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A STUDY OF SCHOOL LEAVERS  
AT THE PATTERSON SCHOOL FOR BOYS  
CALDWELL COUNTY, NORTH CAROLINA, FROM 1959--1967

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A Thesis  
Presented to  
the Faculty of the College of Education  
Appalachian State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
Floyd William Finch, Jr.  
August 1968

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Floyd William Finch, Jr.

Approved by:

Benjamin F. Strickland  
Benjamin F. Strickland, Ed. D.  
Chairman, Thesis Advisory Committee

Robert L. Randall  
Robert L. Randall, Ed. D.  
Member, Thesis Advisory Committee

William M. Cooper  
William M. Cooper, Ed. D.  
Member, Thesis Advisory Committee

Ben H. Horton, Jr.  
Ben H. Horton, Jr., Ed. D.  
Dean, College of Education

Cratis Williams  
Cratis D. Williams, Ph. D.  
Dean, The Graduate School

## PREFACE

The purpose of this thesis was to attempt to determine the reasons for students leaving the Patterson School for Boys, Caldwell County, North Carolina, from the year 1959 until the year of 1967. Such a study had never been made previously, and since the writer is to become the next Headmaster of the school, he felt that it was a very worthwhile project. It is hoped that the results of this study will be helpful in determining the future of the Patterson School for Boys, and that it will prove beneficial to other private or parochial schools which by their very nature may have similar problems of school leavers.

In this study the problem of school leavers is presented, together with the results of surveys showing the broad areas of the school program which have resulted in satisfaction or dissatisfaction of the students, their families, the faculty, and the administration. The writer feels certain that the findings of this study will help to develop a more adequate program for the school and enable it to minister more fully to the needs of the boys who are the real reason for the school's existence, and without whom it would cease to exist.

The information used in this thesis could not have been collected without the willingness and consent of the

present Headmaster, Mr. George F. Wiese, who has guided the school for more than a quarter of a century. His advice was inestimable. Miss Frances M. Chester, Registrar of the school, opened her heart and her files and pursued the information needed with the wisdom that comes from many years of service to the school and to every boy who has gone there during her tenure. The writer cannot thank her enough. The Assistant to the Headmaster, Mr. G. Grissom Miller, corrected and clarified the writer's mind, and offered valuable assistance and information. Gratitude to them is greater than words can express.

The Right Reverend M. George Henry, Mrs. Patricia Blair, Mr. Robert D. Chester, The Reverend and Mrs. William R. Copenhaver, Mr. Henry M. Courtney, Mrs. Maryanne S. Evans, Mr. N. Spears Hinton, Mrs. Evelyn Ledbetter, Mrs. Faunie T. Lenoir, Mrs. Christine C. Looper, Mr. Joseph Ludlam, Mr. David L. Reber, Mrs. Lora Snyder, Mrs. George F. Wiese, Mr. and Mrs. William Woodbury, Mr. Tony Woods, Mrs. Beth Allison, Dr. Harry G. Padgett, Mr. Andrew Patterson, Mr. Joe Woods, and others gave valuable information and insight during formal and informal interviews.

I am deeply indebted to my adviser in the College of Education, Dr. Nathaniel H. Shope, a teacher and educator of outstanding ability, integrity, and patience. He served also as chairman of my thesis committee until the final

month when, due to his absence, the chairmanship was assumed by Dr. Benjamin F. Strickland, who constantly insisted upon the perfection I shall never attain. Other members of my thesis committee who gave valuable and stimulating suggestions, advice, guidance, and counsel were Dr. William M. Cooper, and Dr. Robert H. Randall. Their friendly encouragement and helpfulness will be remembered always.

Finally, I am deeply grateful to my wife, Leona Sutherland Finch, for her many hours and months of excellent secretarial work and assistance in tabulating data and engaging in the drudgery of thesis mechanics. Her patience, keen insight into human nature, and calm efficiency were of immeasurable value. Our children, William, Milton, Karen, and Theresa are to be thanked for their concern and thoughtfulness while this paper was being researched and written. Without their cooperation, it could not have been completed.

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Statement of the problem. The purpose of this study was (1) to attempt to determine the reasons for students leaving the school before their graduation, (2) to survey and inventory the school leavers, present students, teachers, and administrative staff as to their satisfaction or dissatisfaction in the Patterson School, and (3) to ascertain from reliable data the adequacy or inadequacy of the all-school program.

Procedures. A questionnaire, which was first administered to present students of the school, was modified to read in the past tense and mailed to school leavers. It sought their opinions and comments concerning the school.

A TERP Attitude Scale was administered to the staff of the school. It was an effort to determine the predominant educational philosophy of the staff in order to ascertain any correlation between staff attitudes and student leaving or dissatisfaction.

Interviews, based upon chance and propinquity of the respondents, were held with school leavers, present students, school staff, and parents to determine the adequacy or inadequacy of the all-school program.

Analysis of data. Data was analyzed in spiritual, academic, physical, and citizenship areas. Dissatisfaction and inadequacy was found in each area. Factors which encouraged school leaving were as follows: required chapel, mediocre teaching, few social activities, poor and inaccessible library, unsatisfying athletic program, drab buildings and grounds, lack of communication, archaic rules and regulations, unfair and inconsistent punishment, and the poor image and self-concept of the school. The staff leaned toward a traditional educational philosophy.

Conclusions and recommendations. The future of the school will depend upon its ability to change its environment and discipline, and to secure adequate financial support. The principal recommendations follow:

1. Make chapel services less formal by experimentation, innovation, and imagination, and encourage student leadership and participation in worship.
2. Secure teachers of high quality who are sensitive, imaginative, and democratic, and who have warm personalities. Teachers should encourage individual research in an improved, accessible library.
3. Provide a better athletic program, more social activities, and opportunities for creative recreation.
4. Improve the self-image and self-concept of the school by instilling a sense of pride and achievement in the students, and by making buildings and grounds attractive and inviting.



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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

The problem of school leavers has existed at Patterson School since its founding in the year 1909, by the Episcopal Diocese of Western North Carolina. The Bishop of the Diocese and other diocesan officials, the Board of Directors of Patterson School, and the administrative staff and faculty of the school have been troubled and concerned for years about the number of boys, however few, who have left Patterson School before their graduation. Some boys were expelled and the reasons were known, but others left and gave no reason whatsoever. Through the years, many opinions have been expressed as to why boys left the school, but these were based on evidence too insufficient to produce valid conclusions upon which the school could act to rectify the problem of the school leavers.

#### I. THE PROBLEM

Statement of the problem. The purpose of this study was (1) to attempt to determine the reasons for students leaving the school before their graduation, (2) to survey and inventory the school leavers, present students, teachers, and administrative staff as to their satisfaction or dissatisfaction in the Patterson School, and (3) to ascertain from

reliable data the adequacy or inadequacy of the all-school program.

Importance of the study. This study was an attempt to determine the environmental factors causing students to leave the Patterson School before graduation. It was undertaken to endeavor to decrease the number of school leavers. The factors involved in dysfunctional school leaving had not been determined before, and since these factors have been determined, they might help guide the school in its functional all-school program of education in a Christian atmosphere.

Limitations of the study. Some school leavers could not be contacted because of the fact that school records were inadequate and incomplete, listing only the student's name. Some had moved and had left no forwarding address by which their whereabouts could be determined, and others had moved so long ago, their forwarding address had expired. Hostility or guilt on the part of some of the school leavers probably resulted in distorted data gleaned from their questionnaires. Approximately two-thirds of the mailed questionnaires were not returned. The use of interviews was incomplete because of the distance and time involved in arranging personal interviews, and the writer's involvement in graduate school classes and pastoral duties at two churches.



## II. DEFINITIONS OF TERMS USED

School leaver. Throughout this study, the term "school leaver" was interpreted as meaning a student who left, quit, or departed from the school permanently, who left before graduating from the school, and who, by leaving, relinquished any rights he might have had to return to the Patterson School for graduation. The school leaver shall be understood to be one who decided to quit the Patterson School and to attend some other school.

Dropout. The term "dropout" shall be interpreted as meaning a student who left the school before graduation and did not transfer to any other school. The individual was considered to be a dropout when he left the school during a regular school term or when he left after a school term had been completed.

Expelled student. An expelled student, in the context of this study, shall be considered as being a student who was ejected from the school for misconduct or moral irresponsibility inconsistent with the honor system or the school's standard of values agreed upon by the student body, the teachers, and the administrative staff.

### III. ORGANIZATION OF THE STUDY

The study was organized (1) to present a review of significant literature related to the study of school leavers, (2) to present data related to the problem of school leavers at the Patterson School, (3) to present an analysis of data concerning school leavers at the Patterson School from the standpoint of students, parents, faculty, and administrative staff, and (4) to present a summary of the principal discoveries and conclusions concerning the school leavers at the Patterson School for Boys.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Very little has been written concerning school leavers, but many authors and researchers have concerned themselves with the study and analysis of dropouts. Most of what has been written concerning the problem of the dropout has been written from the standpoint of the public school systems of the United States, and very little has been written concerning the dropout problem in private or parochial schools as such. However, a review of the literature available would lead one to surmise that studies of school leavers or dropouts in the public school systems would be applicable in some measure to the private or parochial schools, and that a boy who leaves school would have basically the same problems in whatever school he might be attending. Of course, buildings, equipment, and school programs differ, but problems relating to the human predicament should be fairly constant. In reviewing the related literature, the concern of this study was with (1) literature on the scope of the problem of school leavers or dropouts, (2) literature on the lack of interest on the part of the student, (3) literature on the inadequate school program which leads to school leaving, and (4) literature on economic pressures which encourage school leaving.

I. LITERATURE ON THE SCOPE OF THE PROBLEM  
OF SCHOOL LEAVERS AND DROPOUTS

School leaving occurs in every section of the United States and in almost every school district. It cannot be isolated as belonging to a particular segment of our society.

National concern for school leavers. Hechinger listed concern over dropouts as one of three major issues confronting the academic scene.<sup>1</sup> He cited the late President John F. Kennedy's appeal to school boards to get dropouts back in school. The late President made a sum of \$250,000.00 available to study the problem, to reach the school leavers and dropouts and try to persuade them to continue their education.<sup>2</sup> This action on behalf of those who had left school was the first national effort to deal with them in a creative manner. It helped them as individuals and also proclaimed war on unemployment.

Individuals who leave. Fischer, as late as November, 1967, presented four basic choices available for young people to make concerning their society, and the first of these was

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<sup>1</sup>Fred M. Hechinger, "Education," The World Book Year Book (Chicago, Illinois: Field Enterprises Educational Corporation, 1964), pp. 316-17.

<sup>2</sup>Ibid.

simply to drop out of their society.<sup>3</sup> The school is a micro-cosm of the greater society and mirrors it directly. Our world today is sometimes frightening and society is seemingly unfair, and young people do not know always how to deal with either the world or the society in which they find themselves. To drop out ". . . always has been the strategy of choice for people who find the world too brutal and too complex to be endured."<sup>4</sup> All upcoming generations have to decide what strategy they will use to cope with their society. People of different ages and differing levels of maturity drop out of society for different reasons. As for the drop-out, Fischer says that:

In one way or another, practitioners of this way of life batten on the society which they scorn, and in which they refuse to take any responsibility. Some of us . . . find this distasteful--an undignified kind of life, like that of a leech or a kept woman. But for the poor in spirit, with low levels of both energy and pride, it may be the least intolerable choice available.<sup>5</sup>

Startling statistics have pointed out that "one out of three of the nation's youths left school before completing high school."<sup>6</sup> This shows that the problem is of such wide

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<sup>3</sup>John Fischer, "Four Choices for Young People," The Reader's Digest, XCI (November, 1967), 178.

<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

<sup>6</sup>Hans W. Mattick, "Juvenile Delinquency," The World Book Year Book (Chicago, Illinois: Field Enterprises Educational Corporation, 1964), p. 376.

scope that all of our nation's people are involved, directly<sup>8</sup> or indirectly, and that "far reaching social changes are needed to solve the problems of such youngsters"<sup>7</sup> as school leavers and dropouts. Because of the magnitude of the task, one method of approach might be to try to deal with all school leavers in one great homogeneous group. However, as Van Til succinctly stated "Though we describe dropouts in terms of age, income level, academic background, and so on, they are individuals and not statistics."<sup>8</sup>

A school leaver is an individual and must be dealt with on a person-to-person basis. In the school leaver there is promise and human dignity which cannot be violated. All that happens to any human being during his lifetime happens in the realm of relationships--with others, and especially with others who are significant and have meaning for us--as our individual needs are met. The school leaver or dropout will not be changed by force or hypocrisy, but by the love of a significant other person who cares for him and sees his worthwhileness. Van Til wrote that:

What is impossible is refusing to face reality, thus cheating the youngsters in trouble. What is impossible is not trying to realize the promise that is inherent in all human beings.<sup>9</sup>

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<sup>7</sup>William Van Til, "Five Bold Ways to Attack the Dropout Problem," Parents' Magazine, XL (March, 1965), 59.

<sup>8</sup>Ibid.

<sup>9</sup>Ibid., p. 133.

Dropouts and school leavers do not come always from underprivileged families. Many from better homes are potential dropouts because they lack basic educational skills. An instructor in the Village Academy, a tutorial high school in Pittsburg, Pennsylvania, said: "These students don't know how to study. . . . They lack reading ability and basic vocabulary. Somehow the public schools never discovered their disability."<sup>10</sup> A student in the same academy who had been reached by the faculty and was satisfied with the advantages of a high teacher-pupil ratio stated that "My public high school teachers didn't care if I passed or failed. . . . Here they do care. I miss the sports we had at the other school, but not enough to go back."<sup>11</sup>

## II. LITERATURE ON THE LACK OF INTEREST ON THE PART OF THE STUDENT

Numerous authors agree that lack of interest on the part of the student is a major factor to consider when studying the school leaver or dropout. Only a few of those who wrote material closely related to the nature of this study will be cited here.

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<sup>10</sup>"A Teacher for Every Student," Together, February 1968, p. 49.

<sup>11</sup>Ibid.

Disinterested student loses advantages. The disinterested student who has lost interest in school will lose advantages which are enhanced by schooling. There is a diminishing demand for workers who have no high school or college diplomas. "The demand is for persons with more general education and advanced technical and professional training,"<sup>12</sup> wrote Brembeck in 1966. This is partially the result of the intensified emphasis upon education for the past decade. Technology and automation demand not the unskilled worker, but the skilled technician with a broad background of general education in our rich United States' heritage. A former dropout who went back to school and graduated said, "When you are around your age group and you're not up to their status it makes you want to go back."<sup>13</sup> More and more emphasis is placed upon the tasks performed well, for the tasks executed with a high degree of competency generally result in greater monetary returns.

Results of lack of interest. De Young and Wynn expressed alarm over the number of students dropping out of

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<sup>12</sup>Cole S. Brembeck, Social Foundations of Education (New York: John Wiley and Sons, Inc., 1966), p. 513.

<sup>13</sup>Edward Cody, "Dropouts Do Go Back Again," The Charlotte Observer, June 29, 1968, p. 6A.



school before completing high school. They reported that:

About nine hundred thousand American youth leave high school each year without completing high school. . . . These are frustrated young people who lack purpose and who easily lose self-respect.<sup>14</sup>

The loss of self-respect quite often brings about poor attendance, and attendance in school reflects the attitude of the school leaver as being that of lack of interest.

In Dillon's research concerning attendance, he found the following:

This record dropped in junior high school where only 60% of the school leavers were found to be in attendance 90% of the time school was in session. In senior high school the attendance record showed even greater regression by dropping to about 40% in attendance for 90% of the time. . . . These findings on attendance reveal symptoms to be faced realistically and to point to the need for giving serious consideration to attendance records as evidence of maladjustment that may be due to a variety of underlying causes.<sup>15</sup>

A further study was made in the Maryland Public High Schools in 1961, and it disclosed the fact that 35.3 per cent of those students classified as dropouts gave their reason for leaving school as "lack of interest."<sup>16</sup>

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<sup>14</sup>Chris A. De Young and Richard Wynn, American Education (New York: McGraw-Hill Book Company, 1964), p. 231.

<sup>15</sup>Harold J. Dillon, Early School Leavers (New York: National Child Labor Committee, 1949), p. 45.

<sup>16</sup>L. M. Miller, "Schools Search for Clues to His Problems," School Life, LXV (May, 1963), 6.

Several studies indicate a direct correlation between lack of interest and a lower average intelligence quotient among school leavers and dropouts. One such study was that made in the Guilford County Schools, Greensboro, North Carolina, in a report entitled "Guilford County High Schools Curriculum Study," published in March, 1962. On page eighteen in the study the following statement is made:

During this one school year 403 or 9.5% of 4,159 students dropped out of Guilford County High Schools. Of the number (226) who had intelligence tests recorded, 53% had I.Q.'s below 89, and 82% scored below 100. It is significant to note that only 5% came from the group who would normally be expected to attend college (I.Q. of 110 or better).

Nevertheless, the assumption cannot be made that low intelligence quotients are the sole cause for leaving school, but it should be taken into consideration with many other known causes.

### III. LITERATURE ON THE INADEQUATE SCHOOL PROGRAM WHICH LEADS TO SCHOOL LEAVING

Many volumes have been written in an effort to state the school's responsibility in keeping the potential school leaver in school and yearning for academic achievement. An editor quoted Dr. William Self as stating the problem in this manner: "You're wasting your time if you try to stop a student from dropping out when he comes in and lays his books on the table."<sup>17</sup> In other words, the earlier the school

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<sup>17</sup>Editorial in The Charlotte News, October 20, 1967.

begins to work with the problem of potential school leavers the better will be the results of keeping them in school until they finish their formal education. The editor went on to raise the following questions:

If something like one-fourth of American high school children drop out, is it not important to determine to what extent the schools simply do not offer them incentive to stay? How many . . . children entirely capable of learning a great deal drop out because they cannot compete in the verbally-oriented system? Or because they don't find what they are being taught relevant in their daily lives?<sup>18</sup>

These are hard questions, but many schools are engaged in serious discussions in an effort to solve the problems they raise.

Signs of trouble. Several writers agree that by keeping and using accurate records and by sufficient guidance, symptoms of school leavers can be detected early before the student quits school. Dillon enumerated the symptoms as being regression in scholarship from elementary grades to high school, frequent grade failure in elementary grades, frequent grade or subject failure in high school, regression in attendance, frequent transfers to different schools, feelings of insecurity and not belonging, and lack of interest in

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<sup>18</sup>Ibid.

school work.<sup>19</sup> He went on to report that:

To what extent the school is aware that a student is contemplating leaving school and how much it does about it before withdrawal actually takes place, are important aspects of the school leaving problem.<sup>20</sup>

Is it relatively easy to detect the potential school leaver? There is evidence to the contrary. Dillon said, ". . . the early school leaver, so far as his teachers were able to judge him, does not seem to be markedly different from the student body in general."<sup>21</sup> Being individuals, the school leavers fall into no single category or classification, as Kinneman wrote, "Each special case requires a different combination of institutional responsibility."<sup>22</sup> A dissatisfying school program can be remedied by better administration and better teaching.

Poor teaching. A satisfying school program is one which meets the needs of the individual student and enables him to grow mentally and physically. The total school program is involved in this pursuit. Van Til said that the reason many students leave school is that the ". . . school

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<sup>19</sup>Dillon, op. cit., p. 82.

<sup>20</sup>Ibid., p. 15.

<sup>21</sup>Ibid., p. 81.

<sup>22</sup>John A. Kinneman, The Community in American Society (New York and London: Appleton-Century-Crofts, Inc., 1947), p. 251.

is too often a place where the dull and meaningless are taught."<sup>23</sup> Therefore, teachers must take a close look at themselves to see themselves as they are and not as they imagine themselves to be. Shortcomings have to be identified, modified, and changed when corrective measures are possible. Learning which is exciting and creative results in fewer school leavers. Inlow observed with real insight that "in this transformation of learning from the sterility of unimaginative to the richness of values, the teacher is the pivot."<sup>24</sup> All authors seem to agree with Inlow on this point.

#### IV. LITERATURE ON ECONOMIC PRESSURES WHICH ENCOURAGE SCHOOL LEAVING

Much data supports the contention that economic pressures greatly contribute to the frequency of dropouts. For example, in the Maryland Public High Schools, 11.1 per cent of the total number of dropouts gave the cost of going to school, and other economic reasons, as the basis for their leaving school.<sup>25</sup> Dillon's research uncovered the fact that

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<sup>23</sup>Van Til, op. cit., p. 133.

<sup>24</sup>Gail M. Inlow, Maturity in High School Teaching (New Jersey: Prentice-Hall, Inc., 1963), p. 4.

<sup>25</sup>Miller, loc. cit.

"the second most frequent reason . . . was need of money to buy clothes and help at home."<sup>26</sup>

Whereas much data supports economic pressures upon the public school student as causal factors encouraging them to drop out of school, no data seems to deal specifically with this problem as it might relate to the private or parochial school. Most private and parochial schools have relatively high tuition costs, especially if they are boarding schools, and this cost is charged to the student, their families, or their sponsoring agencies. Some, as is the case with Patterson School, have scholarship programs to aid needy students who are educable but have inadequate financial support.

#### V. SUMMARY OF RELATED LITERATURE

There is national concern for school leavers and dropouts, and efforts are being made to try to persuade them to continue their education. School leavers should be treated as individuals of worth and persuaded to receive a general education so that they may adequately perform the technical and professional tasks of society.

The loss of self-respect results in recession of attendance and reflects lack of interest and, in many cases, a lower

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<sup>26</sup>Dillon, op. cit., p. 63.

average intelligence quotient, especially among drop-outs. The school has responsibility for helping potential school leavers and drop-outs to stay in school. By using school records effectively, symptoms leading to school leaving may be determined and appropriate actions taken to keep students in school.

A satisfying school program, by providing creative and imaginative teaching, keeps student interest in the school and alleviates the problem of school leaving. Therefore, teachers need to identify, modify, and change their own shortcomings when possible.

The cost of school and the desire to work and receive remuneration causes some students to leave school, but whether or not economic pressures are a cause of school leaving in private and parochial schools has not been found.

## CHAPTER III

### THE PROCEDURES USED AND THE GROUPS STUDIED

To leave school or to drop out of school is against national educational goals. The behavior of leaving school is dysfunctional, and many theses have studied and verbalized who left school and why they left. That was a first step; a second step would be to look at environmental reasons and behavior factors.

Since a church-related boarding preparatory school for boys creates its own environment and expects certain behavior within its campus compound for nine months of twenty-four hour days, the total environment and behavior patterns had to be studied.

Four major areas were the concerns of this study. They were as follows: (1) Spiritual--chapel services and the chaplain; (2) Academic--satisfaction with the instructional program, dissatisfaction with the instructional program, and library; (3) Physical--squad work, recreation and social activities, and meals; and (4) Citizenship--self-concept and discipline. Each area is peopled with its own public, and all procedures used in this study were to give insight into the environment and behavior of each public, thereby trying to determine the real reasons for school leaving.



I. PROCEDURES TO DETERMINE ATTITUDES OF CERTIFIED  
FACULTY AND NON-CERTIFIED PERSONNEL AT PATTERSON SCHOOL

TERP Attitude Scale. The Teacher Education Research Project (TERP)<sup>1</sup> Attitude Scale, a copy of which may be found in Appendix D, was administered to all faculty and non-certified personnel present at a regularly scheduled Faculty Meeting in the Library of Patterson School. Care was taken to protect the anonymity of all respondents if they did not want anyone to know their responses. Sixty-two per cent of the certified faculty and non-certified personnel were present and responded by completing the TERP Attitude Scale questionnaire which contained thirty statements on educational ideas or problems about which all persons have attitudes, beliefs, or opinions. The respondents were seated at library tables and given ample time to complete the questionnaire even though they were urged to work rapidly but carefully.

Interviews. Interviews were held with twenty of the thirty persons employed as certified or non-certified personnel by Patterson School. The respondents were selected by arranging the personnel alphabetically and interviewing the first two of every three persons. The respondents were

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<sup>1</sup>Kerlinger's Educational Scale VII, New York University.

interviewed at times convenient to them when they had no school duties to fulfill.

During the interviews no notes were taken, and significant responses were recorded immediately thereafter. All respondents were assured that their responses would be held in strict confidence. The interviews centered around the topics of worship, study, work and work conditions, recreation, meals, discipline, and self-concept. Efforts were made to determine whether the respondents were satisfied or dissatisfied with the all-school program of Patterson School. Results of these interviews were not reported in this study except in the narrative. They did not vary from the analysis of questionnaire opinions.

## II. PROCEDURES TO DETERMINE THE ADEQUACY OR INADEQUACY OF THE ALL-SCHOOL PROGRAM

Students currently enrolled. A questionnaire, exhibited in Appendix C, was administered to all of the boys currently enrolled in Patterson School. Arrangements were made through the Principal's Office to have the boys bring pencils and remain after a noon meal in the Dining Hall to complete the questionnaire. Precautions were made to protect the anonymity of the respondents, and questionnaires were completed by 138 students, which was 100 per cent of the student body. Space was available for additional comments

at the end of each questionnaire, and the boys were encouraged to add whatever information they felt would be pertinent.

School leavers. Permission was obtained from Mr. George F. Wiese, Headmaster of Patterson School, to get from office files the names and addresses of all students who had left the school from 1959 to 1967. Accurate records had been kept from the year 1959, for that was the date of the school's accreditation by the Southern Association of Colleges and Schools. Before that year, records were inadequate or non-existent.

The same questionnaire, found in Appendix C, which was administered to the student body currently enrolled was modified to read in the past tense and then was mailed to a total of 456 boys who could be classified as school leavers. The questionnaire was accompanied by an explanatory letter and a stamped, self-addressed envelope. A copy of the letter may be found in Appendix B. The anonymity of all respondents was assured, and additional comments were welcomed at the end of each questionnaire.

Interviews. Interviews were held with twenty-three school leavers in Charlotte, Hickory, Lenoir, Asheville, Morganton, and Blowing Rock, North Carolina. Twelve of

those were telephone interviews with boys who called the writer. The remaining eleven respondents were chosen because of their geographical propinquity to the writer's home.

Interviews were conducted with sixty-five parents of boys who had either left the school or were currently enrolled. These were chance or haphazard interviews based on propinquity alone. The Patterson School Open House, held on May 12, 1968, afforded an opportunity to speak confidentially and informally with numerous parents who were there as visitors for the day.

Data collected from interviews did not vary from the questionnaire results. Therefore, it will be reported in the narrative of the study to substantiate the analysis of questionnaire results, and not as a separate entity.

## CHAPTER IV

### ANALYSIS OF DATA

The questionnaire used for this study was composed of a series of forty-five statements about Patterson School for Boys. In all cases the respondents were asked to indicate their response to each statement by circling the letters which expressed their feelings according to the following symbols on a six-point scale:

VSA - Very Strongly Agree

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

VSD - Very Strongly Disagree

They were asked to respond as honestly and frankly as they could, and were assured that no one else would see their answers. If there was no response to a question and no answer was circled, tabulation was made between the Agree and Disagree columns.

#### I. RESULTS OF QUESTIONNAIRE ADMINISTERED TO STUDENTS CURRENTLY ENROLLED COMPARED TO SCHOOL LEAVERS

The total population of 138 students currently

enrolled, or 100 per cent, completed the questionnaire and made additional comments concerning the school.

Of the 456 questionnaires mailed to the school leavers, ninety-nine were returned unopened, marked "Address Unknown," "Unknown at this Address," "Moved," "Forwarding Address Expired," or "Return to Sender." The total number of returned and completed questionnaires was 111. That left a total of 246 possible respondents who did not reply. In other words, there was a 31.09 per cent response to the questionnaire, and the data that follows was gleaned therefrom.

In order to make the results of the questionnaire more readily understandable, the forty-five statements and their responses have been broken down into four major areas. These areas are (1) Spiritual, (2) Academic, (3) Physical, and (4) Citizenship.

#### Spiritual Area

On the questionnaire, statements 44 and 45 dealt with worship or the religious atmosphere at the school. One dealt specifically with the opinion of the school leavers and present students concerning chapel services which are compulsory at the school, and the other dealt with whether or not they felt free to approach the chaplain with personal problems.

Chapel services. Students at Patterson School are required to attend church, chapel services, and Sunday School, and may be absent only because of illness or with special permission. In addition, the students are required to be neat, clean, and well-groomed in church and church-related services. The required attire for Sunday church services and at special church services or evening services throughout the year consists of school blazers, long-sleeved white shirts with proper collars for ties, neckties tied properly, and dress trousers. The required attire may not be removed until after dinner on Sundays. Failure to comply with the required dress means that a student will receive four demerits or four work hours.

An analysis of the data recorded in Table I will show that 55.8 per cent of the school leavers said they enjoyed going to chapel, as compared with 58 per cent of the present students. However, a closer study of Table I indicates that even though there is a very slight increase of 2.2 per cent of the present students who enjoy going to chapel services, the increase was in the "agree" column. There was an 8.5 per cent decrease in the "very strongly agree" and "strongly agree" columns on the part of the present students. The trend seems to be toward dissatisfaction with chapel services.

One of the school leavers said in an interview that he ". . . didn't care to go to church every morning. It

TABLE I

RESPONSES OF SCHOOL LEAVERS OF THE PATTERSON SCHOOL FOR BOYS, 1959-1967,  
 COMPARED WITH RESPONSES OF PRESENT STUDENTS

## SPIRITUAL AREA

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
44. I enjoyed going to Chapel Services.	* 16.2 ** 11.6	12.6 8.7	27.0 37.7	20.7 21.7	9.9 4.3	10.8 13.8	2.8 2.2
45. I felt free to go to the Chaplain with any personal problem.	* 27.9 ** 36.2	9.0 13.8	12.7 23.9	19.8 10.9	6.3 8.7	18.0 5.1	6.3 1.4

\* School Leavers

\*\* Present Students

All percentages are rounded out to the nearest tenth.



should not have been mandatory. I did not enjoy Sunday." Another commented on his questionnaire that he felt the school should ". . . allow each boy the choice of his church." The most representative comment made by a school leaver was that:

Everybody (most) disliked going to chapel. It took away some of their time and nobody really was in chapel mentally. If you haven't noticed how students don't kneel [sic] and you will probably hear fingernail clippers ringing out during prayer. We use [sic] to rest our heads on the pew in front and sit on the edge of the pew. Church was even a bigger bore. The sermon's [sic] didn't interest me at all. I was usually on cloud 9 [sic] during the service.

Respondents who agreed that they enjoyed going to chapel services often made qualifying comments. One student commented that "the chapel services are at times stimulating and enjoyable; at other times, wasted." Another boy wrote that making non-Christians attend chapel services ". . . somewhat spoils the service for everyone."

One lengthy comment in the form of a letter may be read in its entirety in Appendix A. The letter expresses clearly the feelings of more than half of the school leavers and present students who wrote additional comments on the questionnaire. He, as did the majority of the students, wanted religion presented in a way that was relevant to the present day, and by people who are living in the present. The data analysis in Table I seems to substantiate his

opinion. Dull and formal liturgical services did not seem to meet the needs of the adolescents of Patterson School.

Chaplain. The last statement on the questionnaire sought the opinion of the students as to whether or not they felt free to go to the chaplain with any personal problem. The percentages of those who agree show a favorable trend. Present students were 24.3 per cent more in agreement than the school leavers, and there were appreciable increases in all three agreement columns. The most significant responses occurred in the "very strongly disagree" column where there was a decrease of 12.9 per cent on the part of the present students.

When the data was analyzed, both interviews and additional questionnaire comments made it clear that the opinions of the respondents were strongly influenced by their impressions of the personalities of the three chaplains who have served the school from the year 1959 through the year 1967. The first full-time chaplain at Patterson School was the Reverend Henry D. Moore. He served as chaplain, teacher, and guidance counselor.

From the number of comments made by the school leavers and interview respondents, it was evident that Father Moore was accepted and trusted. He was trained in guidance and listened intently to every boy who came to him with a problem.

One school leaver said:

My first year at Patterson, our chaplain was Father Moore. He was probably one of the finest men I have ever known. He was understanding and loved all the students. He was loved by all the students and we could go to him anytime with any kind of problem. When he resigned the school did not have anyone we could really talk to or listen [sic] to our problems.

The student went on to say that he left Patterson School the following year and enrolled in another private school where he ". . . found the understanding and help that Patterson had lost."

The second chaplain who served at Patterson School during the period of this study was the Reverend Paul F. Heberger who went to the school in the year 1961. Only one student wrote about Mr. Heberger and he said "he was a fine man."

According to students interviewed it was evident that Mr. Heberger was considered an excellent teacher. However, numerous complaints were made to the effect that the students did not feel welcome or free to go to Mr. Heberger's home on the campus. One school leaver said, "He made it clear that he would talk with us in his office, but we were not wanted in his house."

The majority of opinions expressed by school leavers who attended the school during Mr. Heberger's chaplaincy told of "dull and monotonous services" and lengthy sermons

filled with religious platitudes. The boys wanted shorter, more meaningful services which were relevant to their level of maturity.

The present chaplain, the Reverend William R. Copenhaver, has been at the school since the autumn of 1966. The general reaction of the respondents toward him was positive, as evidenced by the opinions recorded in Table I which shows positive responses from 73.9 per cent of the present students. One representative comment was that:

There is only one faculty member I could ever go to, with a problem, and he is the chaplain. He is the best thing that has happened to the school during the three years I have been a student here.

#### Academic Area

Patterson School is approved by the Episcopal School Association and is accredited by the North Carolina Department of Education and by the Southern Association of Secondary Schools and Colleges. The school has a student body of 150 boys and a certified staff of fifteen teachers. The low ratio of students for each teacher means that Patterson School has an excellent opportunity to allow each student to participate to the limit of his capacity.

The administration of the school said in interviews that competent teachers at the school try to enable students to make steady progress in all subjects. Students are urged to acquire proper study habits and to learn to think for

themselves. Students are required to attend study hall each evening, Monday through Friday, for an hour and a half of supervised study. However, seniors may be allowed to study in their rooms for the same period of time.

There were sixteen statements on the questionnaire which were related to study. The respondents' opinions may be compared in Table II. On the questionnaire, more additional comments were added in the academic area than in any other area. In trying to determine the teaching-learning environment and behavior of the respondents, the data was analyzed after being separated into three categories as follows: (1) satisfaction with the instructional program, (2) dissatisfaction with the instructional program, and (3) library.

Satisfaction with the instructional program. The statements on the questionnaire dealing with satisfaction in the instructional program were statements 9, 14, 16, 17, 25, 32, 35, and 40. When the responses to these statements were compared, it was evident that the school leavers and the present students were in close agreement in most cases. The analysis shows that there is a range differential from only 1 per cent in statement nine to 17.6 per cent in statement sixteen.

Interviews with both groups of respondents helped establish the opinion that most classes at Patterson School

TABLE II

RESPONSES OF SCHOOL LEAVERS OF THE PATTERSON SCHOOL FOR BOYS, 1959-1967,  
 COMPARED WITH RESPONSES OF PRESENT STUDENTS

## ACADEMIC AREA

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
4. I looked forward to Saturday afternoons because I didn't have to attend classes for two days.	* 36.0 ** 46.4	10.8 15.2	40.5 28.3	6.3 6.5	.9 .7	3.6 2.9	1.9
5. Most of my teachers laughed at my mistakes in class.	* 1.9 ** .7	2.2	6.3 10.9	28.7 47.8	13.5 17.4	35.1 21.0	4.5
9. Most teachers at Patterson helped me feel comfortable and at ease in classes.	* 12.6 ** 8.0	14.4 19.6	49.5 50.0	12.6 13.8	6.3 7.2	2.7 1.4	1.9
13. Teaching was just another job to most teachers at Patterson School.	* 9.9 ** 6.5	10.8 9.4	23.4 17.4	27.9 37.0	11.8 17.4	15.3 8.0	.9 4.3
14. Homework assignments were fair and reasonable.	* 10.8 ** 10.2	20.6 12.3	54.0 53.6	6.3 15.2	4.6 2.9	2.8 5.1	.9 .7
16. Most teachers didn't have "teacher's pets."	* 9.9 ** 8.7	11.7 4.3	35.1 26.1	16.2 26.1	9.0 13.8	15.3 18.8	2.8 2.2
17. If I were a teacher, I would want to teach in a school like Patterson.	* 15.3 ** 13.8	6.4 12.3	20.6 32.6	24.3 21.0	7.2 6.5	21.6 11.6	4.6 2.2

\* School Leavers

\*\* Present Students

All percentages are rounded out to the nearest tenth.

TABLE II (continued)

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
18. Often I did more and better work than someone else, but I didn't get any better grade for it.	* 5.4 ** 10.2	2.7 10.9	13.5 29.0	49.5 33.3	11.7 8.0	13.5 7.2	3.7 1.4
23. Most classrooms were drab and undecorated.	* 42.3 ** 31.9	18.9 24.6	22.5 26.1	10.8 7.2	2.7 2.9	1.9 5.1	.9 2.2
25. Most of the teachers and staff were friendly and understanding.	* 12.7 ** 11.6	20.6 21.7	43.2 47.1	12.7 10.1	3.6 2.9	3.6 1.5	3.6 5.1
30. There was not a single teacher to whom I could go with a serious problem.	* 9.9 ** 11.6	7.2 3.6	12.6 13.0	38.7 29.7	9.0 14.5	20.7 23.2	1.9 4.4
32. My teachers used a lot of books, references, films, and other audio-visual materials to help me learn.	* .9 ** 3.7	.9 4.3	10.8 15.2	37.8 28.3	18.9 21.7	28.8 24.6	1.9 2.2
35. The Principal and teachers showed their appreciation when a student did something outstanding.	* 9.0 ** 9.4	13.5 15.9	39.6 38.4	25.2 22.5	3.6 5.1	5.5 5.8	3.6 2.9

\* School Leavers

\*\* Present Students

All percentages are rounded out to the nearest tenth.

TABLE II (continued)

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
39. Teachers did not seem to understand the needs and problems of students.	* 11.7 ** 11.6	9.0 14.5	23.4 28.9	33.3 28.3	8.1 11.6	10.8 2.2	3.7 2.9
40. Each morning I eagerly looked forward to another school day.	* .9 ** .8	8.1 2.9	14.4 13.8	35.1 28.2	10.8 11.6	25.2 39.1	5.5 3.6
41. The Library was well-stocked with good books and many reference materials.	* 7.2 ** 2.9	5.4 2.2	25.2 13.0	23.4 11.6	13.5 14.5	22.5 55.1	2.8 .7

\* School Leavers

\*\* Present Students

All percentages are rounded out to the nearest tenth.



were informal in nature. This opinion was substantiated by the questionnaire results which show that 76.5 per cent of the school leavers agreed that teachers made them feel at ease and comfortable in class, as compared with 77.5 per cent of the present students. One student leaver wrote: "I did like the teachers very much, especially 'Fess' [Professor Alvin C. Fowler]. I studied more for him; he made me want to study without being forceful."

Fewer of the present students than the school leavers thought that homework assignments were fair and reasonable, with 76 per cent being in agreement as compared with 85.5 per cent of the school leavers. Table II shows that less than 1 per cent of both groups of respondents failed to reply to this statement. Obviously, the students were not disgruntled concerning homework assignments, and as one student wrote:

In my opinion, Patterson was a very good experience for me. . . . My study habits were not as good as I had wanted them to be. I wouldn't have traded my  $2\frac{1}{2}$  yrs. [sic] at Patterson for anything.

The widest divergence of opinion in this sub-section occurred in statement sixteen as respondents reacted to whether or not they felt that teachers had "teacher's pets." Present students reacted negatively to the statement with a total of 60.9 per cent of their responses. However, their feelings were not mentioned in either the interviews or

written comments.

More of the present students than the school leavers said they would want to teach in a school like Patterson. Stronger opinions were stated in both the "very strongly agree" column and in the "very strongly disagree" column than in any other statement in this sub-section. Only one written response was made to statement seventeen, and it came from a school leaver who said he wanted to teach at Patterson School. He gave his qualifications and said he would be available the following year.

The data shows that 76.6 per cent of the school leavers and 80.4 per cent of the present students agreed that the teachers and staff at Patterson School were friendly and understanding. One respondent who left Patterson after being in attendance for one year wrote:

The individual classwork a teacher helped you with was the best thing I liked (small classes). Also, the teachers were well qualified. There were two teachers that I shall never forget that were at Patterson the year I was there. We were very close. I owe them both a lot.

Another favorable representative comment was from a boy who said "most of the teachers are very understanding."

Almost 90 per cent of the school leavers felt that the teachers at Patterson School used few references, books, films, or other audio-visual materials to help students learn. It should be noted that over 75 per cent of the

present students agreed. Staff interviews likewise seemed to agree with the students' opinions.

Concerning statement thirty-five on the questionnaire, both groups of respondents were in agreement that the principal and teachers showed their appreciation for outstanding work on the part of the students. In fact, comparing school leavers with present students there are differences in the seven columns of .4, 2.4, 1.2, 2.7, 1.5, .3, and .7 per cent, with the total number in agreement being 62.1 per cent and 63.7 per cent, respectively.

In spite of the fact that the data shows that 76.6 per cent of the school leavers and 82.5 per cent of the present students said they did not look forward to another school day, one former student from Mexico wrote that he would always be grateful to Patterson School, and that if he had to study again he ". . . would do it at Patterson." Any other response than that shown by the data would have been contrary to the image of the adolescent in the minds of the adults interviewed.

Dissatisfaction with the instructional program. The statements on the questionnaire which dealt with dissatisfaction with the instructional program were statements 4, 5, 13, 18, 23, 30, and 39.

A careful analysis of the data collected for this

study has shown that there was more verbal dissatisfaction with the faculty and the instructional program than there was satisfaction. A review of the data in Table II will show that in this sub-section the present students of Patterson School are more dissatisfied than their predecessors. Only two of the statements, thirteen and twenty-three, showed more satisfaction on the part of the present students, with a positive margin of 10.8 and 1.1 per cent, respectively. More (2.5 per cent) of the present students looked forward to not having to attend classes on weekends; more (5.6 per cent) said teachers laughed at their mistakes in class; more (18.5 per cent) felt they did better work than someone else but didn't get any better grade; more (7.5 per cent) felt there was not a single teacher to whom they could go with a serious problem; more (10.9 per cent) said the faculty didn't understand their needs and problems.

One school leaver who was more vocal than any of the other respondents to the questionnaire expressed his opinion as follows:

Scream--raise hell! Anything, but get more money for better teachers. If classes must be in the barn, fine, but get some teachers who breathe the excitement of learning. When teachers have reached their "level of incompetence" they become "nit pickers." Unfortunately, "nit pickers" abound at Patterson.

A representative statement from one of the present

students showed dissatisfaction with the instructional program. He said:

I realize I'm know [sic] authority on teaching methods, but I feel that many of the teachers at this school use the text far too much in daily class. It seems apparent to me that they make very few plans for the daily "lecture." I use that term loosely. To be blunt and to the point they practically read right out of the book.

The library. Most educators agree that the library is, without exception, the most important learning center of a school. In the library are to be found the educational resources which are the core of the academic instructional program. All of the resources and materials of the library must be inviting and readily accessible to the students. The last statement in Table II dealt with student opinions concerning the library of Patterson School. The respondents were asked to reply to the statement, "The library was well-stocked with good books and many reference materials." Twice as many school leavers, or 37.8 per cent, responded positively to the statement as compared with 18.1 per cent of the present students.

A closer analysis of the data concerning the library showed that 55.1 per cent of the present students' opinions were to be found in the "very strongly disagree" column, and only 21.9 per cent in the "very strongly agree" column. These figures were upheld by numerous interviews with

students, student leavers, parents, faculty, and administration, which showed growing dissatisfaction with the present library, including library materials and considering the use factor.

The only written comment made by a school leaver came from a young man who enclosed with his questionnaire a twenty-five dollar check with a cryptic remark, "For the library." Present students wrote numerous comments concerning the library and saying that it was very much out of date. One student wrote:

The library could stand to be improved. I realize fully that there must be a restricting limit from the budget but I believe the hourly use could help greatly. Sundays and Mondays and after school to supper for instance.

Finally, some of the present students stated in interviews that when they attended study hall they did not have access to the library. Reference materials and books were not properly catalogued. The study hall was found to be separated from the library by a door which was locked at all times. The library was closed on weekends and during the evening study hall period. Therefore, its accessibility and use was greatly reduced.

### Physical Area

The statements on the questionnaire which dealt with the physical area were an attempt to determine the school

environment's role in creative and meaningful physical activity, whether in squad work done by the boys, in athletics and social activities or recreation, or in the eating of meals in the dining hall. At Patterson School, squad work is very important, for it not only teaches the individual boy the dignity of work, but it helps keep down tuition costs. Little professional janitorial work is done at the school; the boys are their own janitors. The physical area data was divided into three sections as follows: (1) squad work, (2) athletics and social activities, and (3) meals.

Squad work. At Patterson School, squad work was supposed to be carefully supervised by adult members of the faculty or administrative staff. Four statements on the questionnaire dealt either with squad work itself, or with the results of squad work as the boys themselves saw it. The statements were 8, 15, 21, and 28, and the results are recorded in Table III. Squad work could be anything from sweeping a stairway in one of the dormitories to emptying the garbage cans placed strategically around the campus. Squad work might entail helping a member of the faculty with special duties after class, or working in the library under the direction of the librarian.

Almost 75 per cent of the school leavers had the opinion that boys did a good job in their squad work as

RESPONSES OF SCHOOL LEAVERS OF THE PATTERSON SCHOOL FOR BOYS, 1959-1967,  
 COMPARED WITH RESPONSES OF PRESENT STUDENTS

## PHYSICAL AREA

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
2. Patterson needed more clubs.	* 18.9 ** 16.7	19.8 13.8	40.5 42.8	16.2 23.9	3.7 1.4		.9 1.4
7. Patterson helped me develop hobbies, skills, and interests I didn't have before.	* 6.3 ** 14.5	9.0 9.4	27.0 29.7	29.7 22.5	7.2 7.2	18.0 15.9	2.8 .8
8. The school buildings and grounds were as clean as they needed to be.	* 8.1 ** 2.2	10.8 5.1	35.1 13.8	16.2 34.8	13.5 22.4	14.4 21.7	1.9
11. There was enough opportunity for students to develop their own interests.	* 3.7 ** 5.1	9.0 2.9	25.2 21.7	27.9 26.8	19.8 19.6	13.5 23.2	.9 .7
15. There was too much supervision of the students.	* 11.7 ** 13.8	13.5 18.1	19.8 29.7	28.8 23.9	8.1 5.1	14.4 4.3	3.7 5.1

\* School Leavers

\*\* Present Students

All percentages are rounded out to the nearest tenth.



TABLE III (continued)

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
21. Dormitories were neat and orderly.	* 11.7	9.0	41.4	17.1	8.2	11.7	.9
	** 8.7	7.2	31.9	26.8	12.3	9.4	3.7
24. Most meals in the dining hall were appetizing and pleasing to the eye.	* 9.9	9.0	28.8	13.5	15.3	21.6	1.9
	** 1.5	1.5	7.2	13.7	15.9	58.7	1.5
27. More social activities were needed.	* 33.2	26.1	25.1	9.9	1.9	1.9	1.9
	** 55.8	16.6	18.1	4.3	.8	.8	3.6
28. The boys did a good job in their squad work.	* 7.2	16.2	51.3	12.6	1.9	6.3	4.5
	** .8	10.1	42.7	27.5	9.4	8.7	.8

\* School Leavers

\*\* Present Students

All percentages are rounded out to the nearest tenth.

compared with 53.6 per cent of the present students, as indicated in statement twenty-eight. Interviews established one fact, which was that much of the student work is done in a haphazard manner with little supervision. Questionnaire data will show that 45 per cent of the school leavers had the opinion that there was too much supervision, and that 16.5 per cent more of the present students felt the same way. One of the school leavers had the following to say:

. . . you asked my opinion on the campus grounds. I think there should be more supervision over the squad work. I would very much like to come on a Monday while you are having your clean up [sic]. I would like to show you how to make it explicitly clear what has to be done and go over it with the students so there will be no question in their minds [sic] as to what has to be done. But first we must show them that they should take pride in their work.

Another boy who throughout his questionnaire had predominately positive reactions and opinions concerning the school wrote that:

Working on the farm was not only enjoyable but it gave us a feeling of contribution. Rules were strictly enforced, which needed to be. It gave us a feeling of security and we knew what was expected.

The class schedule at Patterson School runs from Tuesday through Saturday, and if not campused, students are allowed to go to the town of Lenoir on Monday afternoons. Much student work is done at work call on Monday mornings. Some school leavers were of the opinion that classes should have ended Friday afternoon, followed by work call, leaving

Saturday free. The argument was that the campus would have been clean for any visitors who might have come to the campus on Sunday.

With regard to the cleanliness of the physical plant of the school, one of the school leavers, speaking of the buildings and grounds, said, "If they were dirty, it was our fault." The data shows that 47.8 per cent of the present students thought the dormitories were neat and orderly. Another boy said in an interview that sometimes the dormitories were dirty because some boys didn't do their squad work. When asked by his father why he himself didn't clean up the hallway of his dormitory, the boy said that no one would do anyone else's work for them.

Several school leavers made comments concerning campus buildings. Over 60 per cent felt that dormitories were neat and orderly. One said that when he attended Patterson there was only one dormitory, Palmyra, for the eighty or ninety boys which was the total enrollment of the school. He said that the dorm was very drab and the furnishings meager, that classes were held above the dining hall and in the basement, and that the chapel was the nicest building on campus.

Another school leaver was of the opinion that public schools on the Lower East Side of New York had better buildings than Patterson.

Present students at Patterson School voiced the same

opinions as those expressed by the school leavers. One wrote that "not all buildings are dirty, but I do think they could be a little neater." Data shows that 79 per cent of the present students were of the opinion that the school buildings and grounds were as clean as they needed to be, as compared with 46 per cent of the school leavers.

Athletics and social activities. Patterson School tries to develop good sportsmanship in its entire athletic program. In fact, it is interesting to note that students instigated the practice of kneeling before all football and competitive games and praying the Lord's Prayer, and this ritual has become a tradition down through the years. The athletic program at Patterson School is given an important place in the life of the students, but winning teams were not in evidence during the period covered by this study.

Many remarks by present students and parents in interviews showed mild dissatisfaction with Patterson's athletic program. The consensus of opinion was that several teachers who had served as amateur coaches had done the best they could under the circumstances. No questionnaire statements dealt specifically with Patterson's athletic program.

One school leaver wrote a lengthy comment concerning athletics and stated that:

I can say that I am indebted to Patterson for the sports enthusiasm that is displayed. I am very proud to say that I made the (name omitted)

All-State basketball team in 1964, the year of my graduation. I went on to play college ball and all of this came about because I had a good coach. At least he was interested.

On the other hand, another school leaver said: "In my opinion the athletic program needs much up-dating and better leadership." He was joined by the only present student who had anything to say concerning athletics, and who said "I think this school should have a little more complete Athletic Program. For instance a tennis team would be good, and I would like to see a track team . . . at Patterson."

Moving from athletics to social activities, many of the present students and faculty voiced objections to the strict schedule to which Patterson School adheres. The daily schedule was said to be very confining and inflexible, and comments were made constantly which expressed the desire for more social activities and more free time. These verbal comments corresponded directly with the data concerning social activities found in Table III in statements 2, 7, 11, and 27. There it can be seen that 84.6 per cent of the school leavers felt that more social activities were needed, and an even greater 90.5 per cent of the present students had the same opinion.

Twelve of the present students added comments to the questionnaire, some of which follow:

I think this would be a better place to be  
9 [sic] months out of every year if there were

more activities and privileges for the students. This is my first year here and it is very hard to decide whether or not I want to come back next year.

The time wasted here is wasted only because there are no activities to participate in.

The movies here at Patterson are awful. Some good, but many are awful. I'm the one who shows them and half the time I can't stand to watch them.

The school leavers had several comments to make concerning social life at Patterson School. The strongest opinion expressed was made by a boy who left after one and one-half years, and who said:

I left Patterson because I felt that it provided an abnormal life for a person of my age. No dates or any co-educational relationship, no automobiles. It was more like a reform school.

Approximately three-fourths of both the school leavers and the present students felt that Patterson School needed more clubs. This was true especially of the younger boys who commented that more clubs were needed for underclassmen.

Adolescents who are in the process of maturing have an adventuresome spirit and need to develop hobbies, skills, and interests as they grow. A study of the data will show that 42.3 per cent of the school leavers responded positively to the statement that "Patterson helped me develop hobbies, skills, and interests I didn't have before," as compared

with positive responses from 53.6 per cent of the present students. The additional comments made by both groups of students were about equally divided. One significant comment was made by a boy who left the school after one year because of a lack of funds. He said:

During my short stay at Patterson I had a chance to develop interests that had never before been given a chance. I learn [sic] to enjoy reading and developed faith in myself, both of which continue to be of great value today.

One representative comment from a present student concerning the statement which had to do with skills and hobbies was that: "When one wants to develop a hobby such as electronics, one gets his equipment confiscated, such as screwdrivers, pliers, and soldering irons." The statement is in accord with a policy of the school which states that there may be two 100-watt lamps in each room, and a radio or a record player, but that other electrical appliances are not to be permitted. However, when boys are allowed to have more and more skills and hobbies of a technical or scientific nature at home, they naturally want to continue the same skills and hobbies at the school. The data shows that when the students are not allowed to have them, they become dissatisfied and start complaining, and may even leave the school in order to pursue their own interests.

Meals in the dining hall. "All the meals were so unappetizing and poorly prepared. The dietician seemed afraid to spend any money for proper food," wrote one of the school leavers. Another said: "Of course, one always finds complaints about food in boarding schools; however the cuisine was less than good. Like most southern meals, the food was high in carbohydrates and fat." Incidentally, the preceding school leaver was from Chicago, Illinois.

When data gleaned from the questionnaires of the school leavers is compared with that from the present students concerning statement twenty-four, there is a wide divergence of opinion. Almost half of the school leavers found the meals in the dining hall appetizing and pleasing to the eye. However, only about 10 per cent of the present students had the same opinion. In fact, over 10 per cent of the present students had something to say about the food or meals at Patterson School. Representative comments were as follows:

I think the meals could be improved a great deal so far as appearance [sic] and more variety.

Meals are bad because there is not enough food to go around.

All comments found on the questionnaires regarding meals or food in the dining hall were negative comments, and casual conversation with students and school employees



produced few constructive comments. The exception was that when the Board of Directors of Patterson School were present for dinner there was always good food. Two boys agreed that they wished the Board of Directors would come every day!

### Citizenship Area

Patterson School, throughout its history, has tried to instill a sense of appreciation for the rich heritage of the United States. The school has emphasized those events in history which illustrate the sacrifices necessary to maintain a democratic way of life. The administration of the school has voiced the desire to create a teaching-learning situation which shows the relation between individual freedom and individual responsibility, thereby giving boys the desire to become good citizens. The school wants to provide opportunities for students to experience actual responsibilities of citizenship through guided group living, the student work program, and participation in the student government.

In a society which is growing increasingly complex, urbanized, industrialized, and technological, all people must be trained for living in a democratic society. Participation is the best method of training. In order to be and to act like a citizen, two things are necessary. First, a person must have a satisfying self-concept, and second, discipline.

The self-concept is built upon how a person thinks about himself, and whether or not he can accept himself. How a person thinks about himself is based upon how he perceives others--and especially significant others--to look upon him. If he thinks he is a person of importance in the eyes of the significant others in his life, his performance will be on a higher level than if he feels that others think him to be insignificant.

Discipline is composed of many things. In this study it was not confused with punishment, for discipline and punishment are not the same thing. Discipline, in this study, was meant to be training that strengthens. Discipline is a system of rules for conduct. Discipline is a way or style of life, and discipline at Patterson School seems to be built upon traditional Middle Class or Upper Middle Class values, manners, and behavior.

Self-concept--whether of the personal self or of the school--and discipline--whether internal within the self or external from school authority--work together to bring about good citizenship. The teaching of citizenship may be either good or bad, depending upon what sort of citizen emerges from the socialization process. The end product desired is an involved and concerned citizen who desires not only to have his own good, but the good of others. The good citizen

is less selfish than his counterpart in his concern for others.

For purposes of reporting, the eighteen statements from the questionnaire dealing with the citizenship area have been divided into two parts: (1) self-concept, and (2) discipline.

Nine statements on the questionnaire dealt with self-concept, and nine dealt with discipline.

Self-concept. On the questionnaire, the following statements dealt with self-concept: 3, 12, 19, 20, 22, 29, 31, 34, and 38. An analysis of the data contained in Table IV will show that there was a very close relationship between the opinions of both groups of respondents in the area of self-concept. The single exception was statement thirty-four which was that: "I wish the other boys had been more friendly." It can be seen that 26.1 per cent of the school leavers responded positively, but that 57.2 per cent of the present students had similar responses. These figures may be due in part to the fact that the school enrollment has nearly doubled since 1959, and it's harder to know everyone now that the school is larger.

The self-concept is based in part upon the friendship of other people. One school leaver wrote: "As far as fellow classmates go, I found the best friends of my life

TABLE IV

RESPONSES OF SCHOOL LEAVERS OF THE PATTERSON SCHOOL FOR BOYS, 1959-1967,  
 COMPARED WITH RESPONSES OF PRESENT STUDENTS

## CITIZENSHIP AREA

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
1. Patterson had too many regulations and rules.	* 10.8 ** 18.8	9.9 17.4	27.9 36.2	40.5 22.5	5.4 2.9	3.6	1.9 2.2
3. All the teachers knew me by name.	* 35.1 ** 33.3	5.4 6.5	44.1 36.2	11.7 18.8	.9 2.2	.9 2.2	1.9 .8
6. The Headmaster was very fair.	* 15.3 ** 7.2	6.3 4.3	14.4 22.5	19.8 21.7	11.7 13.1	27.9 25.4	4.6 5.8
10. Often I was afraid I'd do something wrong at school.	* 5.4 ** 18.1	16.2 13.8	32.4 31.2	29.7 17.4	3.6 8.7	10.8 7.9	1.9 2.9
12. Patterson had just about the right number of students in it for me.	* 21.6 ** 16.7	11.7 20.3	39.6 41.3	15.3 12.3	3.6 2.9	4.6 5.1	3.6 1.4
19. The Principal knew most students by name.	* 20.6 ** 8.7	9.9 10.9	45.9 33.3	13.5 26.8	2.7 5.8	3.7 8.0	3.7 6.5
20. The older boys were friendly toward the younger boys.	* 10.8 ** 10.9	10.8 9.4	42.3 38.5	15.3 21.7	8.1 6.5	10.8 8.7	1.9 4.3
22. I was very proud of Patterson School.	* 23.4 ** 15.9	10.8 14.5	28.8 29.7	12.6 18.8	5.5 7.3	12.6 7.3	6.3 6.5

\* School Leavers

\*\* Present Students

All percentages are rounded out to the nearest tenth.

TABLE IV (continued)

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
26. I got scolded a lot at Patterson.	* 9.0 ** 10.9	11.7 9.4	18.9 13.0	40.5 50.7	4.5 8.7	11.7 7.3	3.7
29. Patterson had a lot of "school spirit."	* 18.9 ** 16.6	12.6 9.4	24.3 21.0	20.7 18.8	5.5 13.8	17.1 19.6	.9 .8
31. I feel lucky that I got to attend Patterson.	* 23.4 ** 15.9	9.9 13.8	27.9 37.7	13.7 19.5	6.4 2.2	11.5 8.7	7.2 2.2
33. Students at Patterson were likely to get severely punished for small offenses.	* 21.6 ** 30.4	22.5 22.5	19.8 22.5	24.3 14.5	3.6 4.3	4.6 1.5	3.6 4.3
34. I wish the other boys had been more friendly.	* 4.6 ** 11.6	5.4 5.8	14.2 39.8	34.2 22.5	17.1 4.4	14.4 7.2	8.1 8.7
36. There was a lot of wasted time at Patterson.	* 13.5 ** 15.9	9.9 10.9	9.9 20.3	34.2 22.5	9.0 7.9	21.6 21.7	1.9 .8
37. Things were done in an orderly and consistent way at Patterson.	* 12.6 ** 8.0	12.6 9.4	37.8 26.1	12.6 22.5	7.2 18.1	12.6 13.7	4.6 2.2

\* School Leavers

\*\* Present Students

All percentages are rounded out to the nearest tenth.

TABLE IV (continued)

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
38. I had many good friends at Patterson.	* 31.5	22.5	33.3	7.2		3.6	1.9
	** 34.0	19.6	32.6	9.4	2.2	2.2	
42. The Headmaster was too strict.	* 25.2	10.9	17.1	22.5	5.4	13.5	5.4
	** 23.9	21.7	25.4	15.9	5.8	2.2	5.1
43. The Principal was too strict.	* 11.7	9.9	9.9	34.2	11.7	16.2	6.4
	** 7.2	9.4	19.6	40.6	6.5	12.3	4.4

\* School Leavers

\*\* Present Students

All percentages are rounded out to the nearest tenth.

there at Patterson." Another serving with the army in Vietnam, added the comment, "I learned more than just books. Living and working with fellow students is a lesson in itself. It was good that I went to Patterson." Therefore, there were those who felt that at Patterson School there were many boys who were fine gentlemen and students. One boy was very realistic when he said, "The boys will give you some trouble on the surface, but inside they are sincere people."

Whereas most respondents who wrote additional comments agreed that most of the boys at Patterson School were friendly toward them, the opinion was expressed on several occasions that the respondents felt there was too wide a cross-section of students in the school. One school leaver said:

The majority of students were made up of two groups. Advanced students and those who had been suspended from public schools or been in other trouble. I didn't fit into either group.

Another response which gives additional insight into the foregoing statement was one from a dissatisfied school leaver who was obviously unhappy. He said:

I did less work than in public schools but got better grades. Also I felt that the people were not of as high moral standards as I'm sure Patterson would like to claim to have. From talking to them I found most of the older boys had police records and were not very friendly to people who were not as rude, loud and unruly as themselves.

Approximately 10 per cent of the school leavers made comments to the effect that Patterson School was somewhat old-fashioned and needed to move into the Twentieth Century. However, approximately the same number expressed deep satisfaction with having attended the school. One stated that:

I enjoyed my one year at Patterson. My only regret is that I didn't return to graduate the following year. My experiences there will profit me all through life and I'm glad to have gone to Patterson for just one year.

Perhaps the finest, most positive statement was by a school leaver who left and gave his reason as being the fact that he was not satisfied. He made the following thoughtful remarks:

I do consider myself lucky to have attended Patterson for one year. At the time of my attendance, I didn't like it a great deal. After I was out and a summer had gone by, I started thinking of things I had learned at Patterson that are vital for fluent living in our society. I learned to cope with the prevailing predicament. I didn't gain any study habits or achieve any high accomplishments in my schoolwork. However, it was there for those who wanted to learn.

Some of the present students were glowing in their praise of Patterson School. One tenth grade student wrote:

Patterson has helped me in many ways. My grades have been a lot better since I've been here, and I think I've matured twice as much as I normally would have if I were at home. There are very few undesirable people at Patterson and I believe the friendships I've made are valuable ones. The atmosphere and closeness of the school stands out more than one would think.



On the other hand, a ninth grade student felt that the older boys acted "superior" to the younger boys. The foregoing statements and the analysis of the data in Table IV shed additional light on the problem of self-concept in the area of citizenship at Patterson School.

Discipline. The remainder of the statements on the questionnaire dealt with discipline within the broader area of citizenship, and they are statements 1, 6, 10, 26, 33, 36, 37, 42, and 43. In this section, the major concern was with regulations, rules, and the administration of the Patterson School. It can be said truthfully that discipline was considered to be the major problem at the school. Approximately 20 per cent of each group of respondents wrote additional comments concerning discipline. Interviews with the present supervisors, present students, and their parents pointed up their keen interest in rules, regulations, and the administration of the school. The students expressed a sincere interest in a stronger and fairer student government. Some felt powerless to improve student government, and said that student ideas were not taken into consideration by the administration of the school. One student said that the Student Handbook, with its rules and regulations, was contradictory and ". . . goes this way and that way, but always goes 'Cap's' [Headmaster George F. Wiese] way." One-third of each group

of respondents thought the headmaster was very fair, and about 25 per cent of each group very strongly disagreed as Table IV shows.

How did former students feel about the Student Council? One school leaver said:

While attending Patterson I was a member of the Student Council--which in basic practice should be run fairly by the students for the students. Being a member of the Council along with a friend of mine . . . I felt that the council was overly dominated by the Headmaster and some of the administration. I feel that some of its rulings were unjust, and that some teachers would side with the Headmaster for reasons of self-concern, self-interest if you would have it, not in fair interest to the student or students involved [sic] in Council action. I also feel that at times punishment to some students was harsh, and unreasonable. . . . The student Council problem was always foremost in my mind because I was a member of it and directly involved in the rulings.

Several students said that if it had not been for the chaplain they would have left the school long before they did, and one added that he had become a college student with an "A" average. At Patterson School he was brought before the Student Council for the third time for smoking, and was asked to withdraw from the school. If not, he would be expelled.

A student at the school who was a member of the Student Council when this study was made, said:

I am a member of the Student Council and I have seen that students really do not have any voice in important matters in this school. The Headmaster seems to run the Student Council.

The average reaction of the present students was that Patterson School does not have too many regulations and rules; it has, they felt, the wrong regulations and rules. They felt that some rules should be abolished and some new ones should be made. Some felt that there was severe punishment for minor offenses but that more serious offenses often went unpunished. A junior wrote that:

In some instances the student can get away with murder. The wrong things are stressed. Cheating goes on like wildfire. On my last French test, I made . . . one of the lower grades. This was because I didn't cheat. The teachers are strict when they know the principal is around, but other times, classes run wild.

Another student, speaking of the classroom discipline, felt that the work-hour system should be discarded at Patterson School for more efficient on-the-spot discipline.

The same plea for more fairness was voiced by a seventh grade student who spoke of harsh treatment by the student prefect in charge of his dormitory. He said that he had seen more than one boy thrown up against a wall for small offenses, and it was his opinion that the prefect was not fair. A school leaver said practically the same thing except that he went into more complete detail. He wrote:

There were two main problems in the school and those two are the ones that forced me to leave. Mr. Wiese and Mr. Reece [the former principal] believed in severe punishment for trite offenses. The stumps became "famous" to all new students. Also the hall prefects took their position as a

place of power. They could be bribed easily or you could take twenty "licks" with a belt. Also you could keep them from telling on you by cleaning their rooms.

Another school leaver said that the main reason he left Patterson School was because he was punished for something he didn't do; nobody proved he did it, and he himself couldn't prove he didn't do it. He failed to say what the offense was. The analysis shows that 63 per cent of the school leavers agreed that students of Patterson School were likely to be severely punished for small offenses. An even greater number of the present students, or 75.3 per cent, agreed.

Down through the years, one of the major corrective disciplines at Patterson School has been that of "stumping." "Stumping" means that for a misbehavior a boy is given a number of hours to sit on a stump located near the headmaster's house and think or meditate. Stumping is done outdoors in all kinds of weather--hot or cold, rain or sunshine. In most cases the boys were to do nothing but meditate and were not to converse with other stump-sitters. Although nothing on the questionnaire dealt with stumping, numerous comments were made with regard to the practice, and no one thought it was a beneficial discipline. For the sake of this discussion, it should be pointed out that for several years there have been a number of beehives located approximately 150 feet from the rows of stumps.

Comments with regard to stumping ranged from a statement that the headmaster was ". . . too strict with stumping," to statements that stumping should be abolished because it was a "waste of time." One final quotation is included in this study concerning stumping. It is printed in exactly the form, style, wording, and punctuation used by its school leaver author, and as it appeared on his completed questionnaire. The statement follows:

I feel that some janitors be employed to ease students' work. Also to employ someone so a can go to without being punished for something the student (you) tell him which a student intended to releive his contience. Remove the stumps or thoes bees. They are dangerous and puting a young man on thoes stunps mean thoes bees is horrofiying and an UnChristian act.

His errors in English are numerous, but his thoughts, however humorous, are understandable.

As stated earlier in this study discipline, to be effective, must be fair. It must be also consistent. Discipline and punishment must play no favorites. Some school leavers felt that there was a double-standard of punishment given to rule breakers, and one person wrote, "Whether a person has money or not he should at least get the right and the same punishment as everyone involved." A senior said:

The organization of this school, as insanely inconsistent and inadequate as it is, runs the school. The students and faculty are afraid to change. . . . This place has to change, quickly and definitely. It has the potential.

Will the problems of discipline or of punishment disappear if students are given more responsibility? Several school leavers pointed out that they were treated like small children by having their lights turned off at about 9:15 o'clock at night. One boy, seeking more privileges, wrote:

I think that the boys over sixteen should be able to pair up and go off campus--if they sign up for it. Give them the privilege of going to Blowing Rock, Boone, Lenoir, and Hickory, as long as they sign out for the said town and will be back at a designated time; if you don't they will go anyway. . . . If someone wants to study late, let him; it's no use in going blind by candle light or the hall lights. At first the students might cut up, but give them a while and they will stop, and also let the boys accept long distant phone calls until eleven. . . . I had fun at Patterson and wouldn't trade the experience for the world, so let the future students also have a good time.

All involved in the teaching and learning process should have "a good time." Education should be a pleasing and satisfying experience. If the educators are to train the educands for living in a democratic society, and if participation and experiences in the democratic process are the best methods and means of training, there needs to be continuous communication between administrators, faculty, non-certified personnel, and the student body of all educational institutions. Patterson School, it would seem, is no exception. "I believe that there should be open-forum discussions between the student body and those in authority. Question and answer periods would help understanding," said a junior.

Patterson School, as a church-related college preparatory school for boys, has throughout its history placed great emphasis upon the spiritual aspects of life and of learning. The school seeks to provide an atmosphere in which a boy can be enabled to develop a sound Christian outlook toward life and the solution of life's problems. With some boys the school has failed; with some boys it has succeeded. One student with whom the school was successful wrote the following comment:

Here at Patterson I have learned more about people and how to get along with them. I have become more responsible and I appreciate home more. I would highly recommend Patterson to any and all prospective students. I owe a lot to Patterson.

The data gleaned from this study of the opinions of school leavers as compared with the opinions held by students currently enrolled has shown that with many boys the school has been successful in the spiritual area, the academic area, the physical area, and the citizenship area. If the school can alleviate the problem areas which produce dissatisfaction among its staff and students, and if it can change to meet the needs of new generations of adolescents, its future will be greatly enhanced. Planning for the all-school program at Patterson School, to be successful, will have to move in the direction of individualization, incentive, and imagination.

II. RESULTS OF QUESTIONNAIRE ADMINISTERED  
TO CERTIFIED FACULTY AND NON-CERTIFIED PERSONNEL

The Teacher Education Research Project (TERP)<sup>1</sup> Attitude Scale, described fully in Appendix D, was administered to 62 per cent of the certified and non-certified personnel of Patterson School. The TERP Attitude Scale has high validity and reliability,<sup>2</sup> and it was administered to determine the progressive or traditional attitudes of the school staff. The prevailing attitude or philosophy of the school staff helps to create the school environment which either prompts students to remain at school, or it prompts students to leave.

The two factors which are determined by the TERP Attitude Scale are as follows: (1) Factor A, "progressive," and (2) Factor B, "traditional."

Factor A. On the TERP Attitude Scale, Factor A is characterized by a high regard for the student as a person, more democratic procedures, and what might be called a

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<sup>1</sup>Kerlinger's Educational Scale VII, New York University.

<sup>2</sup>Letter from F. N. Kerlinger, New York University, School of Education to J. C. Bledsoe, University of Georgia, School of Education, August 30, 1965; Letter from F. N. Kerlinger, to Harry G. Padgett, Appalachian State University, September 15, 1968.



"progressive" philosophy of education.<sup>3</sup> After the TERP Attitude Scale was administered to 62 per cent, or eighteen, of the certified teachers and non-certified personnel at Patterson School, the data was analyzed and Factor A statements were placed in Table V.

Factor A, or "progressive," scores ranged from a high 105, which is the highest possible score on the TERP Attitude Scale, to a low of sixty-seven as Table VII indicates. The mean or arithmetic average of the distribution, was 85.66, as seen in Table VIII. The median, or point in the array, above and below which one-half of the scores fell, was 85.5. The mode, or the score which occurred most frequently in the distribution, was seventy-four.

Factor B. On the TERP Attitude Scale, Factor B is characterized by more control and direction by the teacher, emphasis upon the value of learning and content, and greater emphasis upon the cultural heritage, and what might be called a "traditional" educational philosophy.<sup>4</sup> Factor B statements and responses are to be found in Table VI.

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<sup>3</sup>F. N. Kerlinger, "Progressive and Traditional Basic Educational Attitudes," School Review, LV (1958), 80-72; "The Attitude Structure of the Individual: A Q-Study of the Educational Attitudes of Professors and Laymen," Genetic Psychology Monograph, XIX (1959), 13-29.

<sup>4</sup>Ibid.

TABLE V

RESPONSES OF CERTIFIED AND NON-CERTIFIED PERSONNEL  
OF THE PATTERSON SCHOOL FOR BOYS, 1967-1968,  
TO THE TEACHER EDUCATION RESEARCH PROJECT ATTITUDE SCALE

PROGRESSIVE EDUCATIONAL PHILOSOPHY--FACTOR A

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
3. The learning of proper attitudes is often more important than the learning of subject matter.	55.6	11.1	33.3				
4. It is more important that the child learn how to approach and solve problems than it is for him to master the subject matter of the curriculum.	50.0	11.1	33.3	5.6			
9. Standards of work should not be the same for all pupils; they should vary with the pupil.	33.3	22.2	27.7	5.6	5.6		5.6
10. The goals of education should be dictated by children's interests and needs as well as by the demands of society.	22.2	27.8	32.9	5.6		5.5	
12. Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in.	27.8	27.8	27.8	16.6			

All percentages are rounded out to the nearest tenth.

TABLE V (continued)

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
14. Learning experiences organized around life experiences rather than around subjects is desirable in our schools.	11.1	27.8	33.3	16.7			11.1
15. We should fit the curriculum to the child and not the child to the curriculum.	16.7	16.7	55.6	5.5			5.5
18. The healthy interaction of pupils one with another is just as important in school as is the learning of subject matter.	11.1	27.8	44.4	5.6			11.1
21. True discipline springs from interest, motivation, and involvement in live problems.	66.6	16.7	16.7				
22. Emotional development and social development are as important in the evaluation of pupil progress as academic achievement.	27.8	44.4	22.2	5.6			
23. Education and educational institutions must be sources of new social ideas.	22.2	22.2	33.4	11.1			11.1

All percentages are rounded out to the nearest tenth.

TABLE V (continued)

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
24. Children should be taught that all problems should be subjected to critical and objective scrutiny, including religious, moral, economic, and social problems.	11.1	50.0	38.9				
26. Teachers should encourage pupils to study and criticize our own and other economic systems and practices.	22.2	27.8	38.9	11.1			
29. The public school should take an active part in stimulating social change.	11.1	11.1	44.4	27.8			5.6
30. Learning is experimental; the child should be taught to test alternatives before accepting any of them.	16.7	38.9	33.4	5.5			5.5

All percentages are rounded out to the nearest tenth.

TABLE VI

RESPONSES OF CERTIFIED AND NON-CERTIFIED PERSONNEL  
OF THE PATTERSON SCHOOL FOR BOYS, 1967-1968,  
TO THE TEACHER EDUCATION RESEARCH PROJECT ATTITUDE SCALE

TRADITIONAL EDUCATIONAL PHILOSOPHY--FACTOR B

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
1. Learning is essentially a process of increasing one's store of information about the various fields of knowledge.	11.1	22.2	33.3	16.7		11.1	5.6
2. The curriculum consists of subject matter to be learned and skills to be acquired.	11.1	27.8	44.4	11.1			5.6
5. The true view of education is so arranging learning that the child gradually builds up a storehouse of knowledge that he can use in the future.	27.8	27.8	33.3	11.1			
6. What is needed in the modern classroom is a revival of the authority of the teacher.	22.2	11.1	5.5	50.0	5.6	5.6	
7. Teachers should keep in mind that pupils have to be made to work.	5.6		22.2	55.5		16.7	

All percentages are rounded out to the nearest tenth.

TABLE VI (continued)

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
8. Schools of today are neglecting the three R's.	22.2	11.1	22.2	22.2	5.6	5.6	11.1
11. Each subject and activity should be aimed at developing a particular part of the child's makeup: physical, intellectual, social, moral, or spiritual.	44.4	16.7	16.7	22.2			
13. Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to teaching children.	11.1	22.2	11.2	22.2	22.2	11.1	
16. Subjects that sharpen the mind, like mathematics and foreign languages, need greater emphasis in the public school.	11.1	11.1	55.6	16.7		5.5	
17. Since life is essentially a struggle, education should emphasize competition and the fair competitive spirit.	22.2	16.7	38.9	16.7			5.5

All percentages are rounded out to the nearest tenth.

TABLE VI (continued)

STATEMENT	VSA	SA	A	D	SD	VSD	NO REPLY
19. The organization of instruction and learning must be centered on universal ideals and truths if education is to be more than passing fads and fancies.	27.8	27.8	27.8	11.1			5.5
20. The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.	38.9	33.3	11.1	16.7			
25. One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children.	11.1	16.7	38.9	16.7	5.5	11.1	
27. Children need and should have more supervision and discipline than they usually get.	27.8	27.8	33.4	5.5			5.5
28. Schools should teach children dependence on higher moral values.	38.9	16.7	38.9	5.5			

All percentages are rounded out to the nearest tenth.

TABLE VII

RESPONSES OF CERTIFIED AND NON-CERTIFIED PERSONNEL  
OF PATTERSON SCHOOL

Subject	Factor A	Factor B	D Score
1	96	62	34
2	105	73	32
3	89	58	31
4	90	66	24
5	94	71	23
6	91	71	20
7	93	80	13
8	85	69	16
9	81	66	15
10	86	75	11
11	78	71	7
12	69	65	4
13	88	84	4
14	72	73	-1
15	80	90	-10
16	67	80	-13
17	74	87	-13
18	74	89	-15



TABLE VIII

RESPONSES OF CERTIFIED AND NON-CERTIFIED PERSONNEL  
OF PATTERSON SCHOOL.

	Factor A	Factor B	D Score
Mean	85.66	73.88	15.88
Median	85.5	72	13
Mode	74	71	-5.5

Factor B scores ranged from a high of ninety to a low of fifty-eight, as indicated in Table VIII. The mean was 73.88. The median was seventy-two. The mode was seventy-one.

Differences between Factor A and Factor B. When the TERP Attitude Scale was analyzed and the difference or D Score between Factor A and Factor B was determined by subtracting Factor B from Factor A, it became evident that there were no persons on the staff who could be called progressive. A difference of forty-five or more would suggest a clear-cut tendency for the stated philosophy. The scores of the Patterson School staff members are tabulated in Table VII.

The TERP Attitude Scale score differences ranged from plus thirty-four to minus fifteen. The mean of the distribution was plus 15.88. The median of the array was plus thirteen. The distribution was bimodal at points plus four and minus thirteen. Therefore, minus 5.5 was the assumed mid-score of the interval in which the greatest frequency occurred.

Thirteen of the respondents expressed progressive educational tendencies with score differences ranging from plus four to plus thirty-four. Five respondents expressed traditional educational tendencies with score differences

ranging from minus one to minus fifteen.

One very significant finding was that without exception certified and non-certified personnel engaged in the arts and sciences had the traditional scores on the TERP Attitude Scale questionnaire. Those teachers and staff engaged in social studies, athletics, history, or personnel had the scores indicating a progressive philosophy. In other words, the more exact, precise, and demanding the discipline or course of study, the more traditional were the reactions and attitudes of the respondents.

Self-concept of school staff. When the data was analyzed, it became evident that 61.1 per cent of the staff respondents had raw scores ranging from plus fifteen to minus fifteen. These scores are indicative of a more traditional philosophy of education, and the staff members' self-concept tends to be molded in the image suggested by the foregoing philosophy. Therefore, the staff probably would not prize such attitudes as imagination, sensitivity, and personal warmth.

When the TERP Attitude Scale findings were compared with the findings from the data gathered from the questionnaires administered to the school leavers and present students, it was evident that the students presently at Patterson School, as well as those who had left, wanted to

be regarded as persons of worth. In addition, they wanted more democratic procedures, sensitivity, personal warmth, and imagination to be exhibited by the school staff.

When analyzed, the data from the TERP Attitude Scale supported the opinions of the respondents to the Patterson School Questionnaire.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

This study was undertaken for the purpose of determining the reasons for students leaving the Patterson School for Boys before their graduation. The adequacy or inadequacy of the all-school program was to be determined by surveying and inventorying the school leavers, present students, and staff of the school. Factors involved in the students' decisions to leave the school had not been determined. If the reasons could be ascertained, it was conceivable that they could help guide the church-related Patterson School in its continuing all-school program of education and effort to keep students in school.

A questionnaire, the Teacher Education Research Project (TERP) Attitude Scale was administered to the certified and non-certified personnel of Patterson School to try to determine whether or not they had high regard for the student, personal warmth, sensitivity, and imagination. On the other hand, the TERP Attitude Scale could determine whether they tended toward a philosophy of education characterized by more control and direction by the teacher, firmness, conscientiousness, and thoroughness.

A questionnaire was administered to two groups of respondents: (1) school leavers of Patterson School, and (2) presently enrolled students at Patterson School. This questionnaire was an attempt to determine the opinions of the respondents and their areas of satisfaction or dissatisfaction at Patterson School. The same questionnaire that was mailed to the school leavers was administered to the present students of the school, except that it was modified to read in the present tense. Interviews, personally or by telephone, were held with approximately 10 per cent of the school leavers, present students, parents, and staff of the school. A random sample of the school staff was selected. They were arranged alphabetically and the first two of each three were interviewed. Other interviews were by chance based upon geographical propinquity.

## II. CONCLUSIONS

Frequent statements in dropout and school leaver literature indicated that a critical analysis of the school environment and the behavior of all persons connected with the school should be a part of the literature.

Those who drop out of school have been clearly identified, and why they drop out has been made equally clear. Dropouts may come from any strata in society, but come more frequently from the families of average wage earners.

Students tend to drop out because of lack of interest, lack of scholastic success, and need of money. School leavers of Patterson School generally dropped out for the same reasons. However, some left who were expelled because of disciplinary problems; some left because they disagreed with the way the school was run; some left in order to graduate from their local high school.

The acceptance of the religious atmosphere by the students at Patterson School depended in large measure upon the school's chaplain, his personality, and his ability to relate to the students.

Required chapel services were generally disliked by the students, and especially if they were dull and unrelated to their daily living. The students objected to the school's more formal dress requirements for chapel services. A more meaningful and realistic religious experience was a major concern of both the school leavers and the present students. The lack of interest in worship stemmed from both a lack of personal involvement on the part of the students, and from routine services which were the same day after day.

The instructional program at Patterson School was found to be successful only insofar as the students acquired a sense of achievement and found a friendly atmosphere provided by the school personnel. Teachers who were warm, friendly, and not overly harsh and demanding have been more

successful with the students than have those who were not understanding of the students.

Small classes at the school proved to be beneficial to the students, and created an atmosphere conducive to improved study habits. However, Patterson School was not found to have had enough capable teachers. The data collected indicated an under-paid, mediocre faculty with very few exceptions during the nine year period of this study. Little creative teaching was found, with too great dependency upon the text book, resulting in little or no planning for daily classroom sessions. The students generally were not inspired to achieve notable academic or scholastic success. The more traditional faculty at Patterson School used few, if any, audio-visual materials in their classroom presentations.

Many teachers were found to have been non-professional in that they readily talked to the administration, other faculty members, and even students, and divulged information which should have been held in strict confidence.

The library at Patterson School was a source of much dissatisfaction in the opinion of the school leavers, but even greater dissatisfaction was shown by the present students. This most important educational resource center was found to be inadequate, out of date, inaccessible to the students much of the time, cold and unfriendly. Lack of



funds and poor management made the library a problem area which the students avoided when possible.

The classrooms, seen as drab and undecorated by over 80 per cent of both groups of student respondents, were not found to be conducive to a productive teaching-learning situation. Classroom buildings were the source of much dissatisfaction, especially among the school leavers; they were seen as inadequate, ill-kept, and in need of repair. In fact, all buildings and grounds were said to be in need of better and more professional janitorial service and custodial care.

According to all students inventoried, there was found to be a need for more social activities and clubs at the school. Lack of interest on the part of the school staff in the social life of the students has prompted much school leaving, and the problem has gotten worse. Over 90 per cent of the present students expressed dissatisfaction in the area of social activities.

Recreational facilities apart from the gymnasium, and places where students could develop hobbies and interests were almost non-existent.

The most positive reactions in this study were found in the area of the self-concept of all students. They were usually known by name and generally found other students friendly and co-operative.

Most students and personnel of the school associated discipline with punishment. The students who responded seldom saw discipline at Patterson School to be fair and consistent. The opinion that severe punishment and expulsion for minor offenses was a definite possibility was expressed by a large majority of respondents. Regulations and rules at the school were felt to be out of date.

Three promising side problems were uncovered which indicated the need for further research.

First, the administration of the school may want to study the possibility of more careful screening or selection of prospective students before admission. Boys who had emotional, psychological, or mental problems were prevented from adjusting in the Patterson School environment which is becoming more college preparatory in nature.

Second, a study to determine the effect of the dormitory supervisor upon student behavior and discipline in the school environment was discovered to be an important field for further inquiry.

Third, in analyzing the data from the school leavers, it became evident that a study should be made to determine the advisability of making courses available to post-graduates who need further training and education to make them eligible for college entrance.

In conclusion, if Patterson School is to give each boy a sense of individual worth and academic achievement in a Christian environment, then students, faculty, and administrators within its academic community must be dedicated to the rescuing of the creative out of the destructive. They must explore each other's common ground and respect each other's integrity and worth.

### III. RECOMMENDATIONS

Based upon the findings from the data which was gathered, analyzed, and reported in this study, the following recommendations are made:

#### Spiritual Area

1. Patterson School should allow and encourage increased student participation in chapel services. All students should be allowed to read Lessons from the Holy Scriptures in Morning and Evening Prayer, and the Epistle in the Order for Holy Communion.
2. Student Lay Readers should be trained to conduct complete services of Morning and Evening Prayer. Trained Lay Readers, upon the recommendation of the chaplain, and approval by the headmaster and the Bishop of the diocese, should be allowed to administer the Chalice in the Order for Holy Communion.
3. A boys' choir should be developed. Such a choir would enhance the worship in the school chapel and also make a valuable contribution to public relations by performing for the greater community.

4. Greater effort should be made to make chapel services less formal. Within the limits of the Book of Common Prayer, services should contain innovation, experimentation, and imagination. Worship must become exciting and be a meaningful experience for the boys and staff, in order that the individual boy may have a sound basis upon which to make his own decisions in the spiritual area.

#### Academic Area

1. Patterson School should secure teachers of high quality who are sensitive, democratic, imaginative, and have warm personalities.
2. Teachers should be viewed as resource persons and specialists, and should be encouraged to make textbooks low-priority items. They, in turn, should encourage students to work on individual research projects in which the students are interested.
3. Improve the library by increasing its use, expanding its facilities, up-dating books and resource materials, and making it the major resource center of the school.
4. Make the concepts of "think" and "learn" the primary concepts of the school, so that the students can become the ones who apply pressure in the teaching-learning process.
5. Make wide use of audio-visual materials and equipment. Provide teaching machines and special supervision and tutoring for those students who are behind, and for those who are advanced and could profit from learning at their own rate.
6. Establish learning centers which are staffed with knowledgeable faculty and resource materials. There should be centers for English, mathematics, science, languages, and social studies.

#### Physical Area

1. Strengthen the athletic program at Patterson School. Greater emphasis should be placed on gymnastics,

track, wrestling, and soccer, in addition to regular team sports. An indoor swimming pool should be built which would be usable in all kinds of weather.

2. More co-educational social activities should be held at Patterson School. Two dances per year do not afford enough boy-girl relationships during the course of the school year.
3. More freedom should be allowed each boy to pursue hobbies, special interests, skills, and recreational activities. Proper supervision must be provided.
4. The school should hire a qualified dietician who would create a friendly atmosphere in the Dining Hall and prepare meals which are pleasing and appetizing to the boys.

#### Citizenship Area

1. Patterson School should make every attempt to create a democratic environment in which the students would be allowed as much freedom as they are capable of handling responsibly.
2. The Student Council should be allowed to be the major voice of the students, and should aid in matters of student self-discipline. The council should not be controlled or manipulated by the faculty or the administration of the school.
3. Since communication between the students, faculty, and the administration was found to be inadequate and a source of great dissatisfaction, it is recommended that the student body be brought together frequently for informal discussions with the Headmaster and other concerned personnel. These would be times for singing and laughing, sharing ideas, airing problems, announcements, and talking about matters of interest to boys in their adolescent years.
4. Patterson School should give serious attention to its problem of regulations, rules, and punishment. It is recommended that the work program be

continued, but that work hours not be regarded as punishment. Furthermore, it is recommended that disciplinary action become a private matter between the Headmaster and each boy, with interest given to fairness, understanding, sensitivity, and consistency.

5. Patterson should take steps to improve its image and self-concept. Greater emphasis should be placed upon securing an outstanding professional faculty. Buildings and grounds should be made more attractive and inviting; professional advice should be sought for landscaping the campus complex, walks, and driveways.

The future of Patterson School will depend upon its ability to change its environment and internal behavior, to encourage boys to stay and not leave, and to secure enough adequate financial support to effect improvement.

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APPENDIXES

## APPENDIX A

Dear Floyd,

If I were looking for God in Happy Valley, the last place I'd look would be in the Chapel at Patterson School. Compelling people to go to church and not letting them have any sort of significant religious experience (standard service--standard gab--standard or no relating) is a God killing process. That Chapel was an "agnostic Factory." A human being should want to there--a boy should be made to want to go--not just compelled! You should try to make God live for boys--make Church a significant event--Stop talking about high sounding and irrelevant things--If you want them to "buy" your God; then you must revolutionize your service--your approach! This is 1968--God swings! God is a "groove"!! But you must "tell it like it is," or you'll never make Christians in that Chapel--not Christians who can stand up against 1970 and say, "God is real!" Relax the service--play some rock music--talk about sex--manhood--identity--these are the things adolescents are struggling with. Make God for them, now in 1968! You don't have to be a Bishop Pike to do it, but you must be prepared to change things radically--use some imagination--really innovate--Sure, it's a risk--from the point of view of the man who must consider the reactions of other church people and members of the faculty--Many of them refuse to change--they are the walking dead of our Church! If our theology doesn't change, then God will become history for these boys. If God is just like another old teacher--scowling, scolding, threatening--how do you expect them to open up to Him? Much less relate to Him. Chapel should be a HAVEN from some old Latin master--a place to relax (take off the ties and coats) not a continuation of the stiff outside routine. Why should a boy be compelled to be more rigid--less relaxed in Church than in class? Don't hide the world from them--Use God's Church to bring these kids into the world they'll soon be swimming in. Why let some Lenoir "floosie" or some "cool" college atheist beat you? If they live the rest of their lives in an unseeing--untouched--blind state; buried under a layer of Victorian cement--blind like the fundamentalist preachers at N. C. Klan rallies--then the kind of religious training that was at Patterson a few years ago will suffice. But, if they "move on"--begin to grow, to think, to see the world, they will not be able to make it leaning on an antiquated religion. If they can't be made to see the God that is relevant to 1968, then I'm afraid they'll end up with no God at all. A certain amount of education and training must be crammed down a boy's throat (in the absence of

truly gifted teachers)--Fine! But, God shouldn't be crammed--  
They'll reject Him if His Salesmen are living in the past--  
You hip?

Now, you may think I'm some sort of Godless beatnik  
from Chapel Hill--wrong--I'm a service man just returned from  
Vietnam--I'll be out and returning to college second semester.  
I'm not a drug user, or a cheap creep--I think I'm a pretty  
clean-cut young man--I'm looking at things honestly, or as  
some of your boys might say, "I'm telling it like it is." If  
God can't "groove" with me then he's my father's God, or  
somebody else's. He can groove with me though--He lives! Can  
you tell them that? I hope you'll try. I feel for you--  
yours is a difficult job--Good Luck!!

Sincerely,

(name withheld)

P.S.

To make good Christians or good students, the teacher must  
have "That Light" in his eyes, fire in his Gut, Imagination,  
and Courage.

Where is God? Up at the Headmaster's house? In the Chapel  
rafters? I saw God in Harlem one morning. She was black!  
Does that shock you? If so, you're behind in the foot race  
with the Devil. Wake up and tell about the Living Jesus of  
1968!!

APPENDIX B

Post Office Box 503  
Blowing Rock, N.C.  
May 5, 1968

Dear Sir:

I am to be installed as Headmaster of Patterson School on September 3, 1968, and this summer I am making a comprehensive study of the school. I need your help and your opinion concerning Patterson School, for in the position of Headmaster, I want to be as effective and informed as possible.

You have attended Patterson School, and therefore your opinion and comments are much needed as we plan for the future of the school. The enclosed questionnaire will be self-explanatory. Please complete it today and return it to me in the self-addressed stamped envelope, omitting your name if you desire.

Thank you for your thought, time and concern, and if you are in the neighborhood of Patterson School after September, please stop by to see me.

Sincerely yours,

(The Rev.) Floyd Wm. Finch, Jr.

FWFJr/lst

Encl.: 2

APPENDIX C

PATTERSON SCHOOL QUESTIONNAIRE

Name \_\_\_\_\_ Home Address \_\_\_\_\_

Date \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Directions: This is a questionnaire with a series of statements about Patterson School for Boys. To indicate your response, circle the letters which express your feelings according to the following symbols:

VSA - Very Strongly Agree    SA - Strongly Agree    A - Agree  
 D - Disagree    SD - Strongly Disagree    VSD - Very Strongly Disagree

Please respond as honestly and frankly as you can. No one else will see your answers.

- |   |                   |
|---|-------------------|
| 1. Patterson has too many regulations and rules.  | VSA SA A D SD VSD |
| 2. Patterson would be a friendlier place if there were more clubs.                            | VSA SA A D SD VSD |
| 3. All the teachers know me by name.  | VSA SA A D SD VSD |
| 4. I look forward to Saturday afternoons because I won't have to attend classes for two days. | VSA SA A D SD VSD |
| 5. Most of my teachers laugh at my mistakes in class.   | VSA SA A D SD VSD |
| 6. The Headmaster is very fair.   | VSA SA A D SD VSD |
| 7. Patterson has helped me develop hobbies, skills, and interests I didn't have before.       | VSA SA A D SD VSD |
| 8. The School buildings and grounds are as clean as they need to be.                          | VSA SA A D SD VSD |
| 9. Most teachers at Patterson help me feel comfortable and at ease in classes.                | VSA SA A D SD VSD |
| 10. Often I'm afraid I'll do something wrong at school.                                       | VSA SA A D SD VSD |

- |   |                   |
|---|-------------------|
| 11. There is enough opportunity for students to develop their own interests.                    | VSA SA A D SD VSD |
| 12. This school has just about the right number of students in it for me.                       | VSA SA A D SD VSD |
| 13. Teaching is just another job to most teachers at Patterson School.                          | VSA SA A D SD VSD |
| 14. Homework assignments are fair and reasonable.   | VSA SA A D SD VSD |
| 15. There is too much supervision of the students at Patterson.                                 | VSA SA A D SD VSD |
| 16. Most teachers don't have "teacher's pets."  | VSA SA A D SD VSD |
| 17. If I were a teacher, I would want to teach in a school like Patterson.                      | VSA SA A D SD VSD |
| 18. Often I do more and better work than someone else, but I don't get any better grade for it. | VSA SA A D SD VSD |
| 19. The Principal knows most students by name.  | VSA SA A D SD VSD |
| 20. The older boys are very friendly toward the younger boys.                                   | VSA SA A D SD VSD |
| 21. Dormitories are neat and orderly.   | VSA SA A D SD VSD |
| 22. I am very proud of Patterson School.  | VSA SA A D SD VSD |
| 23. Most classrooms are drab and undecorated.   | VSA SA A D SD VSD |
| 24. Most meals in the dining hall are appetizing and pleasing to the eye.                       | VSA SA A D SD VSD |
| 25. Most of the teachers and staff are friendly and understanding.                              | VSA SA A D SD VSD |
| 26. I get scolded a lot at Patterson.   | VSA SA A D SD VSD |
| 27. More social activities are needed.  | VSA SA A D SD VSD |

28. The boys do a good job in their squad work. VSA SA A D SD VSD
29. Patterson has a lot of "school spirit." VSA SA A D SD VSD
30. There is not a single teacher here to whom I could go with a serious problem. VSA SA A D SD VSD
31. I feel lucky that I get to attend Patterson. VSA SA A D SD VSD
32. My teachers use a lot of books, references, films, and other audio-visual materials to help me learn. VSA SA A D SD VSD
33. Students at Patterson are likely to get severely punished for small offenses. VSA SA A D SD VSD
34. I wish the other boys were more friendly to me. VSA SA A D SD VSD
35. The principal and teachers show their appreciation when a student does something outstanding. VSA SA A D SD VSD
36. There is a lot of wasted time at Patterson. VSA SA A D SD VSD
37. Things are done at Patterson in an orderly and consistant way. VSA SA A D SD VSD
38. I have many good friends at Patterson. VSA SA A D SD VSD
39. Teachers do not seem to understand the needs and problems of students. VSA SA A D SD VSD
40. Each morning I eagerly look forward to another school day. VSA SA A D SD VSD
41. The Library is well-stocked with good books and many reference materials. VSA SA A D SD VSD
42. The Headmaster is too strict. VSA SA A D SD VSD
43. The Principal is too strict. VSA SA A D SD VSD



44. I enjoy going to Chapel Services.

VSA SA A D SD VSD

45. I feel free to go to the Chaplain  
with any personal problem.

VSA SA A D SD VSD

Additional comments:



7. Teachers should keep in mind that pupils have to be made to work. VSA SA A D SD VSD
8. Schools of today are neglecting the three R's. VSA SA A D SD VSD
9. Standards of work should not be the same for all pupils; they should vary with the pupil. VSA SA A D SD VSD
10. The goals of education should be dictated by children's interests and needs as well as by the demands of society. VSA SA A D SD VSD
11. Each subject and activity should be aimed at developing a particular part of the child's makeup: physical, intellectual, social, moral, or spiritual. VSA SA A D SD VSD
12. Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in. VSA SA A D SD VSD
13. Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to teaching children. VSA SA A D SD VSD
14. Learning experiences organized around life experiences rather than around subjects is desirable in our schools. VSA SA A D SD VSD
15. We should fit the curriculum to the child and not the child to the curriculum. VSA SA A D SD VSD
16. Subjects that sharpen the mind, like mathematics and foreign languages, need greater emphasis in the public school. VSA SA A D SD VSD
17. Since life is essentially a struggle, education should emphasize competition and the fair competitive spirit. VSA SA A D SD VSD

18. The healthy interaction of pupils one with another is most as important in school as is the learning of subject matter. VSA SA A D SD VSD
19. The organization of instruction and learning must be centered on universal ideals and truths if education is to be more than passing fads and fancies. VSA SA A D SD VSD
20. The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage. VSA SA A D SD VSD
21. True discipline springs from interest, motivation, and involvement in live problems. VSA SA A D SD VSD
22. Emotional development and social development are as important in the evaluation of pupil progress as academic achievement. VSA SA A D SD VSD
23. Education and educational institutions must be sources of new social ideas. VSA SA A D SD VSD
24. Children should be taught that all problems should be subjected to critical and objective scrutiny, including religious, moral, economic, and social problems. VSA SA A D SD VSD
25. One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children. VSA SA A D SD VSD
26. Teachers should encourage pupils to study and criticize our own and other economic systems and practices. VSA SA A D SD VSD
27. Children need and should have more supervision and discipline than they usually get. VSA SA A D SD VSD

28. Schools should teach children dependence on higher moral values. VSA SA A D SD VSD
29. The public school should take an active part in stimulating social change. VSA SA A D SD VSD
30. Learning is experimental; the child should be taught to test alternatives before accepting any of them. VSA SA A D SD VSD

## APPENDIX E

### TERP ATTITUDE SCALE: ES - VII

The Teacher Education Research Project (TERP) Attitude Scale has been developed over more than ten years of research by Dr. Fred Kerlinger (of New York University) and his associates. It has high validity and reliability and is designed to measure two distinct attitudes which have consistently emerged from study of many individuals and groups, both in and out of the teaching profession. Factor A is characterized by high value for the pupil as a person, for democratic procedures, and a generally "progressive" educational philosophy. Factor B indicates attitudes expressing greater value for learning or content, for more control and direction by the teacher, more emphasis on the cultural heritage, and a generally "traditional" educational philosophy.

The TERP Attitude Scale is the most recent form of the Kerlinger Education Scales and no published norms are available. The range of possible scores in each factor is from 15 to 105. A score of 60 represents a neutral attitude, while a score of 90 would indicate a distinctly favorable attitude, and 30 a distinctly unfavorable set toward the specific philosophy. Scores below 45 would suggest relative disagreement with the philosophy and the lower the score the less favorable the attitude toward the stated philosophy.

Dr. Kerlinger has suggested that a teacher who ranks high in Factor A will probably prize such characteristics as personal warmth, imagination, and sensitivity. The teacher who ranks high in Factor B, on the other hand, will most likely value such traits as conscientiousness, firmness, and thoroughness. In both instances, teachers will tend to mold themselves in the image suggested by the respective values.

The difference between Factor A and B (A-B) is suggestive of greater crystallization or more consistency in philosophy. Thus, the higher this difference the more consistency is indicated whether in a progressive or traditional direction. A difference of 45 or more (plus or minus) suggests a clear-cut tendency for the stated philosophy, while an intermediate value would suggest that the individual may be somewhat progressive in some contexts and/or somewhat conservative in other areas.