its principal's advisory committee works as a group which frequently considers drop-out problems.

5. Reducing excessive class size. Iron Mountain High School reported a pupil-teacher ratio of eighteen to one. Alpena High School calculated its pupil-teacher ratio at twenty to one. Menominee, Okemos and St. Clair High Schools reported that additional staff members have been added to reduce class-size.

6. Eliminating "rejection" and "squeeze-out" procedures. Menominee High School reported that a special English course had been added to meet the needs of ungraded slow students. Charlotte High School stated that many of its potential leavers enrolled in a "general" course, with few academic subjects included. Charlotte also reported that several special classes in social studies and English had been added for potential drop-outs. Ravenna High School reported that its annual honors convocation was designed to provide recognition for various achievements in addition to academic and athletic success. Highland Park High School indicated that strong emphasis had been placed on in-service training of teachers to acquaint them with the effects of "rejection" and "squeeze-out" procedures on potential leavers.

7. Providing for staff planning of the holding power program. Vermontville High School reported that its pre-school conference in August 1954 was planned with an emphasis on holding power problems. Ravenna High School stated that its entire teaching staff of 14 teachers acted as



a "committee of the whole" in planning and evaluating the holding power program. Charlotte High School indicated that the entire teaching staff has shared in the development of its program at the annual camp workshops held since 1950.

8. Developing working relationships among staff members involved in the holding power program. Menominee High School reported that major responsibility for its program was centered in a school-wide guidance council, with representation from secondary and elementary levels. Okemos High School stated that its program was cooperatively developed by the guidance, curriculum and policy committees. St. Clair High School indicated that its program had been developed as a joint responsibility of the principal and the guidance director, and that problems involved in program development had been considered at a county-wide meeting of school principals. Greenville High School reported that its program was one of the responsibilities of the principal's advisory committee. Ravenna High School stated that the principal and guidance director shared an office, which facilitated administration of the program. In addition, Ravenna High School reported that statistical summaries of studies and much of the other detail work of its program were handled by clerical employees rather than by the professional staff.

9. Reducing school costs which encourage school leaving. Alpena High School stated that excessive school fees are held down by board of education policy; one-half of the towel fees are paid by the board, for example. Charlotte High School reported a somewhat similar policy of

reducing the cost of schooling to individual pupils, with board action prohibiting the use of class funds for class trips and directing that class funds be spent for group projects, social events, caps and gowns, and similar purposes. All of the schools visited reported that they regarded the cost factor as an important one in holding power, and that they favored practices designed to reduce excessive costs.

Extent of Use of Practices Designed to Involve Parents and Community in Increasing Holding Power

Evidence from research studies presented in Chapter Two support the conclusion that solutions to the holding power problem rest with the effective functioning of the family and the community as well as with the school.

The importance of community factors which affect school holding power was emphasized by Kenneth Beagle, Superintendent of the Grand Ledge (Michigan) Schools, when he said that one way to improve holding power was to ". . . use all available community resources to provide such special health, vocational, and recreational opportunities and moral and spiritual experiences as will strengthen the total educational environment."⁵

⁵Kenneth Beagle, "The Superintendent and Holding Power," The Bulletin of the Michigan Secondary School Association, XIX, No. 7 (April, 1955), 117-18.

Evidence presented in Table XXXIII shows that twenty per cent of a group of school administrators regarded problems related to work with parents and community as the major ones in increasing holding power in their schools.⁶

The extent to which certain practices designed to enlist parents and community in increasing holding power are used in selected Michigan high schools is shown in Table XLI. Study of the table reveals that, of six practices listed, three were rated as being used considerably, with coefficients of extent in excess of 2.10. In rank order of extent of use these much-used practices were: (1) Supporting a community-wide recreation program; (2) Working with parents of potential school leavers; and (3) Enlisting assistance of parents and lay people in planning programs for potential leavers.

Description of Specific Practices Designed to Involve Parents and Community in Increasing Holding Power

Practices cited in this section indicate the kinds of specific parent-community practices which were reported as much-used in the selected schools as means of improving holding power.

1. Supporting a community-wide recreation program. All of the fifteen selected schools reported that there was an organized summer recreation program of some type which received school support. Escanaba High School stated that it supported a teen age social center ("Club 314") with school funds and school staff leadership. Ravenna High School

⁶ See Table XXXIII, p. 120.

TABLE XLI

EXTENT OF USE OF PRACTICES DESIGNED TO INVOLVE PARENTS AND COMMUNITY
IN INCREASING HOLDING POWER IN SELECTED MICHIGAN HIGH SCHOOLS

Type of Practice ^a	Extent of practice (%)					Plotted Coefficient		
	Total N=15					(3)	(2)	(1)
	M	S	L-N	N.R.	Co.	M	S	L-N
Supporting a community-wide recreation program	53	40	0	7	2.39			
Working with parents of potential school leavers	27	67	6	0	2.21			
Enlisting the active assistance of "significant" adults to work with potential school leavers	0	20	73	7	1.86			
Securing active cooperation of labor, business and social groups to assist potential leavers	13	60	27	0	1.87			
Enlisting assistance of parents and lay people in planning programs for potential leavers	27	60	13	0	2.14			
Interpreting the holding power program to parents and lay citizens	27	40	33	0	1.94			

Abbreviations: M-Much; S-Some; L-N-Little or None; N.R.-No Response; Co.-Coefficient.

^aListed in order of occurrence on interview schedule and check-list.

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reported that results of its holding power study led to the development (with Parent-Teacher Association support) of a recreation program which includes arts, crafts, games and swimming. Iron Mountain High School indicated that its year-round recreation program was jointly supported by city and school funds. St. Clair High School reported that its year-round recreation program was supported by the schools and churches. Okemos High School stated that the schools provide facilities and leadership for a summer and Saturday recreational program which consists chiefly of games and competitive sports. Charlotte High School reported that it supplied facilities and leadership for a year-round recreation program.

2. Working with parents of potential school leavers. All of the schools visited reported that they attempted to cooperate with the parents of potential school leavers by making home visits or inviting parents to visit the school for conferences. Charlotte High School stated that its regularly scheduled parent-teacher conferences served as a good opportunity for enlisting parent support for its holding power program. Menominee and Iron Mountain High Schools reported that parents of potential drop-outs were contacted by telephone and invited to visit the school to discuss the problem. Escanaba stated that a card was sent to parents of school leavers, inviting the boy or girl to return to school (see Appendix C for a copy of this card).

3. Enlisting assistance of parents and lay people in planning programs for potential leavers. Five of the schools visited reported that active Parent-Teachers Associations had assisted in some phase of

the local holding power program. Iron Mountain High School stated that parents and lay people frequently assisted potential leavers by providing part-time jobs, and that local service clubs furnished financial assistance to potential leavers on an individual basis. Okemos High School described a two-year program whereby all parents were invited to spend one day visiting the school, and pot-luck suppers were planned for the parents of all pupils in each class, in an effort to increase mutual understanding between parents and teachers. Okemos High School also prepared a community calendar and a Know-Your-School leaflet which was distributed to all parents. Iron Mountain, Greenville and Charlotte High Schools reported that annual open house evenings at the schools provided effective means of interpretation of the holding power program and enlisting the active concern of parents for the drop-out problem. Vermontville High School reported that local merchants and farmers had provided part-time employment for potential school leavers on various occasions.

III. EFFECTIVENESS OF HOLDING POWER PROGRAMS

Six general questions regarding the effectiveness of holding power programs were included in the interview schedule used by the writer during his visits to the selected schools. The responses to the questions on effectiveness, however, did not appear to be suited to tabular presentation. Therefore, the responses will be discussed under the following six headings: (1) Outstanding strengths; (2) Chief weaknesses; (3) Steps needed to strengthen programs; (4) Effects on students; (5) Effects on staff members; and (6) Effects on parents and lay citizens. Under each heading a general

summary of responses will be made, followed by several illustrative comments offered by school staff members.

1. Outstanding strengths of holding power programs. A study of the individual responses made by the selected high schools to the question: "What are the outstanding strengths or advantages of the holding power program in your school?" reveals that the respondents regarded improved attitudes, relationships and understandings, along with increased self-study by school staffs as the chief strengths.

Specific comments by schools regarding strengths. Mt. Clemens: "Potential early leavers now have a more friendly feeling toward our school." Battle Creek: "Our program has helped us to learn techniques of involving parents in the educational program." Alpena: "Our program has helped us to identify educational weaknesses and needs." Okemos: "Our program has improved our personal interviewing and follow-up of potential leavers." Escanaba: "Our program has provided a stimulus to curriculum and guidance improvement."

2. Chief weaknesses or areas of further need. Responses by individual schools show that lack of teacher interest, insufficient counseling time, inadequate vocational programs, and failure to make early identification of potential leavers constitute major weaknesses in the programs studied.

Specific comments by schools regarding weaknesses. Owosso: "Apathetic attitudes by some toward potential drop-outs constitute a weakness in our program." Mt. Clemens: "We need more vocational courses or even an area vocational school, to strengthen our program." Vermontville: "We need to

have more counseling by teachers." Greenville: "More counseling time would improve our program." Highland Park: "We need an increasingly realistic approach to pupil interests and needs."

3. Steps needed to strengthen holding power programs. Analysis of replies to the question, "What steps could be taken to strengthen your present program?" reveals that greater continuity of effort, increased counseling time, additional vocational emphasis, and more in-service training of teachers are important next steps in the programs of the schools studied.

Specific comments by schools regarding steps needed to strengthen programs. Alpena: "We must devise techniques which will enable us to identify potential school leavers earlier." Okemos: "We need a full-time guidance specialist and a remedial reading teacher to improve our program." Flint Dye: "Our program requires additional curriculum study and improvement." Ravenna: "We need to provide greater continuity for our holding power program." Escanaba: "We feel the need for a system-wide holding power committee to further our program and integrate our efforts."

4. Effects of holding power programs on students. Schools visited were asked the question, "What has been the effect of the program on students?" A study of responses indicates that improved course selection (five schools), better self-understanding (four schools), greater extra-class participation (four schools), reduced early school leaving (ten schools), better pupil-teacher relationships (six schools), and improved performance in basic learning skills (eight schools) were chief effects

reported by schools. Other effects noted by one or more schools were improved achievement in regular courses, greater care by teachers in assisting students, and better pupil-parent relationships.

A comparison of holding power rates for each of the fifteen selected schools for the classes which graduated in 1951 and 1953 was made, utilizing the approved formula used throughout this study. In twelve of the fifteen schools the 1953 rates had increased, while in three schools the rates had decreased. The average holding power rate for the fifteen schools was 69.1 per cent in 1951, and 73.7 per cent in 1953.

Specific comments by schools regarding effects on students. Alpena: "Our teachers now take more care in assisting students." Owosso: "Our pupils now expect counseling." Alpena: "We have noted improved achievement in mathematics and English." Escanaba: "Our program has stimulated the improvement of our counseling services." Ravenna: "We have added courses as a result of our program."

5. Effects of holding power programs on staff members. During his visits to the selected schools, the writer asked the question, "What has been the effect of the program on staff members?" Analysis of replies to this question reveals that among frequently-mentioned effects were the following: stimulated participation in research projects (six schools), prompted further study in institutions (seven schools), and led to curriculum study and revision of school policies (seven schools). Additional effects named by one or more schools included increased teacher-understanding and concern for school leavers, broadened basis of evaluation, reduced teacher turnover, increased teacher participation in community leadership

roles, liberalization on policies regarding scheduling of co-curricular activities, reduced number of academic failures, and expanded testing programs.

Specific comments by schools regarding effects on staff members.

Ravenna: "Our program has provided a focal point for in-service teacher growth." Menominee: "Our teachers now evaluate more factors than academic achievement." Vermontville: "We now do more testing to learn the interests and potentialities of our pupils." Alpena and Mt. Clemens: "Our program has caused our teachers to show greater concern for the problems of individual students."

6. Effects of holding power programs on parents and lay citizens.

In response to the question, "What has been the effect of your program on parents and lay citizens?" the schools visited reported a number of effects. Chief results mentioned were more teacher visits to homes and more parent visits to schools (six schools) and increased confidence in the schools by lay citizens (six schools). Other comments made by one or more schools included greater telephone contact between school and home, more counselor-parent interviews, greater awareness of school interest by parents, stimulus to teacher-parent interviews, and use of the holding power program as a public relations device.

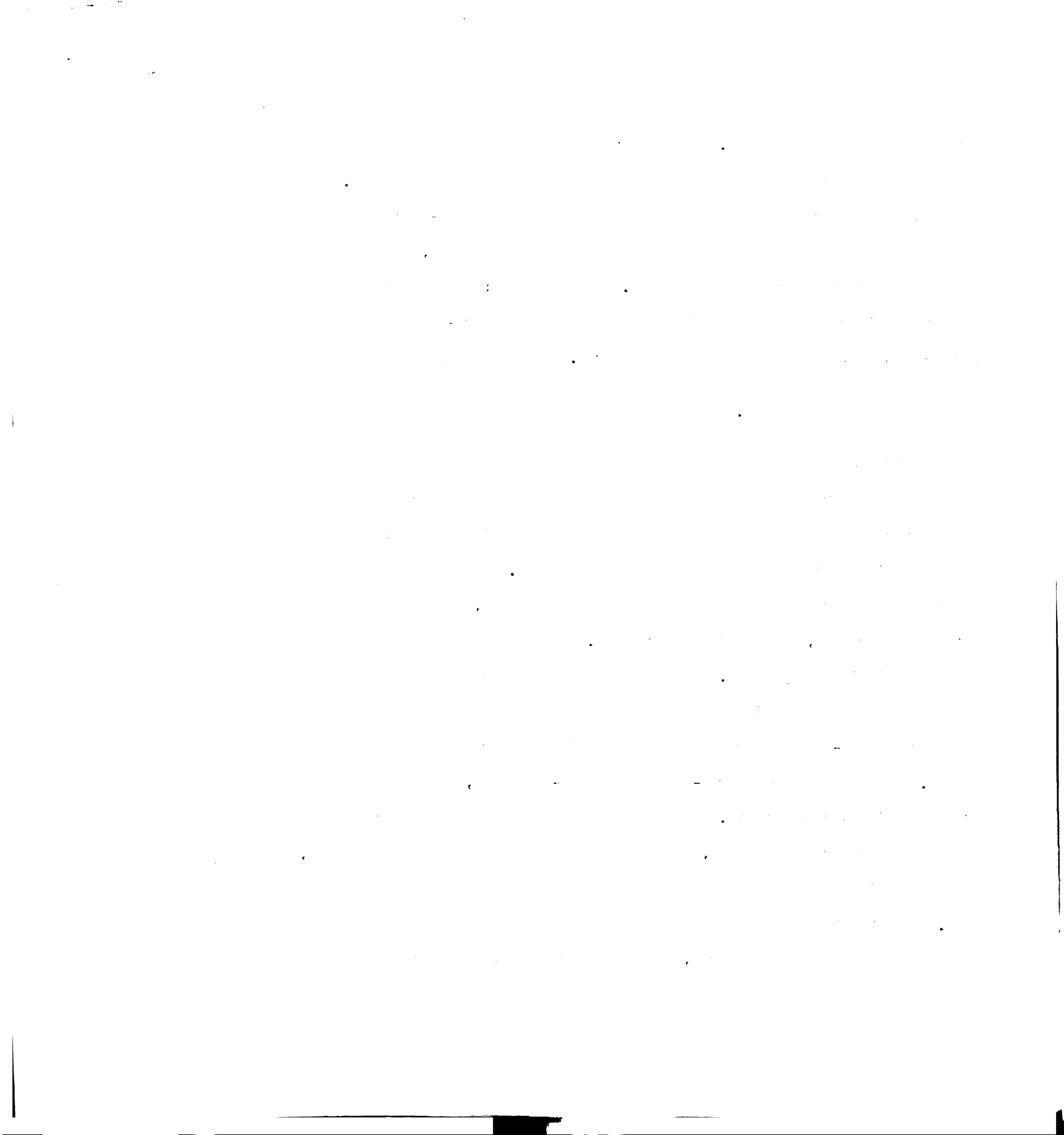
Specific comments by schools regarding effects on parents and lay citizens. Mt. Clemens: "We have found that our program provides a good public relations opportunity for our school." Ravenna: "Our program has caused parents to feel that the school is more interested in their children." Flint Dye: "Our program has led to a new policy whereby married students

may continue to attend school." Escanaba: "Our program has led us to schedule counselor interviews with all parents of our ninth grade pupils." Ravenna: "Our program provided the basis for a valuable Parent-Teacher Association meeting on the problems of potential school leavers, which resulted in greater parent understanding." Vermontville: "Our program has brought increased board of education interest in our pre-school conference activities and our school camp program."

IV. SUMMARY OF FINDINGS

This section of Chapter V contains a summary of the findings which have been drawn from analysis of responses by school staff members to an interview schedule and check list of holding power practices used in visits to fifteen selected Michigan secondary schools. The summary will be presented under the headings of initiation of programs, nature and extent of practices, and effects of programs.

Initiation of programs. The typical holding power program in the selected schools was initiated in 1948 in connection with the Michigan Secondary School-College Agreement and the desire to improve the total school. It was known as a "drop-out" or "follow-up" study, and it operated in grades nine through twelve. The typical program was a local effort of an informal or formal committee, under leadership of the local administrators, and with advice of some representative of the Department of Public Instruction. Although the total school staff was usually involved to some extent in the development of the program, local lay persons rarely assisted in the

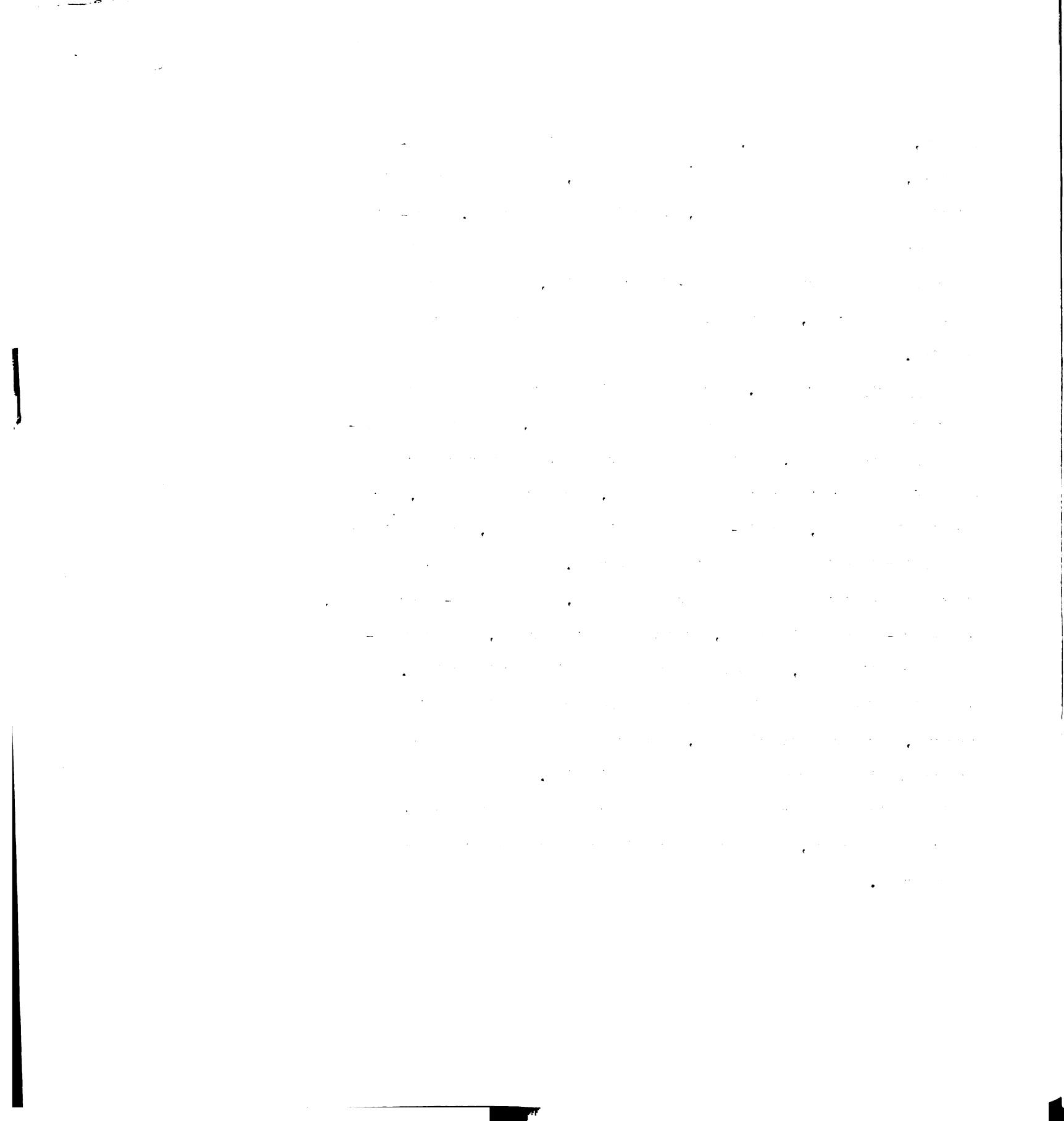


early stages. The establishment of the typical program was furthered by staff participation in regional Secondary School-College Agreement conferences on holding power, and the general developmental trend was away from the accumulation of information toward the organization of specific practices. Factors which affected program development were economic conditions, military service, and increasing enrollments. Criteria used for the selection of practices included the philosophy of universal secondary education, the involvement of parents and peers in the retention of pupils, early identification of potential school leavers, the strengthening of instruction and guidance, and the desire to make secondary education a continuous experience.

Nature and extent of practices. Actual practices employed by the selected schools to improve their holding power fell into four categories: curriculum, guidance, administration and parent-community contacts. Much-used curriculum practices found in the selected schools were part-time employment, curriculum study and change, co-curriculum improvement, and supervised work experience. Holding power procedures in the guidance area included the provision of occupational information, improvement of cumulative records, assisting potential leavers with educational choices, insuring exit interviews, identifying potential leavers early, interviewing potential leavers regarding personal and educational problems, conducting systematic holding power studies, and providing follow-up contacts with early leavers. Administrative practices having extensive use were improved transportation, conference hours for teachers, development of a school philosophy on holding power, use of a team approach with potential

leavers, reduced class size, reduction of "rejection" and "squeeze-out" measures, use of staff planning for the program, development of working relationships among staff members, and reduced school costs. Much-used practices designed to enlist parent and community support in holding power programs were support of community-wide recreation, contacts with parents or potential leavers, and use of parents and lay citizens in program planning.

Effects of programs. Persons interviewed saw the chief strengths of programs as improved attitudes and understandings, and increased self-study by school staffs. Next steps in improvement of programs were reported to be greater continuity of effort, more counseling time, more vocational emphasis, more in-service training of teachers, and techniques for earlier identification of potential leavers. Effects of programs on students were stated as better course selection, greater self-understanding, more extra-class participation, improved retention rates, better pupil-teacher relationships, and better mastery of basic learning skills. Beneficial effects on staff members included more participation in research, more professional study, increased school visitation and involvement in conferences and workshop activities. Effects on parents and lay citizens were reported to be more frequent visitation between parents and teachers, and increased confidence in schools evidenced by lay citizens.



CHAPTER VI

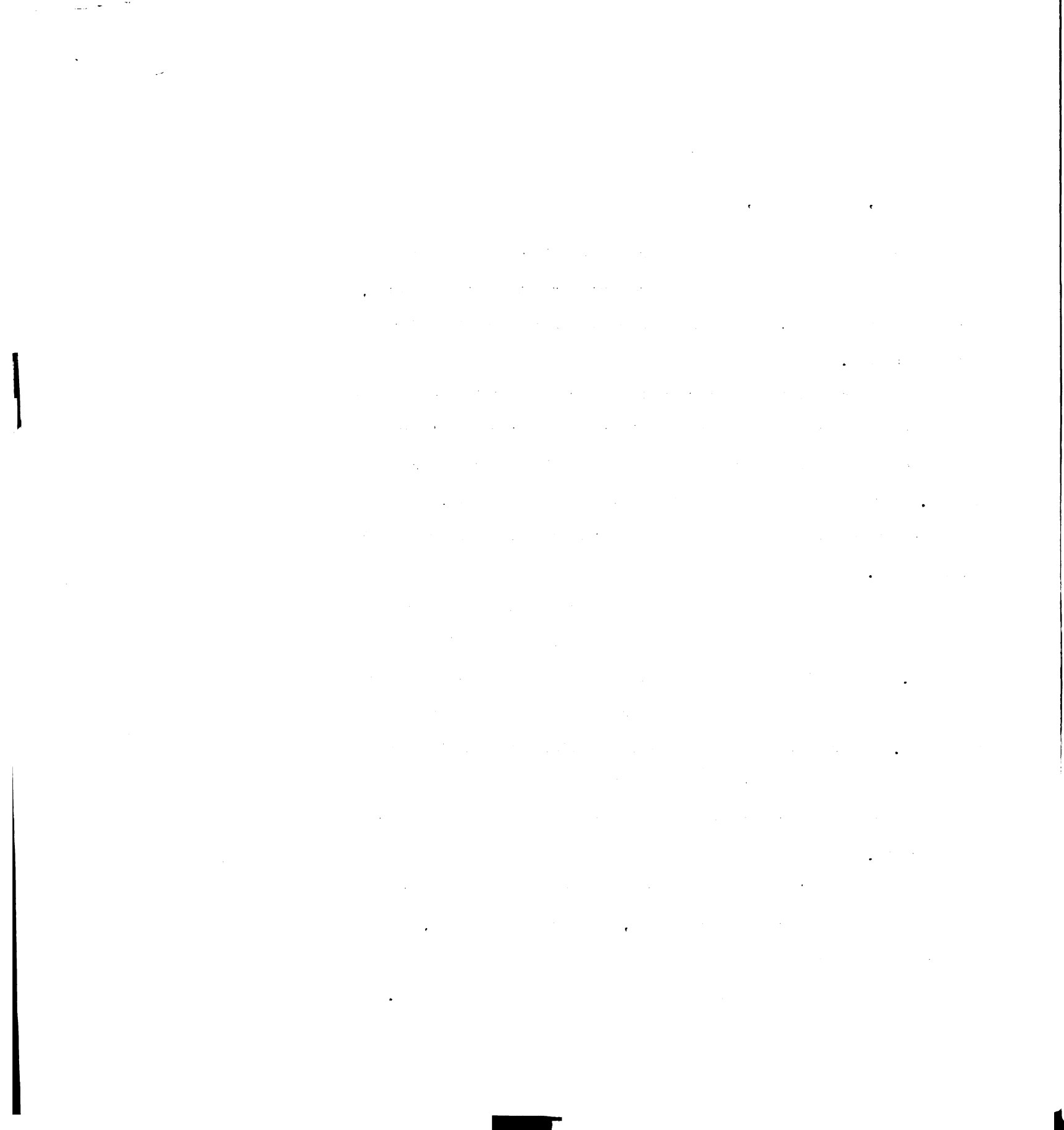
CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

This final chapter contains general conclusions of the research based on the specific findings which were drawn from the data collected, as well as various implications of the study and recommendations for further research.

The purposes of this study were to compare the holding power rates of Michigan secondary schools with certain related factors and to study holding power programs and practices in selected Michigan secondary schools. Further purposes were to review the related literature and to trace the development of concern for the improvement of secondary school holding power.

This study should be of significance since no studies utilizing the precise approach and methods employed here have been previously attempted. The findings presented should have value for public schools and teacher training institutions in the state of Michigan and throughout the nation. The results should also prove beneficial to the Michigan Department of Public Instruction and the Michigan Committee on School Holding Power in the furtherance of their work with the public schools in this state.

Data for the study were drawn from responses to questionnaires returned by 441 secondary schools in 1951, by 94 schools in 1953, and replies to an interview schedule and check list of practices used in conjunction with visits to fifteen selected schools in 1954 and 1955.



Sources of information were local school administrators, guidance workers and teachers.

The state-wide portion of the investigation was limited to individual public secondary schools. It excluded city systems whose responses included information for more than one high school. It was further limited to the class which entered ninth grade in 1947 and was graduated in 1951.

The follow-up portion of the study was limited to member high schools of the Michigan Secondary School-College Agreement, and further limited to the class which entered ninth grade in 1949 and was graduated in 1953.

The portion of the study which dealt with specific holding power programs and practices was limited to Michigan secondary schools selected in accordance with criteria stated in Chapter V.

Because specific findings of the investigations were listed in Chapter IV and Chapter V, they will not be repeated in this final chapter.

I. GENERAL CONCLUSIONS

As evidenced by data collected, analyzed and reported in this investigation, early school leaving before completion of the twelfth grade is widespread among secondary schools in Michigan and the nation. Educators and others regard it as an important challenge to the schools. Although its holding power rates are somewhat above the national average, Michigan still graduates only approximately 70 per cent of the pupils who enter ninth grade. Concern for the improvement of school holding

power is related to the movement toward universal secondary education in America and to the attempt to provide effective and appropriate educational experiences for all American youth. Efforts to improve school holding power have led to the organization and program of the Michigan Committee on School Holding Power.

The data collected, analyzed and reported in this study indicate that certain identifiable factors are related to school holding power in Michigan. Among these factors are those operating within the school itself, those related to personal characteristics of pupils, and those related to family and community. Systematic appraisal of these factors would enable school workers to make more realistic provisions for potential early school leavers and thereby improve the holding power rates of Michigan secondary schools.

Evidence presented in the study indicates that sex is a factor in Michigan school holding power, since there are more boys than girls among the early school leavers at each grade level of the secondary school.

Age, to the extent that it is measured by grade of withdrawal, appears to be a factor in holding power. Evidence indicates that nearly 60 per cent of early leavers in Michigan high schools withdraw prior to completion of the tenth grade.

Data presented in the study indicate that personal reasons and lack of finances are regarded by school administrators as major factors in school leaving in Michigan.

That transfer is a factor in school leaving is evidenced by the

lower graduation rates among transfer students than among students who entered ninth grade with the regular class.

Evidence indicates that the majority of early school leavers do not participate significantly in the co-curricular activities of Michigan secondary schools.

School-related factors were listed by 64 per cent of the school administrators questioned as the primary reason for early leaving.

The data revealed no significant relationships between holding power and type of organizational pattern, percentage of non-resident pupils, percentage of students enrolled in co-curricular activities, percentage of athletic contests won, estimated attitudes of teachers toward early school leavers, and tenure of principals. Significant negative relationships were found between holding power and size of school enrollment as well as tenure of school superintendents.

When school administrators were asked to identify the major problem involved in increasing school holding power, 80 per cent of the problems cited were school-centered.

Evidence presented in the study indicates that significant relationships exist between holding power and percentage of professional persons in the community.

The data show a negative relationship between holding power and percentages of Negroes and other non-white persons in the community.

The evidence reveals no significant relationship between holding power and percentage of members of any non-professional occupational

groups, percentage of native-born whites, percentage of foreign-born whites, or estimated attitudes of parents and other adults in the community toward early school leavers.

When they were asked to name the major problem faced in improving school holding power, 20 per cent of a group of school administrators cited problems related to work with parents and community.

No significant change was found in holding power rates for selected Michigan secondary schools when the 1949-53 class was compared with the 1947-51 class.

Evidence presented indicates that the majority of schools are making some effort to improve their holding power. Forty-five per cent of a selected group of schools reported that a local study of holding power had been made within the past year. Responses indicated that the major types of assistance desired by schools in developing their holding power programs were printed materials, resource persons, conferences, and information on effective practices.

Visits were made to fifteen Michigan secondary schools for the purpose of collecting information regarding the initiation, nature and extent, and effects of holding power programs.

Programs in the schools visited were initiated within the past ten years as part of the effort to improve the total program of the schools. The programs were favorably affected by the Michigan Secondary School-College Agreement program, and they usually received some assistance from the Michigan Department of Public Instruction. Holding power programs

studied were characterized by strong administrative support, active leadership by formal or informal committees, and some extent of total staff involvement. The general developmental trend was away from stress on the collection of pertinent information to emphasis on the organization of specific practices.

Holding power practices in the selected schools were categorized under the headings of curriculum, guidance, administrative and parent-community procedures. Curriculum practices reported were those involving part-time employment, curriculum study and change, improvement of the co-curriculum, and extension of supervised work-experience. Guidance procedures involved occupational information, cumulative records, educational and personal counseling, exit interviews, early identification of potential leavers, making systematic holding power studies, and follow-up of early leavers. Administrative practices reported centered on efficient transportation, teacher-conference hours, school philosophy, staff teamwork with potential leavers, lower class size, reduced "rejection" and "squeeze-out" measures, staff planning activities and working relationships, and reduced school costs. Parent-community procedures focused on community recreation, teacher-parent contacts, and involving parents and lay citizens in program planning.

Effects of the programs studied were expressed in terms of improved attitudes, understandings and self-study by school workers. Next steps in improvement of the programs studied were reported to be more continuity of effort, more counseling time, more vocational emphasis, more in-service

training, and development of means of earlier identification of potential leavers. Effects of programs on students were reported in terms of better course selection, more self-understanding, increased co-curricular participation, improved holding power rates, better pupil-teacher relationships, and increased mastery of basic learning skills. Effects on staff members were reported to be increased research activities, more professional study, more school visitation, and conference and workshop participation. Effects on parents and lay citizens were expressed in terms of increased parent-teacher interaction and greater confidence in the schools by lay people.

Findings reported in the present study which are in agreement with evidence obtained in other investigations include those portions dealing with age and sex distribution, grade of withdrawal, reasons for early leaving, transfer students, non-participation in co-curricular activities, school organizational pattern, occupation of parents, and ethnic characteristics of adults in the community. Findings of this study which are at variance with evidence reported in similar studies include those related to size of school and non-residence. Evidence presented in the present study for which no comparable findings have been found in the literature includes those items dealing with tenure of school administrators, participation in specific co-curricular activities, success in athletic contests, and attitudes of teachers, parents, and adults in the community.

II. IMPLICATIONS OF THE STUDY

The findings reported in this study have certain implications for persons who are concerned with providing appropriate educational experience for all Michigan youth. All persons, school workers, parents, lay citizens and pupils, need to understand the nature and extent of the problem of increasing holding power for secondary school youth.

The evidence presented has the implication for the classroom teacher that he recognize the need for and actively participate in the development of a vital program of secondary school education for all Michigan boys and girls. He must learn to distinguish promptly the symptoms of early school leaving. He should evaluate his own teaching in terms of its effects on school holding power and on the total life adjustment of his pupils. He must develop sound procedures for building a teamwork approach with other school workers, parents and lay people to the task of providing realistic learning experiences for individual students.

For the secondary school principal there is the implication that he provide leadership in the development of a local school philosophy and program which emphasize education for all youth of school age. He should encourage the development of an adequate orientation program for all incoming students. He should provide opportunity for members of his staff to make systematic holding power studies and to evaluate current holding power practices. He should make provision for a continuous local program of in-service staff growth which includes the study of holding power

techniques.

The findings have implications for the superintendent of schools. He should take steps to insure coordination of holding power efforts between and among elementary and secondary schools, as well as between schools and homes and other agencies of the community. He should remove such administrative barriers to school attendance as excessive costs to pupils and inadequate transportation schedules. He should encourage the cooperative development of school-community philosophy, policy and practice consistent with the aim of education for all youth.

For teacher training institutions there is the implication that pre-service and in-service programs be established to enable school workers to function efficiently in developing and implementing local holding power programs. There is also the implication that prospective teachers be trained in the objectives of self-realization and community living as well as acquisition of information.

There is the implication for universities that research efforts be directed to basic research on holding power problems and practices. Resource persons should be prepared to assist local school workers in the solution of various related problems in the areas of curriculum, guidance, administration and parent-community relationships.

The evidence suggests that parents should be aware of the values to be served by effective school holding power programs. Parents should be cognizant of the relationship between home conditions and holding power, and they should discover what steps they can take to prevent

early school leaving by their children. There is the implication that parents should strive to promote basic security and favorable school attitudes in their children from early infancy and that they should cooperate with school staff workers whenever opportunity arises. Their goals for their children and the goals of the school should be consistent. They should support and actively participate in school holding power efforts at all levels. They should become acquainted with their children's teachers and confer regularly regarding their children's school progress. Whenever possible, they should participate in the development and operation of the school holding power program.

For lay citizens the findings of the study imply an active concern for and willingness to support local school programs. These programs must be adequately equipped in terms of personnel and facilities to provide a meaningful and challenging educational experience for all of the community's youth. Such programs can be successful only when they are developed in relation to local needs and facilities. Lay citizens should seek to understand the role of the school in the total life of the community, and be aware of the values inherent in a school program which seeks to provide effective secondary education for all youth. Lay citizens should support high school programs of work experience, health, and recreation. Service clubs, churches, and social agencies should understand that community factors and influences will determine the real worth of local education programs. Citizens should contribute generously of their time and effort to assist individual potential school leavers when it appears

that an interested adult affords the best hope for continued school attendance.

The findings imply that high school pupils themselves can do much to implement the holding power program. They can assist in local holding power studies, and they can exert strong influence on potential leavers to remain in school. They can encourage potential leavers to participate in school activities and in other ways promote a sense of membership. They can also encourage potential leavers to utilize the guidance and remedial services of the school. Pupils can assist parents and lay citizens to understand more about the school, and strive to involve them in school-sponsored activities.

For the Michigan Department of Public Instruction the evidence implies continued leadership in the development of adequate educational programs based on the interests, needs and abilities of all youth. The Department should continue to encourage and support the activities of the Michigan Committee on School Holding Power.

The findings have implications for the Michigan Committee on School Holding Power. The Committee should continue its efforts to gather and distribute information relative to holding power programs, and to encourage studies and programs in local schools. It should continue to emphasize the importance of cooperative effort by professional educators and lay persons in the solution of holding power problems. It should continue to stress holding power improvement as a problem for emphasis in the training of teachers. The Committee should continue its established policy of

working within previously established groups in the furtherance of its objectives.

RECOMMENDATIONS

On the basis of the evidence and in view of the purposes of this study, certain recommendations for improving holding power rates and increasing effectiveness of holding power practices in Michigan secondary schools have been formulated. These recommendations are set forth in this section.

It is recommended that members of the school staff, pupils and lay citizens be involved in the development of a community philosophy of education which emphasizes the responsibility for conserving human resources by providing appropriate educational experience for all young people.

It is strongly recommended that schools carry on local holding power studies in a cooperative and systematic fashion in order to obtain accurate information regarding the nature, extent and causes of early school leaving, to evaluate the success of holding power efforts and to provide continued service to early school leavers. These studies should provide a basis for the establishment of characteristics which mark the early school leavers. School workers should use these locally determined characteristics to identify potential school leavers as early as possible, and develop practices designed to hold such pupils until graduation. Since evidence indicates that school leaving is conditioned by elementary school experience, these efforts should be organized on a vertical as

well as a horizontal basis.

Local schools should take steps to organize curricula which will be sufficiently varied and vital to challenge all students. These curricula should include informal as well as formal class-groupings. They should be designed to promote the development of vocational and avocational skills, social adjustments, citizenship and personal growth. Particular attention should be focused on the educational needs of boys, who are more vulnerable to early school leaving than are girls.

Where desirable, school curricula should provide appropriate work-experience, planned in light of pupil and community needs.

It is recommended that local school programs be appraised in terms of method as well as content to insure that pupils and school workers can experience a sense of achievement and personal worth. The development and appraisal of programs should be a cooperative endeavor, shared by staff members, pupils and laymen. It should be based on a factual understanding of the local community and the nature of the learning process.

Local schools should make suitable provisions for the basic guidance services, including orientation, testing, records, counseling, educational and occupational information, placement and follow-up. School workers should give close attention to the improvement and effective utilization of cumulative records as tools in assisting pupils who are classed as likely school leavers. It is suggested that teacher-counselors begin their relationship with counselees as they enter high school, and have continuous contact with them throughout their high school careers.

Adequate time, facilities and personnel for counseling should be provided.

It is recommended that exit procedures be established or extended in local schools. Good exit procedures will give various members of the school staff opportunities to talk with the school leaver for the purpose of reappraising his decision, making referrals to community services where indicated and planning for out-of-school adjustment. The exit procedure should provide an opportunity for securing information which will assist the school in improving its services.

School workers should develop effective means of cooperation with parents in the interest of greater school persistence of children. Teachers should be encouraged to make home visits. Programs of teacher-parent-pupil conferences should be established in local schools in order to build teamwork relationships between home and school.

It is recommended that school workers take steps to familiarize themselves with current social, economic, industrial and agricultural developments so that they may work more effectively with all pupils, including potential early school leavers.

Local school staffs should encourage pupils to assist potential school leavers to remain in school by acting as friends, as senior advisors, and as tutors in remedial programs.

The school, working cooperatively with parent groups, local service clubs and social agencies, should utilize individuals or teams of adults to assist early school leavers in making satisfactory community adjustment. Teachers should emphasize class cooperation and group competition to

balance the present emphasis on individual competition for grades. They should utilize student groupings to promote friendships, social competencies and the sense of belonging in potential early school leavers.

On the assumption that the school has a responsibility to serve all youth of school age it is recommended that local schools establish and maintain job placement facilities and provide instruction for early school leavers who wish to continue their schooling on an evening, part-time or special basis.

It is strongly recommended that local schools or groups of schools take steps to develop pupil accounting forms which will make it possible to assess school holding power in a systematic and continuous manner, and at minimum expense.

It is recommended that research projects be undertaken for the purpose of ascertaining the effects of certain procedures on holding power rates of secondary schools. Such projects might include evaluation of increased counseling, remedial instruction, assignment of potential early school leavers to teams of adults, utilization of pupils to provide certain services to potential leavers, relationships of school friendships to early leaving, use of group procedures, part-time work programs and provision of supervised work experience. Study should also be made of the role of various school workers in the holding power program to ascertain what services each of these persons can contribute to children. Another valuable research study would be to ascertain the nature of the relationship between school holding power and availability of local

employment for school-age youth.

Through participation in study groups and other community contacts, the local school should inform lay persons of the relationship between non-school factors and holding power, and cooperate in those efforts designed to minimize the operation of such adverse factors on total community well-being. Such efforts might include wholesome recreation for all age groups, activities designed to increase appreciation and understanding between ethnic, occupational, social and religious groups, and other adult education programs.

All high schools should take steps to become members of the Michigan Secondary School-College Agreement program. Such membership would stimulate local improvement efforts in curriculum, guidance and research studies related to school holding power.

In view of the finding in this study that holding power rate and tenure of school superintendents are negatively related, it is strongly recommended that the Michigan Association of School Administrators take appropriate steps to insure that its members are informed regarding the nature and extent of the holding power problem. This Association should also devote publications space and conference time to a clarification of the role of the school superintendent in the holding power program.

It is recommended that the Michigan Committee on School Holding Power continue its present program of collecting and providing pertinent information to local schools and to prospective teachers. The Committee should also take steps to make holding power information available to

school superintendents.

It is strongly recommended that the Department of Public Instruction and the teacher training institutions in Michigan make available consultant services and publications designed to assist local school personnel in improving their holding power procedures, and provide leadership in encouraging research studies related to holding power throughout the state.

This investigation was undertaken in the belief that the problem of increasing secondary school holding power was one of the major challenges confronting the people of Michigan and the nation today. The factors which cause early school leaving are many, complex, and inter-related. Some of the causal factors are beyond the control of the school. The findings, implications and recommendations reported as a result of this study should be useful in promoting a better understanding of some of the factors related to early school leaving and some of the procedures designed to increase holding power in Michigan secondary schools.

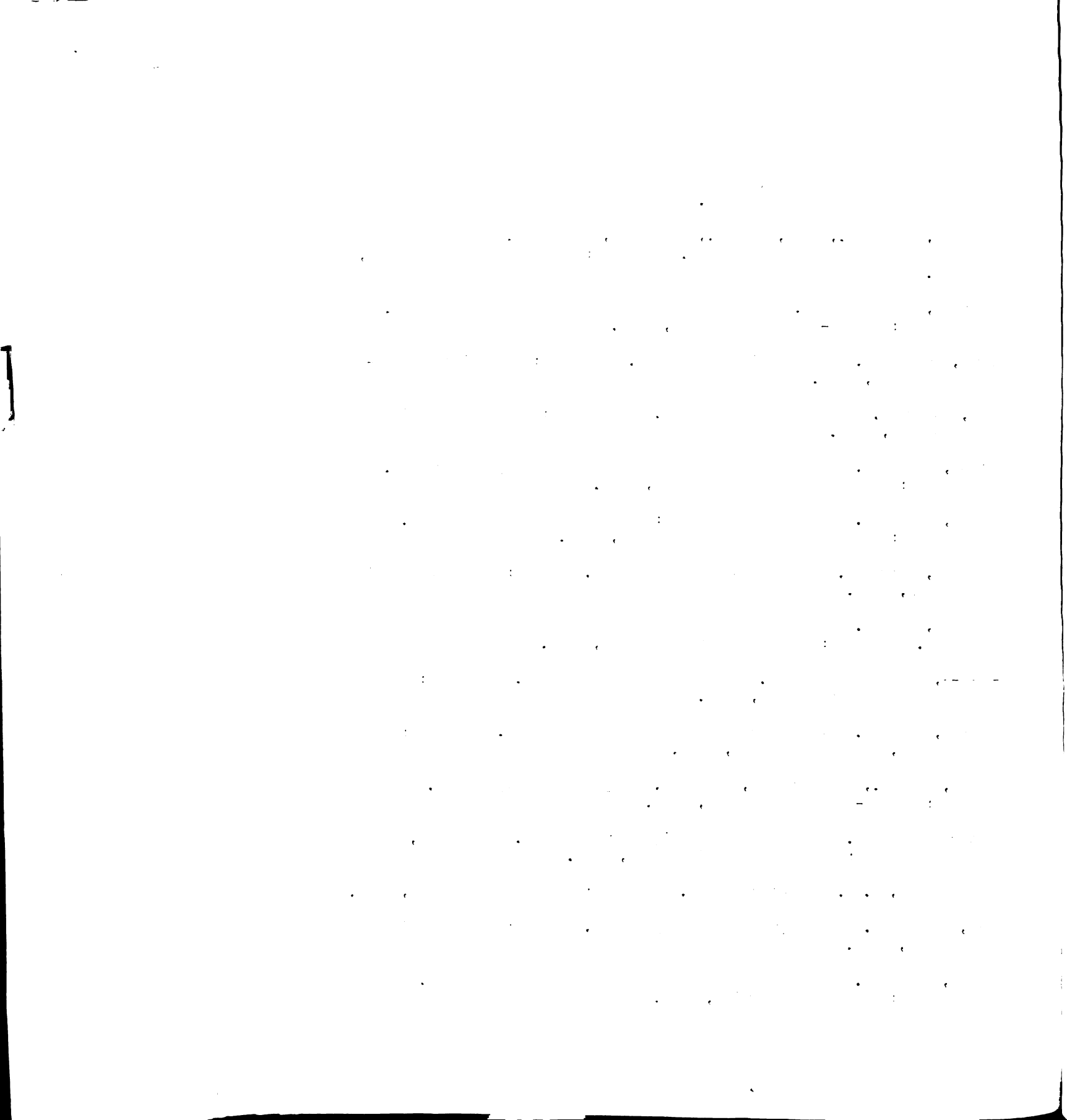
The vital role of secondary education in conserving human resources and our American way of life is recognized by leaders in public life. In this present period of national and world crisis it is particularly important that all our youth have appropriate schooling which will enable them to exercise effective citizenship in the American tradition.

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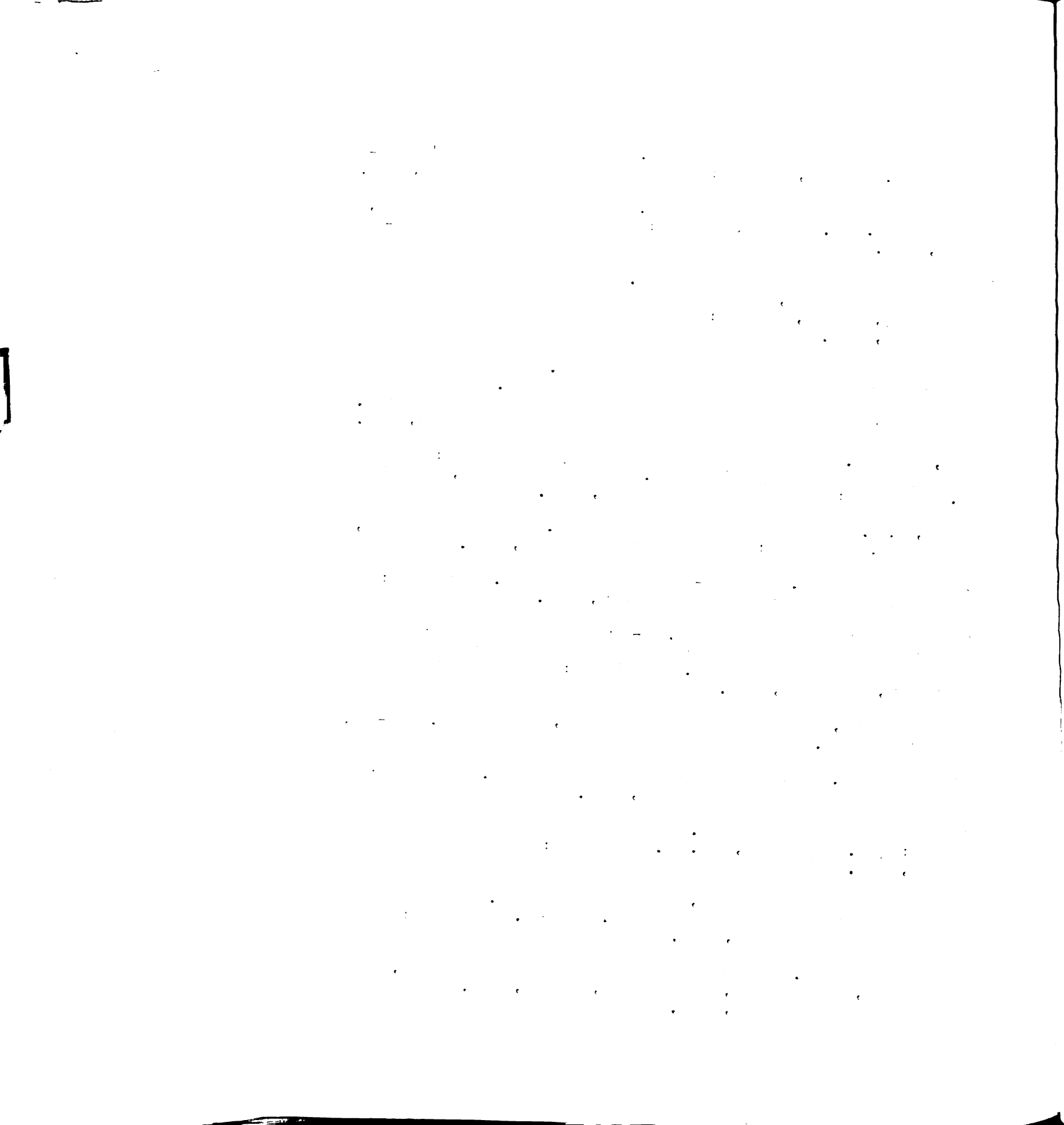
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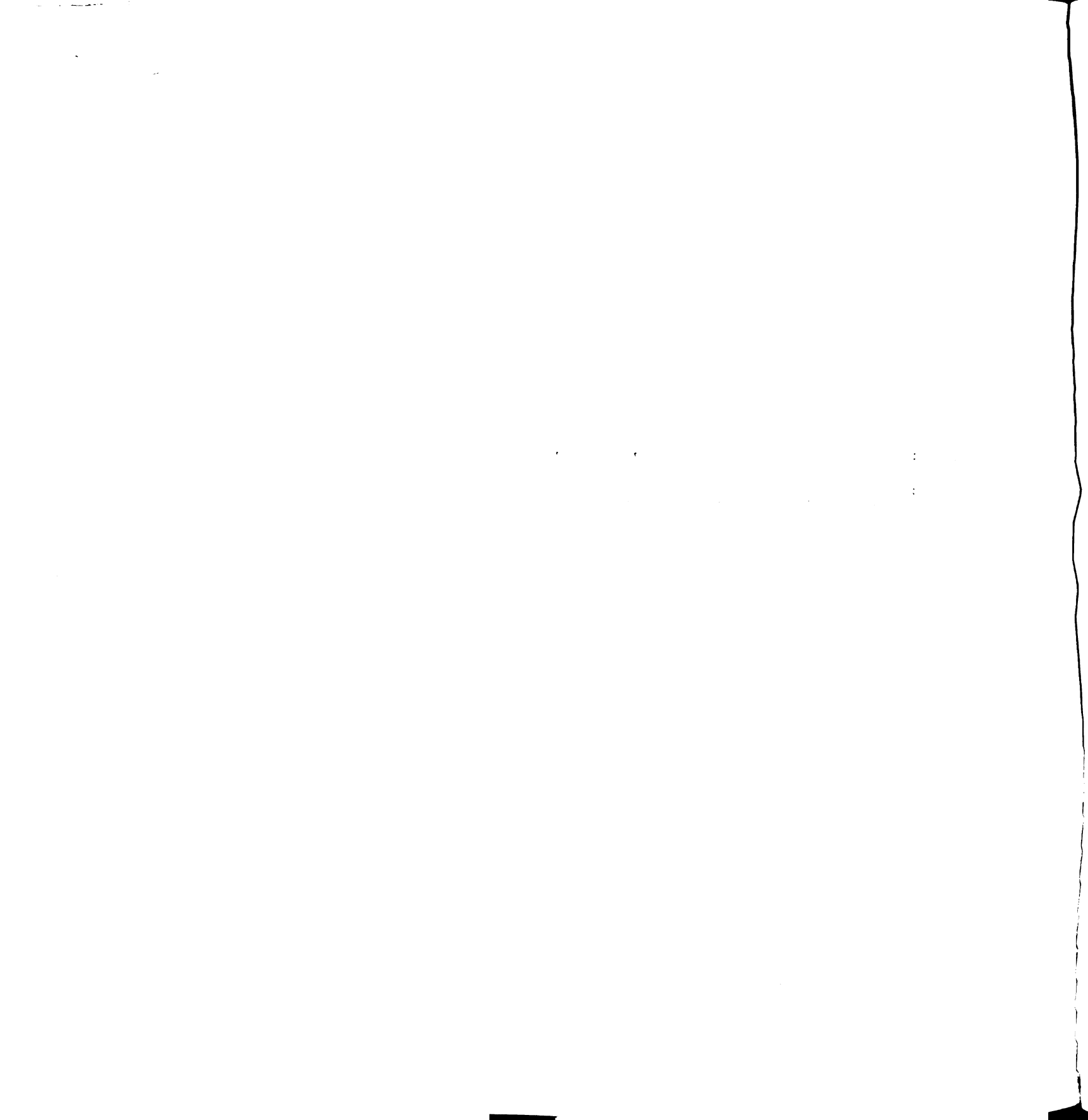
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APPENDICES

APPENDIX A

Section 1: Schools Included in the Study, by Size, Location and Name

**Section 2: Persons Who Provided Information Regarding Holding Power
Programs in 15 Selected Schools**



Section 1

LOCATION, NAME AND CLASS SIZE OF SCHOOLS INCLUDED IN THE STUDY

Key: * Respondent to one-page follow-up questionnaire

** Participant in study of holding power practices

Class Size: A-800 or more, B-325-799, C-125-324, D (Lower Peninsula) less than 125, D (Upper Peninsula) 75-124, E (Upper Peninsula) less than 75

	D	Akron, Akron High School
	D	Alba, Alba High School
	C	Algonac, Algonac High School
	B	Alma, Alma High School
	D	Almont, Almont High School
* **	A	Alpena, Alpena High School
	E	Amasa, Hematite Township High School
*	A	Ann Arbor, Ann Arbor High School
	D	Arcadia, Arcadia High School
	D	Armada, Armada High School
	D	Ashley, Ashley High School
	C	Atlanta, Atlanta High School
	D	Au Gres, Au Gres High School
	C	Bad Axe, Bad Axe High School
	D	Baroda, Baroda High School
*	D	Bath, James Couzens Rural Agricultural High School
* **	A	Battle Creek, Battle Creek High School
*	B	Battle Creek, Lakeview High School
	A	Bay City, T. L. Handy High School
	D	Bay Port, Bay Port High School
	D	Bear Lake, Bear Lake High School
	C	Beaverton, Beaverton Rural Agricultural High School
	B	Belleville, Belleville High School
	C	Bellevue, Bellevue High School
	C	Benzonia, Benzonia High School
	E	Bergland, Bergland Township High School
	B	Berkley, Berkley High School
	C	Berrien Springs, Berrien Springs High School
*	B	Big Rapids, Big Rapids High School
	D	Birch Run, Birch Run High School
	B	Birmingham, Birmingham High School
*	D	Blanchard, Blanchard High School
	C	Blissfield, Central High School
*	D	Bloomfield Hills, Bloomfield Hills High School
	C	Bloomington, Bloomington High School
	C	Boyne City, Boyne City High School
	D	Boyne Falls, Boyne Valley Rural Agricultural High School

Section 1 (continued)

D Brethren, Norman Dickson High School
 D Bridgman, Bridgman High School
 C Brighton, Brighton High School
 C Brimley, Brimley High School
 C Bronson, Bronson High School
 D Brooklyn, Brooklyn High School
 C Brown City, Brown City High School
 * B Buchanan, Buchanan High School
 D Buckley, Buckley High School
 D Burr Oak, Burr Oak High School
 D Byron, Byron High School
 C Byron Center, Byron Township High School
 * B Cadillac, Cadillac High School
 B Calumet, Calumet High School
 D Camden, Camden-Frontier High School
 C Capac, Capac High School
 C Carleton, Carleton-South Rockwood Airport Community High School
 B Caro, Caro High School
 C Carson City, Carson City, High School
 B Cass City, Cass City High School
 C Cassopolis, Cassopolis High School
 C Cedar Springs, Cedar Springs High School
 D Cedarville, Cedarville High School
 D Cement City, Cement City High School
 B Center Line, Busch High School
 D Central Lake, Central Lake High School
 D Centreville, Centreville High School
 E Champion, Champion High School
 E Channing, Channing High School
 C Charlevoix, Charlevoix High School
 * ** B Charlotte, Charlotte High School
 D Chassell, Chassell Township High School
 C Chatham, Rock River Township Rural Agricultural High School
 B Cheboygan, Cheboygan High School
 C Chelsea, Chelsea Agricultural High School
 * C Chesaning, Chesaning Union High School
 * C Clare, Clare High School
 * C Clarkston, Clarkston High School
 B Clawson, Clawson High School
 D Climax, Climax Township High School
 C Clinton, Clinton High School
 B Clio, Clio High School
 * B Coldwater, Coldwater High School
 C Coleman, Coleman High School
 C Coloma, Coloma High School
 C Colon, Colon High School

Section 1 (continued)

- D Columbiaville, Columbiaville High School
- C Comstock Park, Comstock Park High School
- * D Concord, Concord High School
- C Constantine, Constantine High School
- D Cooks, Cooks High School
- D Copemish, Copemish Consolidated High School
- C Corunna, Corunna High School
- D Covert, Covert High School
- C Crosswell, Crosswell High School
- D Crystal, Crystal High School
- * C Crystal Falls, Crystal Falls High School
- D Custer, Custer High School
- E Daggett, Daggett High School
- C Dansville, Ingham Township Agricultural High School
- B Davison, Davison High School
- C Delton, Delton Rural Agricultural High School
- E Detour, Detour High School
- D DeWitt, DeWitt High School
- D Dimondale, Dimondale High School
- E Dollar Bay, Osceola Township High School
- B Dowagiac, Dowagiac High School
- * D Dryden, Dryden High School
- C Dundee, Dundee High School
- * C Durand, Durand High School
- A East Detroit, East Detroit High School
- * C East Grand Rapids, East Grand Rapids High School
- C East Jackson, East Jackson High School
- * C East Jordan, East Jordan High School
- B East Lansing, East Lansing High School
- C East Tawas, East Tawas High School
- * B Eaton Rapids, Eaton Rapids High School
- D Eau Claire, Eau Claire High School
- B Ecorse, Ecorse High School
- * C Edmore, Edmore High School
- * D Edwardsburg, Edwardsburg High School
- D Elberta, Gilmore Township High School
- C Elk Rapids, Elk Rapids High School
- C Elkton, Elkton High School
- D Ellsworth, Banks Township High School
- C Elsie, Elsie High School
- D Empire, Empire High School
- E Engadine, Garfield Township High School
- ** B Escanaba, Escanaba High School
- C Evart, Evart High School
- C Ewen, Ewen High School
- D Fairgrove, Fairgrove Rural Agricultural High School

Section 1 (continued)

- D Fairview, Comins Township Agricultural High School
- B Farmington, Farmington High School
- C Farmington, Clarenceville High School
- C Farwell, Farwell High School
- D Felch, Felch Township High School
- C Fennville, Fennville High School
- D Fife Lake, Fife Lake High School
- C Flat Rock, Flat Rock High School
- B Flint, Beecher High School
- B Flint, Bendle High School
- ** C Flint, Dye Community High School
- B Flint, Earsley High School
- B Flushing, Flushing High School
- D Fowler, Fowler High School
- C Fowlerville, Fowlerville High School
- C Frankfort, Frankfort High School
- C Fraser, Fraser High School
- D Frederic, Frederic High School
- D Freesoil, Freesoil High School
- * B Fremont, Fremont High School
- D Gaines, Gaines Consolidated High School
- D Galesburg, Galesburg High School
- D Galien, Galien High School
- C Garden City, Garden City High School
- C Gaylord, Gaylord Rural Agricultural High School
- C Gladstone, Gladstone High School
- * B Gladwin, Gladwin Rural Agricultural High School
- D Gobles, Gobles High School
- C Goodrich, Goodrich Rural Agricultural High School
- B Grand Haven, Grand Haven High School
- * B Grand Ledge, Grand Ledge High School
- E Grand Marais, Grand Marais High School
- B Grand Rapids, Godwin Heights High School
- C Grand Rapids, Kelloggsville High School
- C Grand Rapids, Wyoming High School
- C Grandville, Grandville High School
- * C Grant, Grant High School
- D Grass Lake, Grass Lake High School
- C Grayling, Grayling High School
- * B Greenville, Greenville High School
- C Grosse Ile, Grosse Ile High School
- D Gwinn, Gwinn High School
- D Hale, Plainfield Township Rural Agricultural High School
- A Hamtramck, Hamtramck High School
- C Hancock, Hancock Central High School
- D Hanover, Hanover High School

Section 1 (continued)

- C Harbor Beach, Harbor Beach High School
- * C Harbor Springs, Harbor Springs High School
- * C Harrison, Hayes Agricultural High School
- * D Harrisville, Harrisville High School
- * C Hart, Hart High School
- C Hartford, Hartford Township High School
- C Hartland, Hartland High School
- C Haslett, Haslett Rural Agricultural High School
- B Hastings, Hastings High School
- * D Hemlock, Hemlock Rural Agricultural High School
- E Hermansville, Hermansville High School
- D Hersey, Hersey Township Agricultural High School
- C Hesperia, Hesperia High School
- * D Hickory Corners, W. K. Kellogg High School
- * ** A Highland Park, Highland Park High School
- C Hillman, Hillman Rural Agricultural High School
- B Hillsdale, Hillsdale High School
- C Holly, Holly High School
- * C Holt, Holt High School
- D Holton, Holton High School
- C Homer, Homer High School
- D Hopkins, Hopkins High School
- C Houghton, Houghton High School
- E Houghton, John A. Doelle High School
- C Houghton Lake, Houghton Lake High School
- C Howard City, Howard City High School
- B Howell, Howell High School
- * C Hudson, Hudson High School
- C Hudsonville, Hudsonville High School
- E Hulbert, Hulbert High School
- D Ida, Ida Rural Agricultural High School
- C Imlay City, Imlay City High School
- * B Inkster, Inkster High School
- B Ionia, Ionia High School
- * ** B Iron Mountain, Iron Mountain High School
- B Iron River, Iron River High School
- * B Ironwood, Luther L. Wright High School
- B Ishpeming, Ishpeming High School
- C Ithaca, Ithaca High School
- C Jackson, Vandercook Lake High School
- D Johannesburg, Johannesburg High School
- C Jonesville, Jonesville High School
- * A Kalamazoo, Central High School
- D Kaleva, Kaleva Rural Agricultural High School
- C Kalkaska, Kalkaska High School
- * C Keego Harbor, Roosevelt High School
- D Kent City, Kent City High School

Section 1 (continued)

- D Kinde, Kinde High School
- D Kingsley, Paradise Township High School
- D Kingston, Kingston High School
- D Laingsburg, Laingsburg High School
- C Lake City, Lake City High School
- C Lake Linden, Lake Linden-Hubbell High School
- C Lake Orion, Lake Orion High School
- C Lakeview, Lakeview High School
- C Lambertville, Bedford High School
- C L'Anse, L'Anse Township High School
- * B Lapeer, Lapeer High School
- D Lawton, Lawton Rural Agricultural High School
- D Leland, Leland High School
- D LeRoy, Le Roy High School
- * A Lincoln Park, Lincoln Park High School
- C Linden, Linden High School
- B Lowell, Lowell High School
- * B Ludington, Ludington High School
- D Luther, Luther High School
- * D Lyons, Lyons Township High School
- C Mancelona, Mancelona High School
- C Manchester, Manchester High School
- B Manistee, Manistee High School
- B Manistique, Manistique High School
- C Manton, Manton Rural Agricultural High School
- D Marcellus, Marcellus High School
- E Marenisco, Roosevelt High School
- * C Marine City, Marine City High School
- C Marion, Marion High School
- C Marlette, Marlette High School
- D Marne, Berlin High School
- B Marquette, Graveraet High School
- * B Marshall, Marshall High School
- D Martin, Martin High School
- * B Marysville, Marysville High School
- B Mason, Mason High School
- C Mattawan, Mattawan High School
- C Mayville, Mayville High School
- C McBain, McBain Rural Agricultural High School
- D Mecosta, Mecosta High School
- B Melvindale, Melvindale High School
- C Memphis, Memphis High School
- D Mendon, Mendon High School
- * ** B Menominee, Menominee High School
- D Mesick, Mesick Consolidated High School
- E Michigamme, Michigamme High School
- C Michigan Center, Michigan Center High School

Section 1 (continued)

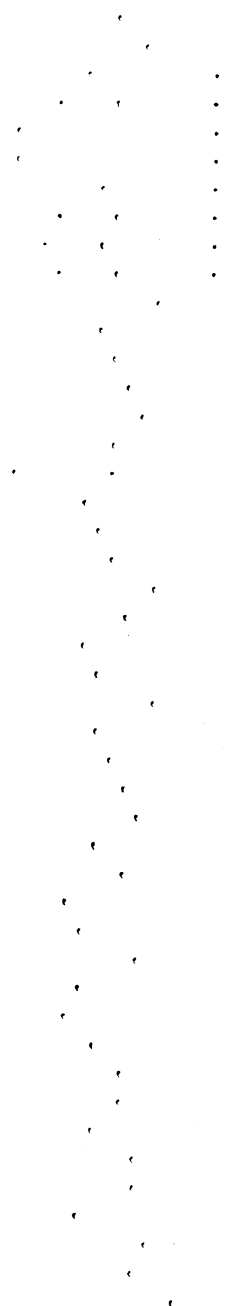
- * C Middleville, Thornsapple Kellogg High School
- * A Midland, Midland High School
- * C Milan, Milan High School
- C Millington, Millington High School
- D Mio, Mio High School
- A Monroe, Monroe High School
- * C Montague, Montague Township High School
- D Montgomery, Montgomery High School
- C Montrose, Montrose High School
- C Morenci, Morenci High School
- C Morley, Morley High School
- D Morrice, Morrice High School
- A Mt. Clemens, Mt. Clemens High School
- B Mt. Morris, Mt. Morris High School
- * B Mt. Pleasant, Mt. Pleasant High School
- * C Munising, W. G. Mather High School
- A Muskegon Heights, Muskegon Heights High School
- E Nahma, F. W. Good High School
- C Napoleon, Napoleon High School
- C Nashville, Nashville W. K. Kellogg Rural Agricultural High School
- E National Mine, National Mine High School
- B Negaunee, Negaunee High School
- C Newaygo, Newaygo High School
- C New Baltimore, Anchor Bay High School
- B Newberry, McMillan Township High School
- * C New Buffalo, New Buffalo Consolidated High School
- C New Haven, New Haven High School
- D New Lothrop, New Lothrop High School
- C New Troy, New Troy High School
- B Niles, Niles High School
- C North Branch, North Branch Township Rural Agricultural High School
- * C North Muskegon, North Muskegon High School
- D Northport, Leelanau Township High School
- C Northville, Northville High School
- C Norway, Norway High School
- * ** C Okemos, Okemos High School
- * C Olivet, Olivet High School
- D Onkama, Onkama High School
- C Onsted, Onsted High School
- C Ontonagon, Ontonagon High School
- D Ontonagon, Ortonville High School
- C Oscoda, Oscoda Rural Agricultural High School
- D Otisville, Otisville High School
- * C Otsego, Otsego High School
- D Otter Lake, Otter Lake High School
- C Ovid, Ovid High School

Section 1 (continued)

D Owendale, Owendale High School
 * ** A Owosso, Owosso High School
 C Oxford, Oxford High School
 C Painesdale, Jeffers High School
 D Parma, Parma High School
 * C Paw Paw, Paw Paw High School
 D Peck, Elk Township High School
 C Pellston, McKinley Township High School
 D Pentwater, Pentwater High School
 * C Perry, Perry High School
 D Petersburg, Summerfield High School
 B Petoskey, Petoskey High School
 D Pewamo, Pewamo High School
 * C Pickford, Pickford High School
 C Pigeon, Pigeon High School
 D Pinckney, Pinckney High School
 C Pinconning, Pinconning High School
 C Pittsford, Pittsford High School
 C Plainwell, Plainwell High School
 B Plymouth, Livonia Township George N. Bentley High School
 C Portage, Portage Township High School
 D Port Austin, Port Austin High School
 D Port Hope, Port Hope High School
 * C Portland, Portland High School
 * D Potterville, Potterville High School
 D Powers, Powers Spalding High School
 * C Quincy, Community High School
 D Rapid River, Rapid River High School
 * ** C Ravenna, Ravenna High School
 * C Reading, Reading High School
 * C Reed City, Reed City High School
 D Reese, Reese High School
 C Remus, Remus Consolidated High School
 D Republic, Republic High School
 D Richland, Richland High School
 C Richmond, Richmond High School
 * D Rock, Rock High School
 * C Rockford, Rockford High School
 E Rockland, Rockland High School
 * B Rogers City, Rogers City High School
 B Romeo, Romeo High School
 * B Romulus, Romulus High School
 C Roscommon, Gerrish Higgins High School
 D Rosebush, Rosebush High School
 D Rose City, Cummings Township High School
 C Roseville, Eastland High School

Section 1 (continued)

- * C Royal Oak, Royal Oak High School
- C Rudyard, Rudyard High School
- C St. Charles, Union High School
- * ** B St. Clair, St. Clair High School
- C St. Clair Shores, Lake Shore High School
- C St. Clair Shores, Lakeview
- C St. Ignace, LaSalle High School
- D St. James, St. James High School
- * B St. Joseph, St. Joseph High School
- C St. Louis, St. Louis High School
- C Saline, Saline High School
- D Sand Creek, Sand Creek High School
- D Sand Lake, Sand Lake High School
- * B Sandusky, Sandusky High School
- C Saranac, Saranac High School
- * D Saugatuck, Saugatuck High School
- * B Sault Ste. Marie, Sault Ste. Marie High School
- D Schoolcraft, Schoolcraft High School
- C Scottville, Scottville High School
- C Sebewaing, Sebewaing High School
- * C Shelby, Shelby High School
- D Sheridan, Sheridan High School
- * B South Haven, South Haven High School
- * C South Lyon, South Lyon High School
- C Sparta, Sparta High School
- C Springport, Springport High School
- C Stambaugh, Stambaugh High School
- C Standish, Standish High School
- C Stanton, Stanton High School
- * B Stephenson, Stephenson High School
- C Sterling, Sterling High School
- D Stevensville, Stevensville High School
- C Stockbridge, Stockbridge High School
- B Sturgis, Sturgis High School
- D Suttons Bay, Suttons Bay Rural Agricultural High School
- C Swartz Creek, Swartz Creek High School
- D Tawas City, Tawas City High School
- C Tecumseh, Tecumseh High School
- D Tekonsha, Tekonsha High School
- * D Three Oaks, Three Oaks High School
- * E Trenary, Trenary High School
- B Trenton, Trenton High School
- D Trout Creek, Interior Township High School
- D Tustin, Burdell Township Agricultural High School
- D Twining, Twining High School
- C Ubly, Ubly High School



Section 1 (continued)

- C Union City, Union City High School
- * D Unionville, Unionville High School
- B Utica, Utica High School
- C Vassar, Vassar High School
- * ** D Vermontville, Vermontville Rural Agricultural High School
- D Vestaburg, Vestaburg High School
- C Vicksburg, Vicksburg High School
- D Vulcan, Vulcan High School
- * C Wakefield, Wakefield High School
- D Waldron, Waldron High School
- D Walkerville, Walkerville High School
- * B Walled Lake, Walled Lake High School
- C Warren, Warren High School
- E Watersmeet, Watersmeet High School
- C Watervliet, Watervliet High School
- C Wayland, Wayland High School
- D Webberville, Webberville High School
- D Weidman, Sherman Township Rural Agricultural High School
- C West Branch, West Branch High School
- C White Cloud, White Cloud High School
- * C Whitehall, Whitehall High School
- D White Pigeon, White Pigeon High School
- D Whittemore, Whittemore High School
- D Williamsburg, Williamsburg Consolidated High School
- C Williamston, Williamston High School
- E Winona, Winona High School
- D Wolverine, Wolverine High School
- D Woodland, Woodland High School
- A Wyandotte, Theodore Roosevelt High School
- D Wyandotte, Monguagon Township High School
- B Yale, Yale High School
- B Ypsilanti, Ypsilanti High School
- C Ypsilanti, Lincoln Consolidated High School
- * B Zeeland, Zeeland High School

SECTION 2

PERSONS WHO PROVIDED INFORMATION REGARDING HOLDING
POWER PROGRAMS IN 15 SELECTED SCHOOLSAlpena High School

Mr. M. E. Finch, Principal
Mr. Stanley Van Lare, formerly Director of Guidance, now Director
of Community College

Battle Creek High School

Mr. John Postma, Principal
Dr. Don Randall, formerly Principal, now Director, Clear Lake Camp
Miss Ruth Penty, formerly Director of Guidance, now Curriculum
Consultant

Charlotte High School

Mr. Clark Muma, Superintendent
Mr. John Smith, Principal
Mr. Niel Brennan, Director of Guidance
Mr. John Bogner, Teacher of English
Mr. Eldred Toutant, Director of Recreation and Teacher of Social
Studies
Mrs. Eretha Woodard, Counselor and Teacher of Family Living

Escanaba High School

Mr. John Lemmer, Superintendent
Mr. George Ruwitch, Assistant Superintendent
Mr. Edward E. Edick, Principal

Flint Dye High School

Mr. James Randels, Superintendent
Mr. Lavant Wheaton, Principal

Greenville High School

Mr. Howard Dalman, Principal

Highland Park High School

Mr. Dan L. Pyle, formerly Principal, now Director of Research
Mr. George A. Green, Homeroom Advisor

Iron Mountain High School

Mr. Bruce Guild, Superintendent
Miss Edna Hopper, Principal

Menominee High School

Mr. Miles W. Robinson, Superintendent
Mr. James Murray, Principal
Miss Margaret Bremmer, Librarian
Mr. Ferdie Davis, Senior Class Advisor
Miss Katherine Kittell, Director of Testing
Mr. Charles Mase, Vocational Coordinator
Mr. Al Sharer, Junior Class Advisor

Mount Clemens High School

Miss Ruth Westover, Director of Guidance

Okemos High School

Mr. George Richards, Superintendent
Mr. Joseph Arasim, Principal
Mrs. Thelma Lamb, Counselor and Teacher of Social Studies

Owosso High School

Mr. Glenn Haight, Principal
Mrs. Minnie Gebhardt, Assistant Principal and Director of Guidance

Ravenna High School

Mr. Robert Hellinga, Superintendent
Mr. Donald Dechow, Principal
Mr. Rudolph Cooper, Counselor

St. Clair High School

Mr. Arnold Embree, Principal and Guidance Consultant
Mr. William Spears, formerly Principal
Miss Rose Dursum, Teacher of English and Social Studies
Miss Janice Moran, Teacher of Business Education
Mr. Boris Paaanen, Vocational Coordinator

Vermontville High School

Mr. Glenn Wooster, Superintendent
Mr. Creighton Wilson, Principal
Mr. Milford Mason, Elementary Principal

APPENDIX B

- Section 1: Copy of 1951 Self-Survey, Parts III and IV
- Section 2: Copy of Cover Letter Accompanying 1951 Self-Survey
- Section 3: Facsimile of Follow-Up Postal Request for 1951 Self-Survey
- Section 4: Copy of 1953 Follow-Up Questionnaire
- Section 5: Copy of Cover Letter Accompanying 1953 Follow-Up Questionnaire
- Section 6: Facsimile of Follow-Up Postal Request for 1953 Follow-Up Questionnaire
- Section 7: Copy of Letter Sent to Regional Holding Power Coordinators
- Section 8: Sample of Replies by Regional Holding Power Coordinators
- Section 9: Copy of Check-List Used in Visits to Selected Michigan Schools
- Section 10: Copy of Interview Schedule Used in Visits to Selected Michigan Schools

SECTION 1

THE HOLDING POWER OF MICHIGAN HIGH SCHOOLS
1951-1952

Please return to the Superintendent of Public Instruction not later than November 15, 1951.

Name of District	Post Office Address	
County	Township	District Number
Superintendent of Schools	High School Principal	

It is requested that all schools completing the Self-Survey supply the data asked for in Part III.

Part III.

1. How many students entered school in the 9th grade in the fall of 1947? How many of these identical students had graduated from the high school by the end of the spring term of 1951? How many transferred to other schools prior to graduation? How many are still in school in the fall of 1951?

	<u>Enrolled in 1947</u>	<u>Graduated in 1951</u>	<u>Transferred to other schools prior to graduation</u>	<u>Still in school</u>
Boys	_____	_____	_____	_____
Girls	_____	_____	_____	_____
Totals	_____	_____	_____	_____

2. How many of these identical students dropped out of school without graduating? Please do not include transfers to other schools.

	<u>1947-48</u>	<u>1948-49</u>	<u>1949-50</u>	<u>1950-51</u>
Boys	_____	_____	_____	_____
Girls	_____	_____	_____	_____
Totals	_____	_____	_____	_____

3. How many students transferred into the freshman class of 1947 since the fall of 1947? Of these transfers from other schools, how many dropped out before graduation in 1951?

	<u>Number transferred in</u>	<u>Number dropping out</u>
Boys	_____	_____
Girls	_____	_____
Totals	_____	_____

4. Is this class typical of recent classes with respect to drop-outs?
 a. More than usual _____ b. Less than usual _____

THE HOLDING POWER OF MICHIGAN HIGH SCHOOLS
1951-1952

Name of District		Post Office Address
County	Township	District Number
Superintendent of Schools		High School Principal

The data requested in this section are sought as part of a study of certain factors affecting the holding power of secondary schools. Specifically, the questions are designed to find out to what extent community attitudes and school morale affect the holding power of the secondary school. The completion of Part IV is optional, but your assistance in this study is earnestly desired. If possible, these data should be returned to the Superintendent of Public Instruction by November 15, 1951.

Part IV.

1. Estimate the per cent of adults in your community who belong to each of the following occupational groups.

a. Professionals (doctors, lawyers, teachers, etc.)	_____%
b. Businessmen (managers and proprietors)	_____
c. Farmers (owners, managers, tenants)	_____
d. White-collar workers (clerks, stenographers, office help, etc.)	_____
e. Blue-collar workers (farm and factory hands, mechanics, etc.)	_____
f. Unemployed (work only occasionally or not at all)	_____
g. Unknown	_____

Upon what information do you base your answer? _____

2. What are the dominant religious groups in the high school community and what proportion of the families belong to each? _____

Upon what information do you base your answer? _____

3. Estimate the percentage of the following in your community.

Negro _____% Native-born White _____% Foreign-born White _____% Other _____%

Upon what information do you base your answer? _____

4. Estimate the number of high school students who participate in each of the following co-curricular activities:

a. Varsity athletics _____	e. School paper _____
b. Intramural sports _____	f. Academic clubs (science, language, etc.) _____
c. Musical groups _____	g. Hobby clubs (camera, stamps, etc.) _____
d. F.H.A. or F.F.A. _____	h. Other (Identify) _____

5. To what extent have your recent school leavers participated in these activities?

- | | |
|---|-------|
| a. Were leaders of the activity | _____ |
| b. Were active participants but not leaders | _____ |
| c. Were moderately active, irregular, content to follow | _____ |
| d. Did not participate in such activities | _____ |
| e. Unknown | _____ |
| Total | 100% |

Upon what information do you base your answer? _____

6. What, if any, criticisms have been commonly leveled at the high school during the past five years by members of the community, students or teachers? _____

7. What proportion of your inter-school athletic contests has your school won during the past five years? _____

8. Please estimate the average total attendance at such high school activities as the following:

Football _____ Basketball _____ Baseball _____ Track _____
 Concerts _____ Festivals _____ School Plays _____ Other _____ (identify)

9. How long have the superintendent and high school principal served in their present jobs?

Superintendent _____ yrs. High school principal _____ yrs.

10. What is your estimate of the attitude of the parents involved toward the early school leavers in the high school?

- | | |
|--|--------|
| a. Parents decide pupil should leave | _____% |
| b. Parents acquiesced but did not decide | _____ |
| c. Parents disapproved but could not prevent | _____ |
| d. Unknown | _____ |
| Total | 100% |

Upon what information do you base your answer? _____

11. What is your estimate of the attitude of the teachers toward those who leave school before graduation? _____

12. Describe your opinion of the general attitude of the community toward those who are early school leavers _____

SECTION 2

STATE OF MICHIGAN

DEPARTMENT OF PUBLIC INSTRUCTION
Lee M. Thurston, Superintendent

LANSING

November 12, 1951

A Study of School Holding Power

The cooperation of Michigan schools is being asked by the Superintendent of Public Instruction and a statewide Committee on Holding Power to provide some information concerning their school and community. This request is part of a more extensive study which will include regional and local studies.

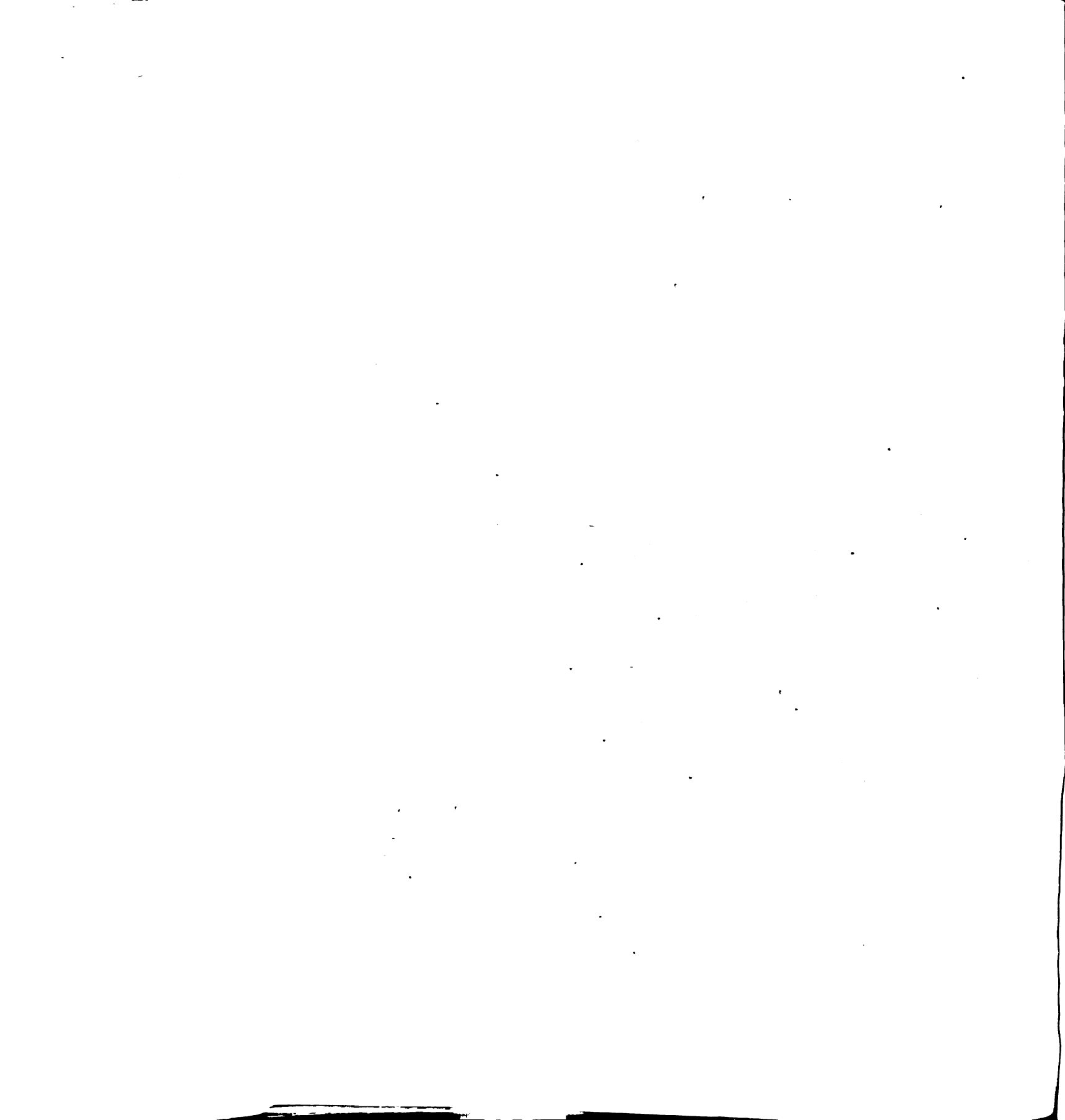
The data which are being requested are of two types. First is a quantitative report on the students who dropped out of the high school class which entered the ninth grade in 1947 and presumably graduated in 1951. This is identified as part 3 of the self-survey and is required of reporting schools. Other schools will receive the same questionnaire and it is hoped that 100% will provide these figures. Such data will give the basis for a State index of dropouts and a comparative figure for all schools. Such basic information is essential for any analysis of holding power on both the state and local level.

The second type of data requested which is of a more qualitative nature is identified as part 4 of the self-survey. Although this part is optional with all schools, it is strongly urged that part 4 be returned by all types of schools. This portion of the study is designed to obtain pilot information on the nature of some aspects of the school and community atmosphere which may affect holding power. These data will provide both a basis for understanding the dropout problem and some basis for action to improve the holding power.

Although it will require some time of the administrator, your State Committee feels that this is the most economical and efficient way to obtain some of the statewide data that are essential for the understanding and improvement of school holding power. Every school administrator therefore is urged to make this basic information available.

/s/ Lee M. Thurston

Lee M. Thurston
Superintendent of Public Instruction



SECTION 3

FACSIMILE OF FOLLOW-UP POST-CARD REQUESTING RETURN OF COMPLETED 1951
SELF-SURVEY, PARTS III AND IV

March 15, 1952

Dear Superintendent:

We do not have on file the Part III and IV of the Self-Survey sent to you last fall. The completion and return of these forms by May 14th is of great importance in compiling data for a state-wide drop-out survey.

May we count on your cooperation in this matter?

Sincerely,

C. L. Taylor

Deputy Superintendent

Department of Public Instruction

If these forms have been mailed, please disregard this request.

THE HOLDING POWER OF MICHIGAN HIGH SCHOOLS, 1949-53

Please return to George Myers, Dept. of Secondary Education, Michigan State College, in enclosed envelope, not later than December 15, 1953.

Name of School	Post Office Address																
1. In order to increase its holding power, has your school initiated any revisions in: curriculum offerings____? guidance procedures____? administrative practices____? parent-community contacts____? (Use <u>yes</u> or <u>no</u>)																	
2. Have you conducted a holding power study within the past year? Yes__No__																	
3. What is the primary reason given by your early school leavers for withdrawing from school?_____																	
4. Have members of your staff attended conferences on holding power? Yes__No__ If <u>yes</u> , were conferences set up on an area basis____? a state-wide basis____?																	
5. What do you regard as your school's major problem in increasing holding power?_____																	
6. What type of assistance (printed materials, resource persons, conferences, etc.) would be of greatest benefit to your school in its holding power program?_____																	
7. How many students entered school in the 9th grade in the fall of 1949? How many of these identical students had graduated from high school by the end of the spring term of 1953? How many transferred to other schools prior to graduation? How many are still in school in the fall of 1953?																	
	<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%; text-align: center; border-bottom: 1px solid black;">Enrolled in 1949</th> <th style="width: 25%; text-align: center; border-bottom: 1px solid black;">Graduated in 1953</th> <th style="width: 25%; text-align: center; border-bottom: 1px solid black;">Transferred to other schools prior to graduation</th> <th style="width: 25%; text-align: center; border-bottom: 1px solid black;">Still in school</th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Girls</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Totals</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>	Enrolled in 1949	Graduated in 1953	Transferred to other schools prior to graduation	Still in school	Boys	_____	_____	_____	Girls	_____	_____	_____	Totals	_____	_____	_____
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Boys	_____	_____	_____														
Girls	_____	_____	_____														
Totals	_____	_____	_____														
8. How many of these identical students dropped out of school without graduating? Please do <u>not</u> include transfers to other schools.																	
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Boys	_____	_____	_____														
Girls	_____	_____	_____														
Totals	_____	_____	_____														
9. How many students transferred into the class since the fall of 1949? Of these transfers from other schools, how many dropped out before graduation in 1953?																	
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Number transferred in	Number dropping out																
Boys	_____																
Girls	_____																
Totals	_____																
10. Is this class typical of recent classes with respect to drop-outs? Yes__No__. If <u>yes</u> , was it: More than usual____? Less than usual____? If <u>no</u> , in what respect was it non-typical?_____																	

SECTION 5

Lakeview Public Schools
Battle Creek, Michigan

November 21, 1953

Dear Colleague:

As you know, the problem of holding power has been receiving considerable attention in Michigan schools in recent years. Many school staffs are endeavoring to set up effective practices and procedures designed to retain students until the completion of their prescribed courses of study.

The enclosed questionnaire is part of an extensive study now being carried on by George Myers of the School of Education at Michigan State College, in an effort to get a clearer picture of the current holding power situation in Michigan secondary schools, and to identify promising practices and procedures.

As Chairman of the State Holding Power Committee, I urge your cooperation in completing this questionnaire, in order that our committee, and your local school staff, may gain a better insight into some of the factors related to this important aspect of the school's program.

Sincerely yours,



Benton Yates, Chairman,
State Committee on Holding Power,
Michigan Curriculum Planning Committee

BY:ml

P. S. Abstracts of the findings of this study will be made available to your school as soon as results are tabulated.

SECTION 6

FACSIMILE OF FOLLOW-UP POST-CARD REQUESTING RETURN OF COMPLETED 1953
FOLLOW-UP QUESTIONNAIRE

December 30, 1953

Dear Colleague:

We are very desirous of including your school in the present state-wide study of high school holding power.

If you have not received the original one-page questionnaire, another will gladly be mailed to you.

If the information has not been forwarded, may I again solicit your cooperation, on behalf of the State Committee on School Holding Power?

Thank you for your assistance.

Yours truly,



George Myers
School of Education
Michigan State College

GM/ml

SECTION 7

Department of Secondary Education
Michigan State College
East Lansing, Michigan
January 7, 1954

Mr. Howard Dalman, Holding Power Coordinator
Central Northern College Agreement Region
Greenville High School
Greenville, Michigan

Dear Mr. Dalman:

At the present time I am engaged in making a study of holding power programs in Michigan secondary schools, as you are well aware from our association on the Michigan Committee on School Holding Power. Specific areas under study include initiation of programs, nature and extent of practices, and effectiveness of programs. I am now preparing to visit certain schools to gather information. Your assistance is needed in the selection of schools.

Would you please recommend three or more schools in your College Agreement Region which are recognized as having developed effective holding power programs? In making your recommendation, please consider such criteria as size, location, type of school and community, evidence of effort to improve holding power, and willingness to participate in the investigation. It is considered desirable to choose a variety of kinds of schools, while seeking outstanding practices. Other members of the School Holding Power Committee feel that you are best qualified to recommend such schools in your region.

Thank you very much for your cooperation in providing this information.

Sincerely yours,


George B. Myers

GRM:ml

SECTION 8

GREENVILLE HIGH SCHOOL

Office of Principal

GREENVILLE, MICHIGAN

January 12, 1954

Mr. George Myers
Department of Secondary Education
Michigan State College
East Lansing, Michigan

Dear George:

In reply to your request of January 7th, I feel that the following nine schools are in the established criteria.

1. Alpena
2. Manistee
3. Traverse City
4. Montague
5. Cheboygan
6. Mesick
7. Mount Pleasant
8. Ravenna
9. Greenville

I hope this will be of help to you and if I can be of any further service please feel free to call on me.

Sincerely,

/s/ Howard Dalman

Howard Dalman
Holding Power Coordinator
Central Northern Region

HD:jm

CHECK LIST OF EXTENT OF HOLDING POWER PRACTICES IN HIGH SCHOOLS

Please place a check mark in the column which best describes the extent to which each of the following practices is used in your holding power program.

	Much	Some	Little	or None
I. Curriculum Practices.				
2.1 Carrying on curriculum study to improve holding power				
2.2 Modifying instructional techniques to hold more pupils				
2.3 Changing the program of remedial services				
2.4 Using experimental units to assist potential school leavers				
2.5 Providing programs of supervised work experience				
2.6 Providing for part-time employment				
2.7 Extending and improving the co-curricular program				
2.8 Making school camping experience available				
II. Guidance Practices.				
2.9 Providing orientation for all incoming pupils				
2.10 Identifying potential school leavers early				
2.11 Improving the cumulative record system				
2.12 Assisting pupils in making appropriate educational choices				
2.13 Providing personal recognition for potential school leavers				
2.14 Making occupational information available				
2.15 Holding individual conferences on personal and educ. problems				
2.16 Insuring exit interviews for all early school leavers				
2.17 Providing for follow-up contacts with early school leavers				
2.18 Conducting systematic holding power studies				
III. Administrative Practices.				
2.19 Developing a school philosophy regarding holding power				
2.20 Providing for staff planning of holding power programs				
2.21 Developing working relationships among staff members engaged directly in the holding power program				
2.22 Reducing hidden tuition costs which encourage school leaving				
2.23 Eliminating "rejection" and "squeeze-out" procedures				
2.24 Providing for transfer to other schools when advisable				
2.25 Reducing excessive class size				
2.26 Improving transportation facilities and schedules				
2.27 Providing conference hours for staff members				
2.28 Using teamwork approach in dealing with potential drop-outs				
IV. Practices Designed to Involve Parents and Community				
2.29 Supporting a community-wide recreation program				
2.30 Working with parents of potential school leavers				
2.31 Securing cooperation of labor, industry, business and social groups				
2.32 Enlisting active assistance of parents and lay citizens				
2.33 Interpreting holding power programs to parents & lay citizens				

SECTION 10

THE HOLDING POWER OF MICHIGAN HIGH SCHOOLS

INTERVIEW SCHEDULE

A. Initiation of the Holding Power Program.

- 1.1 How did your holding power program originate? _____

- 1.2 When did it originate? _____
- 1.3 What was the original purpose of your program? _____

- 1.4 By what title was the program known (drop-out study, follow-up study, holding power study, self-survey, other)? _____

- 1.5 In what grade or grades did your program begin? _____

- 1.6 To what degree was your program initially patterned after some other school's holding power program? _____

- 1.7 Who was most influential in providing local leadership in the organization of your program (counselor, individual teacher, principal, superintendent, supervisor, parent, teacher committee, committee of laymen, other)? _____

- 1.8 Did any individual persons give outstanding local leadership in initiating the program at the beginning? If so, please name them, and indicate their positions in the school. _____

- 1.9 What persons or agencies outside your community provided impetus of special assistance in the initiation of your program? _____

- 1.10 What kinds of committees or work groups were formed within your staff to carry on the program? _____

- 1.11 To what extent was the total school staff involved in the initiation of the program? _____

- 1.12 In what ways, if any, have lay persons in your community participated in the planning of your program? _____

- 1.13 To what extent has participation of your staff in area studies, regional and state-wide conferences, summer workshops, etc., influenced the development of your program? Please specify. _____

- 1.14 To what extent, if at all, has the original purpose of your program changed during its development? _____

- 1.15 To what extent, if at all, was your program developed on the basis of known facts about what was happening to the students in your school (drop-out studies, follow-up studies, school-wide evaluations, etc.,)? _____

- 1.16 To what extent have the events of recent times (military service, increased school population, changing values, etc.) affected the development of your program? Please specify. _____

- 1.17 List the criteria which serve, in the main, as the bases for selection of practices and procedures in your program _____

B. Practices in the Holding Power Program.

Curriculum Practices

- 2.1 What provision has been made for curriculum study which would not have occurred had not this program been developed? _____

- 2.2 Please describe any changes in instructional techniques which have come as a result of the holding power program. _____

- 2.3 Please describe any changes in remedial services in basic learning skills which have come as a result of the program. _____

- 2.4 To what extent, if any has your holding power program resulted in the introduction of experimental units or courses designed to assist potential school leavers? _____

- 2.5 What provision, if any, does your school make for programs of supervised work experience? _____

- 2.6 Is provision made for part time employment programs in your school? If so, please specify. _____

- 2.7 What changes, if any, have been made in your co-curricular program as a result of efforts to increase holding power? _____

- 2.8 What provision, if any, has your school made for camping experience designed to retain or regain potential school leavers? _____

Guidance Practices

- 2.9 What provision has been made in your school for orientation of all incoming students? _____

- 2.10 What procedures, if any, has your school adopted to make possible the earlier identification of potential school leavers? _____

- 2.11 What steps, if any, have been taken to revise your cumulative record system with reference to collection and use of information on potential early school leavers? _____

- 2.12 What procedures does your school employ to assist potential school leavers in making appropriate educational choices? _____

- 2.13 What provisions are made for personal recognition of potential school leavers? _____

- 2.14 What procedures are employed in your school to make appropriate occupational information available to potential school leavers? _____

- 2.15 What provision is made in your school for individual conferences with potential school leavers on personal and educational problems? _____

- 2.16 What procedures, if any, does your school employ to insure that every early school leaver receives an "exit interview"? _____

- 2.17 In what ways does your school provide for follow-up contacts of drop-outs? _____

- 2.18 To what extent does your school conduct local holding power studies and surveys in a systematic manner? _____

Administrative Practices

- 2.19 What steps, if any, has your school taken to develop a school philosophy with reference to holding power? Are copies of this philosophy available? _____

- 2.20 What provision has been made for staff planning in your program? _____

- 2.21 What relationships have developed among staff members involved directly in the program (curriculum specialists, guidance workers, visiting teachers, etc.) and other members of the school staff? _____

- 2.22 What steps, if any, has your school taken to reduce "hidden tuition" costs in cases where they tend to induce early school departure? _____

- 2.23 What steps has your school taken to eliminate "rejection" or "squeeze-out" procedures (repeated failures, failure to provide recognition, etc.)? _____

- 2.24 What provision, if any, is made in your school for transferring potential leavers to other schools when advisable? _____

- 2.25 What steps has your school taken to reduce excessive class size? _____

- 2.26 What steps have been taken to improve school transportation facilities and schedules? _____

- 2.27 What provisions have been made for conference hours when staff members may engage in teamwork activities, or consult with potential drop-outs? _____

- 2.28 To what extent does your school use a teamwork approach in dealing with potential school leavers? _____

Practices Designed to Involve Parents and Community

- 2.29 To what extent has your school supported an effective community-wide recreation program? _____

- 2.30 In what ways does your school work with parents to enlist home pressures to retain potential early school leavers? _____

- 2.31 What steps, if any, has your school taken to secure active cooperation of labor, business, industry and social groups to retain potential school leavers? _____

- 2.32 In what ways, if any, have lay citizens, including parents, contributed actively to the holding power program? _____

- 2.33 What means, other than those listed in 2.32, were used to interpret the holding power program to lay citizens and parents? _____

C. Effectiveness of the Holding Power Program.

- 3.1 What, in your opinion, are the outstanding strengths or advantages of the holding power program in your school? _____

- 3.2 What are its chief weaknesses or areas of further need? _____

- 3.3 What steps could be taken to strengthen your present program? _____

- 3.4 What has been the effect of the program on students, with reference to:
- a. more appropriate choice of courses? _____

 - b. relationships with members of the school staff? _____

 - c. self-understanding? _____

 - d. relationships with parents? _____

 - e. participation in co-curricular activities? _____

 - f. basic learning skills? _____

 - g. remaining in school? _____

3.5 What has been the effect of the program on staff members, with reference to:

- a. personnel turnover? _____

- b. participation in professional and community leadership roles? _____

- c. participation in research projects? _____

- d. further study in institutions? _____

- e. participation in school visits, conferences and workshops? _____

3.6 What has been the effect of the program with regard to:

- a. teacher-parent relationships? _____

- b. understanding and confidence by lay citizens in the school's program? _____

- c. total school policies such as promotion, reporting, scheduling, evaluation, etc.? _____

Have you any data, published or unpublished, which illustrate any aspects of the holding power program in your school?

Present enrollment of your high school _____ Class size _____

Number of teachers _____ Population of your community _____

Type of community _____

APPENDIX C

- Section 1: Form for Follow-Up of Drop-Outs, Alpena High School
- Section 2: Excerpt from Report on Follow-Up of Drop-Outs, Alpena High School
- Section 3: Report of Drop-Out Study, Battle Creek High School
- Section 4: Facsimile of Postal Invitation to Parents of Early School Leavers, Escanaba High School
- Section 5: Form for Record of Terminal Interview, Highland Park High School
- Section 6: Excerpts from Report of Continuous Follow-Up Study, Ravenna High School
- Section 7: Form for Maintaining Current Record on Holding Power, Greenville High School

SECTION 1

ALPENA HIGH SCHOOL
Follow-up of Drop-outs

Date _____ Address _____ Name _____

Tel. No. _____ Father's Name _____ Age _____ Birth Date _____

Grade when last in attendance 9B--9A--10B--10A--11B--11A--12B--12A

Dear

According to our latest information you are considering or have decided to leave school. We want you to know that this does not decrease our interest in you. Would you be willing to help us out by giving us some information? And will you use this questionnaire to let us know of any further service the school can give you.

I. REASON FOR LEAVING

Please check your reasons for leaving school:

Needed at home__Lack of money__Failing a subject__Don't like school__

Don't like a teacher__In the wrong course__Health__Can't get along with

students__My schedule isn't right__Lack of interest__Subjects too diffi-

cult__To earn own money__To marry__Other_____

II. WHAT CAN THE SCHOOL DO TO HELP YOU

Please check:

Change of course__Change of schedule__Find a part-time job__Find a full-

time job__Place to stay__Other_____

III. YOUR OWN MESSAGE

In the space below please tell us in your own words why you are thinking of leaving school and anything else you may wish:

Signed_____

SECTION 2

EXCERPT FROM REPORT ON FOLLOW-UP OF DROP-OUTS, 1952-53,
ALPENA HIGH SCHOOL

July 6, 1953

Data on the Follow-up of Pupils Who Left During the School Year 1952-53

1. During the school year, seventy-five pupils left school. This number does not include those that transferred to other high schools. Twenty-two transferred to other high schools. This is thirteen more than last year. During the school year 1950-51, twenty-nine pupils left Alpena High to attend other high schools.

We were able to obtain the follow-up questionnaire from or have an interview with fifty-two, or 69% of the seventy-five who left school.

2. Members of the teaching staff having close contact with high school pupils were able to have most of the pupils complete the questionnaire before leaving school. All pupils leaving school must have their books signed out by the principal before selling them at the bookstore. This procedure makes the leaving interview possible for a high percentage of pupils planning to leave school. The interview also enables the principal to assist pupils with their problems and encourage many to remain in school.

3. The follow-up questionnaires were mailed to pupils who left school without an interview. Some were contacted by attendance teachers, Miss Foley and Mr. Titus.

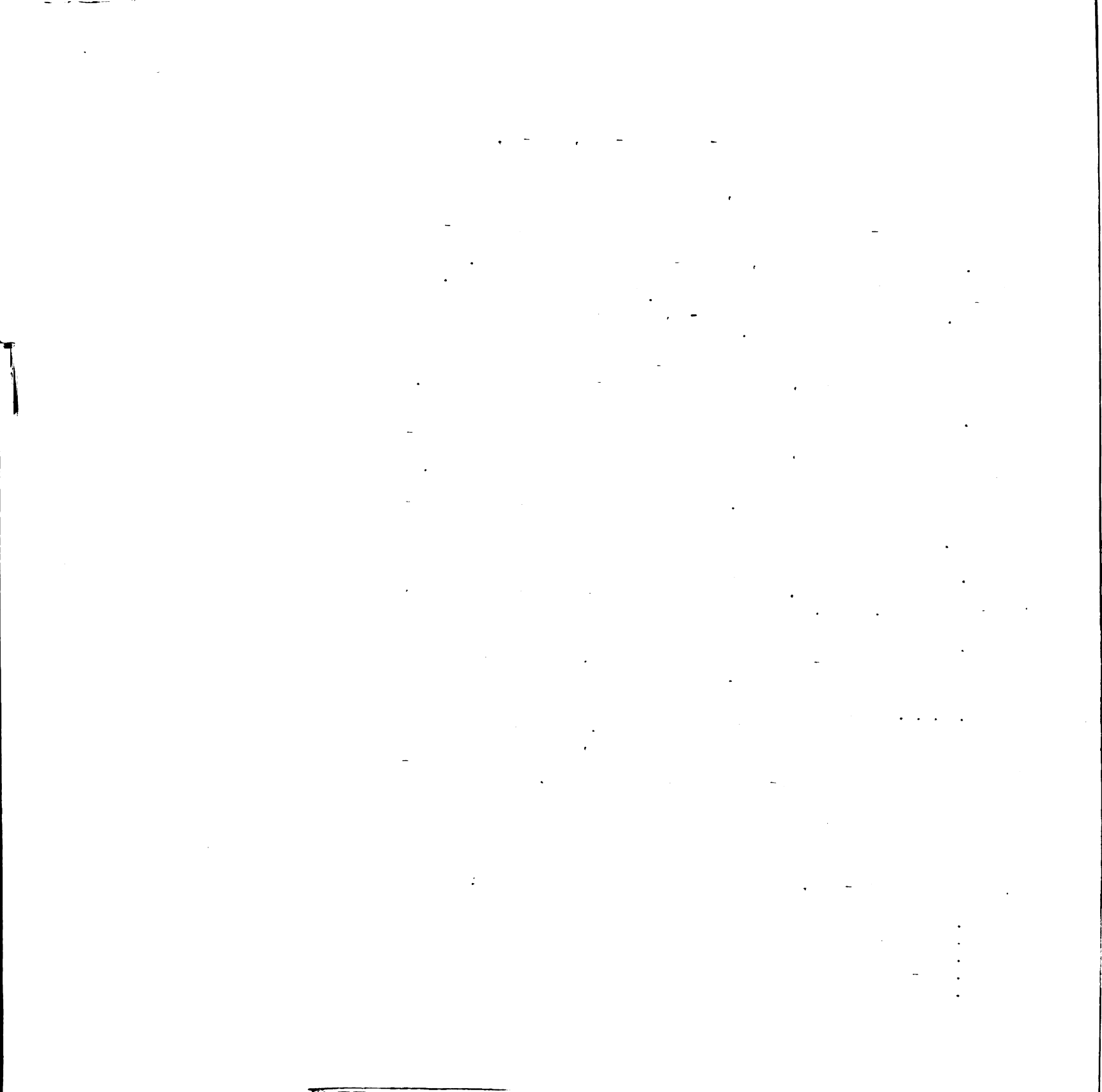
4. Personal letters and teacher interviews were used in an effort to have some of our drop-out group return to school. Three have indicated that they plan to return this fall.

5. . . . Greater opportunity for employment was the chief single reason for school withdrawals during the past year. Twenty-eight listed going to work as their reason for leaving this year, while in other years the number listing this reason has been considerably less with the exception of last year when thirty-two listed the same reason.

Interpretation and Comment

Studies of early school leavers during the past six years have shown that certain symptoms appear repeatedly and are helpful in identifying potential drop-outs. Following is a list of such symptoms:

1. Irregular attendance and tardiness
2. Information on current office record indicating maladjustment
3. Failure in school experiences
4. Non-participation in school activities
5. Financial difficulties



6. Inability to get along with others
7. Dislike for subjects
8. General restlessness
9. Feeling of not belonging
10. Broken home
11. Transportation difficulties in the case of rural students
12. Pending military service

In order to identify and treat potential early school leavers and to prevent leaving school permanently, we must continue to broaden and emphasize our personnel services. We must continue to stress good classroom teaching, individual counseling, attendance, health, testing, job placement and follow-up, adjustment services and work experience programs. Special attention will be given this next year to assist boys in adjusting to future military service.

In spite of the fact that economic conditions are good at this time, the percentage of drop-outs in the eleventh and twelfth grades was greater this year than for other years. In the twelfth grade, for instance, six dropped out to marry and nine to go to work. The percentage of drop-outs in the ninth and tenth grades was less than for the past three years.

During interviews with pupils planning to leave school, it has been evident through the years that a number of parents are not sold on the value of a high school education and do little to encourage their children in high school work. We should continue and improve, if possible, our interpretation to the public of the high school program of activities.

General Conclusions

1. The drop-out rate at Alpena High School is considerably below the national average.
2. During the year, 10% more boys than girls dropped out of school. Non-resident drop-outs are 69% of the total of those who leave school before graduation.
3. There were as many drop-outs with I. Q. rating above 99 as there were below. Low intelligence is not an important factor in determining early school leaving.
4. From the reasons listed for dropping out in the questionnaire, such as lack of interest, work is too hard, dislike for teachers, etc., there is a definite indication of maladjustment. Perhaps further work on curriculum study and subject placement to assist these people in adjusting should be made.

5. In studying the C. O. R. cards of the pupils who left during the year it was discovered that very few were members of our school organizations. We might, therefore, as teachers, evaluate our extra-curricular and social programs in an effort to find ways to encourage more of our students into our activity program.

M. E. Finch
Principal

SECTION 3

Battle Creek High School
THE DROP-OUT STUDY

The Drop-Out Study which has been conducted for seven years is based upon information received through Exit Interview Sheets prepared by the counselors of school leavers.

The counselor draws upon his total acquaintance with the boy or girl when he makes out the report and supplements his diagnosis of the reasons for the student's school leaving with the reasons given by the student and by his parents.

The following information is also recorded for each school leaver: age, date entered high school, schools attended, scholastic record in junior and senior high school, courses taken in high school, subjects which he would have taken if they had been offered, mental age, reading grade level, attendance record, health, part-time work, home adjustment, socio-economic state of family, participation in school activities, social adjustment, relationships with teachers, traits which annoyed, those recognized as helpful, attitude of student toward school, attitude of parents toward school, and immediate plans for the future.

The information from all school leavers is each year compiled so that reasons for drop-out can be studied by faculty groups with the goal of providing such meaningful experiences for students that they will wish to remain in school until graduation.

The Exit Interviews have been supplemented at times by questionnaires sent to school leavers after they have been out of school for a time. A limited amount of informal personal interviewing has also been done.

The counseling group in the high school has been concentrating during the present semester on the study of underlying reasons for the school leaving of students. The group is convinced that they can be assisted in this type of research work through more extensive use of follow-up, interviews with drop-outs one, two or three years after their school leaving.

SECTION 4

FACSIMILE OF POSTAL INVITATION TO PARENTS OF EARLY SCHOOL LEAVERS
ESCANABA HIGH SCHOOL

1/27/53

Please consider this an invitation for your boy or girl to return to school. The sooner he or she does the easier it will be for us to arrange a schedule.

_____ (will) _____ (will not) _____
(Name of student) (check one)

return to school this year. The reason is (work) _____

(in the service) _____ (needed at home) _____ (any other
reason) _____

(Signed) _____

SECTION 5

RECORD OF TERMINAL INTERVIEW
Highland Park High School

To the Student:

Date_____

Now that you have decided to leave school, we would like for you to answer the questions on this form and then go over them with your counselor.

Your answers to the questions will provide useful ideas and information which may be helpful--and we all need help.

Your name_____ Grade_____

Age at last birthday_____ Birthdate_____

If you stayed in school, when would you graduate?_____

What would you like best as your life's work?_____

Do you have a full-time job now? Yes___ No___ If so, what kind of work is it?_____

What is the weekly pay?_____ Does this job lead to better jobs in the same line of work? Yes___ No___

Do you need special training for these better jobs? Yes___ No___

If you do not have a job, are you sure that you can get one? Yes___ No___

In what kind of work?_____

If you are not yet 18, do you know that jobs are hard to find? Yes___ No___

What do you like least about school?_____

Why?_____

What are your strongest reasons for leaving school now?_____

What changes in school might have decided you to stay?_____

Have you talked this decision over with your parents? Yes___ No___

What do they say about it?_____

Do you know about educational opportunities in Night School? Yes___ No___

In the armed forces? Yes___ No___

Have you taken vocational guidance tests at the HP Testing Center? Yes___ No___

Do you know about the educational opportunity in the HPHS Cooperative Program? Yes___ No___

Counselor's comments:

Were parents consulted about this matter?, Yes___ No___

What is their attitude toward it? _____

What might have helped this student to want to stay in school? _____

What do you think is the chief cause of this withdrawal? _____

Other comments:

Recommendations:

(Signed) _____, Counselor

Date _____

SECTION 6

EXCERPTS FROM 1953 REPORT OF CONTINUOUS FOLLOW-UP STUDY
RAVENNA HIGH SCHOOLI. Introduction.

A large percentage of the young people who start high school in the present day and age drop out before the four years' requirement is completed for graduation. Of those who do graduate, many find difficult adjustments to make as post high school life begins.

We of Ravenna High School are conscious of the fact that problems such as these do exist and we are now trying to get information as to how we might help Ravenna's young people meet these situations successfully.

II. Specific Purposes.

- A. To reduce the number of drop-outs through determining reasons for leaving.
- B. To determine occupational problems and adjustments.
- C. To determine the types of skills used by students and their areas of work.
- D. To determine what skills would aid in advancement of ex-students.
- E. To evaluate the school system as to:
 - 1. Policy
 - 2. Personality
 - 3. School
 - 4. Curriculum
- F. To produce students who will boost the school.
- G. To raise standards of the school to obtain accreditation.
- H. To learn how to improve alumni relations.

III. Scope.

- A. Both graduates and non-graduates of the group or groups being studied.

IV. Classes to be Studied.

- A. A start was made with the 1951-52 graduating class and the non-graduates who dropped out that year.
- B. Each group will be followed through for five years. They will be checked on during the first, third and fifth year after they graduate or drop.
- C. The follow-up study will be a continuous project until such time as it is no longer considered essential.

V. Method Used.

- A. Questionnaire sent in January of each year to the group to be studied.

ANALYSIS OF THE FOLLOW-UP DATA AT RAVENNA HIGH SCHOOL

1. Our graduates who do not go on to college do find jobs which they have trained for at Ravenna High School. This is particularly true in the area of office work.
2. Graduates appear to be satisfied with the school. There is no severe criticism.
3. Non-graduates were engaged in more menial labor than were graduates.
4. Lack of interest seemed to be the big factor in causing drop-outs. Apathy toward school activities is implied.
5. The 9th and 11th grades seem to be the critical ones for drop-outs.
6. Far too few students took part in our extra-curricular activities, and the graduates participated to a greater extent than the non-graduates.
7. Enough of our graduates (25%) go on to college to warrant a strong college preparatory offering.
8. The percentage of graduates employed at office work justifies a strong commercial program in the school.
9. The fact that 75% of the drop-outs are doing house, farm or factory work seems to indicate that our potential holding power over these drop-outs will depend largely on the functioning of the new or improved vocational departments.

MASTER ACCOUNTING SHEET FOR IDENTIFYING EARLY SCHOOL LEAVERS

GREENVILLE HIGH SCHOOL

Year Class Entered 9th Grade_____

[illegible]

ROOM USE ONLY

Date Due

Jul 29 '57

FEB 25 1964

May 22 '57

Ann 20 100

JUL 23 '65

Apr 4 58

May 27 '58

Aug '58

Aug 1 58

14 Mar 56

3 Apr 56

FEB 9 1980

APR 1 1969

APR 12 1960

MAY 10 1960

III 20 1983

7/16/60

MAR 30 1961

AUG 14 1961

~~NOV - 2 1951~~

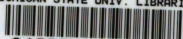
APR 16 1962

JUN 9 1967

1651 APR 29 4

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