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A STUDY OF THE REASONS WHY FRESHMEN DROP OUT OF
APPALACHIAN STATE TEACHERS COLLEGE

A Thesis
Presented to
the Faculty of the Department of Education
Appalachian State Teachers College

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

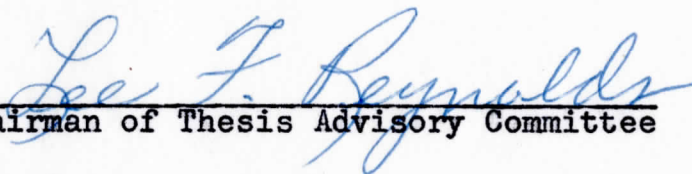
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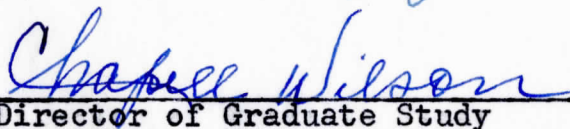
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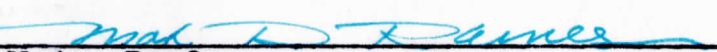
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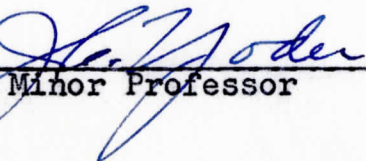
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CHAPTER I

INTRODUCTION

Few questions can be more important to a college than the area of inquiry concerning student separations. The student separating from college poses questions relating both to his own resulting reaction and to the effectiveness of the college program.¹

A student's separation from college may result in an emotional upset. If the student is dropped for low grades he may lose self-confidence. If he withdraws for financial reasons he may become discouraged. If he leaves because of the inability to cope with the responsibilities of unfamiliar living conditions and a strange environment he may become introverted.²

A knowledge of why students drop out would be valuable to a college in many ways. A careful analysis of student separations might reveal institutional weaknesses wherever they might exist,---in the college's admissions policy, its orientation program, its advisory system, its health service, its financial aid program, or the effectiveness of its classroom instruction. Certainly, a college would benefit from an attempt to account for its student withdrawals.³

¹ B. Quarles, "Student Separations From College," Association of American Colleges Bulletin, 35:404, October, 1949.

² Loc. cit.

³ Loc. cit.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine the causes of drop-outs in the freshman classes of 1946-1947 through 1951-1952 at Appalachian State Teachers College in Boone, North Carolina; (2) to make an analysis of certain factors believed to cause them to drop out of college; and (3) to make certain suggestions for improving the offerings of the college.

Importance of the study. The problem of student mortality has been recognized as a serious one in both colleges and universities. Some institutions desire to increase enrollment; while it is necessary in most schools to maintain at least present enrollment. However, it is also desirable that those students not suited for college work be re-directed into other work; then such re-directing will be the reason for some drop-outs.

The greatest mortality rate occurs within the freshman class; it is at a surprisingly rapid rate that members of this class drop out of school.

G. T. Bryant⁴ found in his study of Lincoln Junior College of Kansas City that 37.3 per cent of the entering

⁴ G. T. Bryant, "Why Our Students Leave School," Junior College Journal, 21:217, December, 1950.

freshman class was lost. B. Quarles, from his study on student separation from college, states, "The average liberal arts college loses 50 per cent of its entering college freshmen."⁵

In studies other than those mentioned similar findings have resulted. Why is there such a large percentage of freshman drop-outs? What are the reasons for student mortality?

The problem has received some serious study, but it still persists, and research must continue if educators are to uncover the underlying causes for drop-outs and offer effective means for decreasing the rate of student mortality.

While the writer is primarily concerned with determining the reasons for freshman drop-outs at Appalachian State Teachers College, it is hoped that his findings may aid in further research as well as result in constructive suggestions for reducing the mortality rate among freshmen at this institution.

II. DEFINITIONS OF TERMS USED

Drop-out. Any student who drops out of school regardless of reason.

⁵ Quarles, loc. cit.

Non-drop-out. Any student who does not drop out of school.

Mortality rate. Rate at which students drop out of school.

III. ORGANIZATION OF THE DATA AND DEVELOPMENT OF THE QUESTIONNAIRE

Prior to the development of the questionnaire used in this study, the writer carefully examined the previous writings concerned with the reasons why students drop out of college. A list of all of the stated or implied reasons for dropping out of school was recorded. This recording resulted in a lengthy and detailed list - a finding which indicated a need for categorization if it was to be applicable to all of the drop-outs. Also, to this list were added several reasons which Doctor Max R. Raines of the Personnel Department of Appalachian State Teachers College suggested.

After examining this group of stated or implied reasons for dropping out of college, the writer extracted and categorized the most applicable into broader reasons, which were called tentative reasons. Then the reasons were listed in questionnaire form under the topic "Reasons for Dropping Out of School."

The next step was to sub-divide this listing into

more specific categories. The following categories were set up: Home Conditions, Social Reasons, School Conditions, and Emotional-Personal Reasons. Five miscellaneous questions were listed at the bottom of the questionnaire.

The questionnaire and proposal for the study was then presented for evaluation to Doctor Lee F. Reynolds, Research Director; Doctor Max R. Raines, Director of Student Personnel; Mr. Herman Eggers, Registrar; and seven other professors, all members of the faculty at Appalachian State Teachers College. It was also presented to a number of graduate classes and about 200 undergraduate students at Appalachian State Teachers College, in order to obtain any suggestions that might be applicable to the study. The purpose of this procedure was to prevent this questionnaire from being "just another questionnaire." It was hoped that it would be evaluative as well as descriptive in nature.

The statements were then listed under the four major headings of the questionnaire, and after listing ten carefully stated and selected problems under each category, the headings were removed from all categories and the statements were placed back under the one heading, "Reasons for Dropping Out of School."

For uniformity in the checking of answers and making an evaluation of influences on the individual students, three choices to encircle were provided as follows: encircle

3 before those items which influenced you strongly; encircle 2 before those items which influenced you somewhat; and encircle 1 before those items which were of little or no importance.

The five miscellaneous items that were listed at the bottom of the questionnaire gave the drop-out an opportunity to criticize the school and to give any additional information that he wished, including suggestions for the improvement of the school. At least 75 per cent of the drop-outs who returned the questionnaire filled out these miscellaneous items.⁶

IV. METHOD OF OBTAINING A LIST OF DROP-OUTS

Mr. Herman Eggers, the registrar of Appalachian State Teachers College, supervises the filing of all cumulative records of the college. In the system used, records are filed by alphabetical order and not by the year of entrance. This same procedure is used in the filing of all drop-out records which are filed together.

Mr. Eggers was asked what the best procedure would be to find the number and the names of drop-outs. He suggested taking the list of freshman names appearing in the college catalogue of one year and comparing the list with the list

⁶ See Appendix, p. 115.

of sophomore names appearing in the catalogue of the following year. The names failing to appear were the drop-outs for that year.

His suggestion was followed for the six-year (1946-1952) study. No special students were studied; only those students whose names were listed in the catalogue as freshmen were included. (For further information concerning the number studied, see Table I, page 9).

V. THE PILOT STUDY

In order to determine the approximate percentage of questionnaires that would be returned and in order to see whether or not the questionnaire was applicable to the drop-outs, a pilot study was conducted. The writer took a sampling of the 728 drop-outs included in the study. From this 728 every fourteenth drop-out was selected, giving a sampling of fifty drop-outs.

A questionnaire and a stamped, self-addressed envelope from the Personnel Office, along with a letter from Doctor Max R. Raines asking the drop-out's cooperation and explaining the purpose of the questionnaire, was mailed to each drop-out selected for the pilot study.⁷

After waiting two weeks, the writer had received ten

⁷ See Appendix, p. 116.

usable questionnaires. Twenty per cent of the total sent had been returned. Five of the fifty letters sent came back marked "moved, left no address." This left thirty-five letters unheard from. The questionnaires that had been returned were all answered completely; hence it was decided that no changes were needed in the construction of the questionnaire.

A follow-up was then prepared. A postcard was sent to each person failing to reply, asking that he return the questionnaire. The result, after waiting two weeks, was four more usable questionnaires, which gave a total of fourteen questionnaires or a twenty-eight per cent return. After presenting this information to Doctor Lee F. Reynolds, the writer obtained permission to continue the study.

VI. THE STUDY

After the writer received permission to continue the study, he prepared and mailed 678 more letters to drop-outs. The total number had been sent within a week after the mailing was started. Two weeks lapsed and the returns were as expected. Ninety questionnaires which could be used had been returned. Thirty-two letters were returned marked "moved, left no address," or "unknown."

Six hundred postcards were then prepared and the follow-up was mailed out at once. Some overlapping occurred,

as a card was mailed to a person one day and his questionnaire was returned the next day, having already been on the way. Two weeks of waiting gave a return of fifty-one more usable questionnaires. The study was then closed and the tabulation was begun.

TABLE I

NUMBER OF FRESHMAN STUDENTS ENTERED AND LOST EACH YEAR

Year	Number of students entered	Number of students lost	Per cent lost
1946-1947	211	128	60
1947-1948	255	122	47
1948-1949	247	101	48
1949-1950	346	144	41
1950-1951	321	171	53
1951-1952	261	62	23
Total	1,641	728	272
Average number lost each year			121
Average per cent lost each year			44

The number of freshman students entered and lost each year, along with the per cent lost each year, is shown on Table I.

In 1946-1947, 211 freshmen entered Appalachian State

Teachers College, and 128, or 60 per cent, were lost. In the following year 255 students entered and 122, or 47 per cent, dropped out.

In the year 1948-1949, 247 freshmen entered the college and 101, or 48 per cent, were lost. In the following year, 1949-1950, 346 freshmen enrolled at Appalachian State Teachers College, and before the next year 144, or 41 per cent, had dropped out.

In the year 1950-1951, 321 freshman students entered the college, and of this group 171, or 53 per cent, dropped out of school. In 1951-1952 Appalachian State Teachers College enrolled 261 freshmen, and of this number sixty-two, or 23 per cent, were lost.

Of the 1,641 students studied, the total number lost was 728. The average number lost each year was 121, or 44 per cent.

The number of questionnaires returned by the drop-outs of each year and the yearly per cent of returns are shown on Table II, page 11.

Of the 128 freshmen lost in the year 1946-1947, twenty, or 13 per cent, returned the questionnaires which were sent to them. In the following year 122 freshmen were lost, and of this number fifteen, or 9.5 per cent, returned the questionnaire.

In the year 1948-1949, 101 students were lost and

TABLE II
 NUMBER OF QUESTIONNAIRES RETURNED
 BY THE DROP-OUTS OF EACH YEAR

Year	Number of drop-outs	Number of returned questionnaires	Per cent of return
1946-1947	128	20	13
1947-1948	122	15	9.5
1948-1949	101	26	17
1949-1950	144	39	25.5
1950-1951	171	31	20
1951-1952	62	19	12
Unnamed questionnaire		5	3
Total	728	155	100
Average yearly per cent of return			21.3

twenty-six, or 17 per cent, returned the questionnaire. In the year 1949-1950, 144 students dropped out of college. Of this number thirty-nine, or 25.5 per cent, returned the questionnaire.

In 1950-1951, 171 students were lost and thirty-one, or 20 per cent of this number, returned the questionnaire. Sixty-two freshmen were lost in 1951-1952, and of this number nineteen, or 12 per cent, returned the questionnaire.

Five students could not be tabulated by the year lost, as they failed to put their names on their questionnaires.

A total of 155 questionnaires were returned by the 728 drop-outs, making an average yearly return of 21.3 per cent.

VII. SOURCES OF DATA

Data were collected from four sources. These were (1) questionnaires, (2) cumulative records of the students, (3) related studies which were of special significance for portraying problems for consideration in formulating check-lists, and (4) many books and periodicals.

VIII. LIMITATIONS OF THE STUDY

The fact that a questionnaire was used instead of a personal interview has its limitations. The statements listed in the questionnaire, however, were derived from previous studies of drop-outs as a means of counteracting this limitation.

A limitation resulted from the attempt to make the items of the questionnaire specific enough to be meaningful but broad enough to be applicable to each individual and yet make the questionnaire short enough to get drop-outs to respond.

Another limiting factor in such a study is that

drop-outs will more readily encircle those items which are less threatening to their self-esteem.

Some data which might have shed further light on the reasons for dropping out were not available except for a limited number of years.

Permanent records of the 1951-1952 drop-outs were compared with the non-drop-outs of the same year. The comparison was made by selecting each non-drop-out's name which followed a drop-out's name. The records were studied and compared. The results of this comparison are found in Chapter III, part B. Because of incomplete records it was impossible for the writer to make this comparison for all of the six years included in the study.

The fact that the results of this survey are based on data compiled through the use of a questionnaire, which was mailed to 728 students who had dropped out of Appalachian State Teachers College, may tend to decrease the validity of the answers.⁸ However, most of the people answering the questionnaire seemed to be sincere, and many of them wrote personal notes explaining in detail the causes applying to them. A large percentage of them also mentioned their complete approval of the college, their admiration of the faculty, and their enthusiasm concerning the Personnel

⁸ See Appendix, p. 114.

Program. All of these statements seemed to show their interest in the study.

The conclusions and recommendations of this study are based upon the correctness, thoroughness, and significance of the answers given by the drop-outs who returned the questionnaire. The writer received 155 replies from the total number of questionnaires sent, and this study is based on the assumption that these represent an adequate sampling of this group.

CHAPTER II

REVIEW OF THE LITERATURE

REASONS FOR FRESHMAN MORTALITY

Poor scholarship. The writer found that most authorities agree that one of the principal reasons for students' leaving school or being discharged from school is poor scholarship.

In 1940, Weintraub¹ made a study of 1,064 freshmen who had entered in February at Hunter College. Of these 1,064 freshmen, she found that 458 dropped out of college during their first year of school. She found that there were numerous reasons for their leaving, but the principal reason was their poor scholarship. Of the 458 students who left school, 155 left for this reason. This was 14.6 per cent of the total membership of the class that entered in 1940 who were dropped for failure in work by the end of the freshman year. These figures are significant because all of these students had passed the American Council Education Examination with superior rating, and all had passed the high entrance requirements.

¹ Ruth G. Weintraub and Ruth E. Sally, "Graduation Prospects of an Entering Freshman," Journal of Educational Research, 39:121, 1945.

G. T. Bryant² found in his 1949-1950 study of Lincoln Junior College of Kansas City that mortality among freshmen was 37.3 per cent of the class. This was a loss of twenty-eight out of seventy-five freshmen. He also found that poor scholarship was the principal reason for freshman mortality. However, he felt that many factors could contribute to poor scholarship and that poor scholarship tended to overlap several other causes for withdrawal.

B. Quarles³ found in making a study of why students were separating from college that the reason leading the list in most colleges was failure to make passing grades. In his three-year study of college freshman mortality, he found that 39.4 per cent of the total drop-outs were students on trial and those with low marks. In regard to this, he states:

The failing student is either required to withdraw or else in discouragement, leaves of his own volition. Frequently, the student who receives poor grades lacks sufficient mental ability and has poor study habits. A student may also fail because the college is derelict in providing good teaching and a stimulating academic milieu.

F. T. Mitchell made a study of 1,389 freshman men at

² G. T. Bryant, "Why Our Students Leave School," Junior College Journal, 21:217, December, 1950.

³ B. Quarles, "Student Separations From College," Association of American Colleges Bulletin, 35:406, October, 1949.

Michigan State College. He collected his figures for three years, ending the study in 1939-1940. He found that one hundred students were lost each year with the greatest number leaving at the end of the second term. On completion of this study, Mitchell rated academic failure, or poor scholarship, as being only second in importance on his list of causes for drop-outs. However, he did not attribute all academic failure to lack of mental ability, for he found that in this category there were some students of better than average ability, as slightly more than one third of all drop-outs were above the median of the entire freshman class.⁴

E. E. Tompkins⁵ found that the reasons for drop-outs varied widely, as might be expected. "Couldn't learn and got discouraged," and "failed in subject" were two of the five reasons stated by six out of every nine drop-outs.

Monroe⁶ also states poor scholarship as the most frequent cause of mortality. He claims information on poor

⁴ F. T. Mitchell, "Why Freshmen Leave College," Journal of Higher Education, 13:97, February, 1942.

⁵ E. E. Tompkins and W. H. Gaumnitz, "Reducing Drop-Outs," National Association of Secondary School Principals Bulletin, 34:191, December, 1950.

⁶ Walter F. Monroe, Encyclopedia of Educational Research (New York: The Macmillan Company, Inc., 1950), p. 1296.

scholarship to be the most reliable, as college records are the basis for such elimination.

In regard to student mortality in general, Monroe found: (1) gross mortality in publicly controlled institutions was 64.5 per cent; the corresponding figure for privately controlled institutions was 58.5 per cent; (2) mortality is usually higher among men, although there are institutional differences; (3) greater mortality is found in freshmen; (4) colleges with higher selective standards have about 25 per cent mortality, but institutions without adequate standards of selection and orientation average 50 per cent or higher; (5) the highest mortality is in colleges of art and science within universities.⁷

In Stalnaker's study on drop-outs at West Virginia University, it was found that poor scholarship had a definite bearing on the percentage of drop-outs. However, it is apparent from the statistics given that all drop-outs were not from the poor scholarship group. Out of 437 students, twenty-three had dropped out before the end of the first semester. Eighteen of these were in the lower half of the class and five were in the upper half of the class. After the first semester, a total of forty had dropped out. Twenty-eight of these were in the lower half

⁷ Monroe, loc. cit.

of the class, and twelve were in the upper half of the class. After the second semester, a total of sixty-two had dropped out. Thirty-four of these were from the lower half of the class, and twenty-eight were from the upper half of the class. For the entire year a total of 125 students were lost, eighty from the lower half of the class and forty-five from the upper half of the class.⁸

Stalnaker also found in regard to scholarship that there seemed to be a greater survival of students in those divisions which had a more definitely prescribed curriculum than in those divisions where the students were given a freer choice in the selection of courses.⁹

In 1947-1948, E. C. Cumings,¹⁰ with the aid of a questionnaire, made a study on the reasons for student withdrawals from De Pauw University. From his findings in this study, he states that "Fifty per cent of freshmen do not graduate." The study was made on 2,109 students (1,151 men and 958 women). Of the total number studied, 119 men and 128 women had withdrawn, making a total of 247

⁸ E. M. Stalnaker, "Four Year Study of the Freshman Class of 1935 at the West Virginia University," Journal of Educational Research, 36:107-108, October, 1942.

⁹ Ibid., p. 102.

¹⁰ E. C. Cumings, "Causes of Student Withdrawals at De Pauw University," School and Society, 70:152, September 3, 1949.

drop-outs or 11.7 per cent of the school. Of the 247 drop-outs, the freshmen numbered eighty-two, which was 3.9 per cent of the total group studied.

As to the reasons for dropping out, Cumings found that the greatest number withdrew because of poor scholarship. Thirty of the 247 drop-outs left school for this reason.¹¹

In 1931-1932, McNeely¹² conducted a study of student mortality. In his study he included twenty-five universities and colleges, fourteen of which were publicly controlled and eleven of which were privately controlled. The total number of students included in the study was 15,535. Those of McNeely's findings which have particular significance in regard to this study are those concerned with the freshmen. In the first quarter of school 6.8 per cent of the freshmen withdrew; by the end of the first quarter 22.6 per cent had withdrawn; during the second quarter of school 3.2 per cent withdrew; at the end of the second quarter 15.1 per cent had withdrawn; during the third quarter 1.5 per cent withdrew; and at the end of the third quarter 50.8 per cent had withdrawn.

¹¹ Cumings, loc. cit.

¹² J. H. McNeely, College Student Mortality, Bulletin Number 11 (U. S. Office of Education, 1937), p. 7.

McNeely found one of the primary causes for student mortality to be "dismissal for failure in work," with 18.4 per cent withdrawing for this reason. He found also that in colleges of art and science, poor scholarship claimed the greatest number of drop-outs with 15.3 per cent of the 3,921 students studied dropping for this reason.¹³

Jones¹⁴ also states that poor scholarship is a principal cause for student mortality. However, he believes that there are multiple factors causing failure, and that many times they are interrelated. He lists the following factors as having a possible definite relationship with poor scholarship: (1) poor study habits, (2) poor reading ability, (3) poor budgeting of the student's time, (4) lack of purpose, (5) lack of ability to do college work, (6) lack of social adjustment, (7) worry over finances, (8) family problems, (9) personal problems, and (10) poor physical health.

While these may be contributing factors in causing poor scholarship, other authorities regard some of them as important enough to be stated as singular principal causes of student mortality.

¹³ Ibid., p. 46.

¹⁴ S. Jones, "Counseling With the Failing Student," Journal of Higher Education, 22:153, March, 1951.

Financial difficulties. The writer found that authorities rank financial difficulties very closely to poor scholarship as a reason for student mortality.

Weintraub¹⁵ found in her study that out of the 1,064 freshmen who were admitted, thirty-six withdrew because of financial need.

Bryant found in his study that after poor scholarship was excluded, 2.7 per cent of withdrawals was caused by lack of funds. Even more significant is the fact that 21.7 per cent withdrew because of the "desire to improve their economic condition."¹⁶

Quarles found in his three-year study of student mortality that 20.8 per cent withdrew from school because of lack of money. In regard to this, Quarles says, "Many of these casualties were students who entered short of hard cash, but hopeful that they would be able to work their way through."¹⁷

Mitchell found in his study of freshman mortality that financial need rated first in importance as a cause for drop-outs.¹⁸

¹⁵ Weintraub, op. cit., p. 122.

¹⁶ Bryant, loc. cit.

¹⁷ Quarles, loc. cit.

¹⁸ Mitchell, op. cit., p. 46.

Tompkins states in his article, "Reducing Drop-Outs," that approximately two of every nine drop-outs gave financial need as the reason for withdrawal. These students wanted either spending money or more money with which to buy clothes.¹⁹

Monroe²⁰ reports that financial difficulties is the second most important reason for drop-outs, poor scholarship ranking first in importance.

Cumings found in his study made at De Pauw University that twenty-eight out of 247 freshman drop-outs withdrew because of financial problems.²¹

In McNeely's report on causes of student mortality, it was found that 12.4 per cent of the drop-outs named "having financial difficulties" as the reason for leaving school.²²

West found that out of 1,302 classified drop-out cases at the University of Minnesota, 31.7 per cent withdrew because of financial difficulties.²³

Taylor states that two principal reasons for drop-

¹⁹ Tompkins, op. cit., p. 189.

²⁰ Monroe, loc. cit.

²¹ Cumings, op. cit., p. 153.

²² McNeely, op. cit., p. 46.

²³ Carter V. Good, Teaching In College and University (Baltimore: Warwick and York, Inc., 1929), p. 288.

outs are these: (1) some feel that their families need the extra money that they can earn, and (2) others want more money than their parents can give them.²⁴

Aaronson²⁵ found in his study of veteran withdrawals that 48.5 per cent of the 3,030 veterans who entered college withdrew after their first year of school for the following three financial reasons: (1) didn't get enough money under the G. I. Bill to meet living costs, (2) subsistence checks didn't arrive on time, and (3) felt the need to leave school and take a full-time job.

Lack of interest - Lack of objective. Lack of interest, change of interest, other interests, and lack of objective are other principal reasons for student mortality. Monroe²⁶ includes lack of interest in his encyclopedia as a reason for leaving school, and Taylor²⁷ says, "Some students lose interest and get discouraged, and are always looking for green pastures."

Tompkins found that "not interested in school" was listed, along with four other reasons, by six out of every

²⁴ Florence Taylor, Why Stay In School? (Chicago: Science Research Associates, Inc., 1949), p. 5.

²⁵ B. S. Aaronson, "Lack of Money and the Veterans Withdraw From School," School and Society, 69:28, January 8, 1938.

²⁶ Monroe, loc. cit.

²⁷ Taylor, loc. cit.

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Boone, North Carolina

nine drop-outs as one of the reasons for leaving school.²⁸

Quarles found "lack of interest in studies" to be a reason for student mortality. In his three-year study, students dropping out because of "no interest and discouragement" averaged yearly 15.6 per cent of the total drop-outs.²⁹

McNeely³⁰ found in his study of student mortality that 6.1 per cent of the total number of drop-outs left the universities because of lack of interest.

Good made a study of 1,302 drop-outs at the University of Minnesota to determine the reasons for student mortality. Of the classified causes of the withdrawal of this number, he found that 7.5 per cent dropped because of "lack of interest or discouragement," and 6.8 per cent dropped because of "change of or lack of objective."³¹

Bryant³² reports that out of seventy-five freshman drop-outs, half withdrew because "they didn't know what they wanted to do," and 13.5 per cent named "other interests" as their reason for leaving.

²⁸ Tompkins, op. cit., p. 191.

²⁹ Quarles, loc. cit.

³⁰ McNeely, loc. cit.

³¹ Good, loc. cit.

³² Bryant, loc. cit.

Cumings found, in his study of drop-outs, that twenty-nine of the 247 who dropped out of the freshman and sophomore classes left because of change of interest.³³

Transfer to another school. Transfer to another school should be considered as a reason for student mortality, as it does claim a certain percentage of drop-outs. West³⁴ found that 8.6 per cent of the total drop-out group left to attend other institutions.

Quarles found, in his study of reasons for student separation from college, that "transferring to another school" claimed 8.1 per cent of the total group of drop-outs.³⁵

Weintraub found in her study that thirty-four of the 458 drop-outs withdrew to transfer to another school. She felt, however, that some of the reasons for transferring could easily over-lap other reasons for student withdrawal.³⁶

Poor health. Poor health, illness, and illness at home will all be classified together as a reason for drop-outs. While repeated illness and consequent absence could result in failure, poor health might contribute to lack of

³³ Cumings, loc. cit.

³⁴ Good, loc. cit.

³⁵ Quarles, loc. cit.

³⁶ Weintraub, op. cit., p. 121.

interest, and illness at home might result in sudden withdrawal. According to the circumstances, many times reasons are interrelated.

Jones,³⁷ Mitchell,³⁸ Tompkins,³⁹ and Monroe⁴⁰ all list poor physical health as a reason for freshman mortality.

In Bryant's survey, 8.1 per cent of the freshman drop-outs left school because of poor health.⁴¹

McNeely⁴² found in his study that 3.4 per cent of the freshmen withdrew because of sickness, and West⁴³ reports that 19.7 per cent of the 1,302 cases studied dropped out because of illness.

In Weintraub's study, it was found that twenty-four of the 458 drop-outs left because of personal illness, and five dropped because of illness at home.⁴⁴

The results of the survey made by Quarles list

37 Jones, loc. cit.

38 Mitchell, op. cit., p. 97.

39 Tompkins, loc. cit.

40 Monroe, loc. cit.

41 Bryant, loc. cit.

42 McNeely, loc. cit.

43 Good, loc. cit.

44 Weintraub, loc. cit.

illness as "one of the non-intellectual factors contributing to student-withdrawals." In his "Table of Reason and Percentage," Quarles lists illness or injuries as one of the most important reasons for student mortality. In his study, 11.1 per cent of the total drop-out group left for this reason.⁴⁵

Difficulties at home. Most authorities list difficulties at home as a reason for student mortality. However, the percentage of students who leave for this reason is relatively small.

McNeely⁴⁶ found in his study that only .8 per cent of the drop-outs listed "needed at home" as the reason for withdrawing from school.

In West's study,⁴⁷ it was found that 1.5 per cent of the drop-out group left because they were needed at home, and Quarles⁴⁸ found in his study that 2.5 per cent of the drop-outs left for this reason.

In Bryant's study,⁴⁹ it was found that 8.1 per cent of the mortality group left partly because of difficulties

⁴⁵ Quarles, loc. cit.

⁴⁶ McNeely, loc. cit.

⁴⁷ Good, loc. cit.

⁴⁸ Quarles, loc. cit.

⁴⁹ Bryant, loc. cit.

at home.

Suspended. Monroe⁵⁰ mentions "disciplinary dismissal" as a reason for student mortality, and McNeely⁵¹ found in his study that 1.1 per cent of the drop-outs left for this reason.

In Bryant's study,⁵² it was found that one out of every twenty-eight drop-outs had been suspended. This was 2.7 per cent of the total number who had withdrawn.

Wanted to be near home. It was found by several authorities, in determining reasons for student mortality, that the distance between the school and the student's home had some influence.

Cumings⁵³ found that twenty-seven out of 247 drop-outs left De Pauw University because they wanted to be nearer home.

McNeely found in his study that there was a higher mortality rate among students who came from homes of greater distance from the institutions than among those who came from homes immediately adjacent. In twenty-one of the twenty-five institutions included in the study, he

⁵⁰ Monroe, loc. cit.

⁵¹ McNeely, loc. cit.

⁵² Bryant, loc. cit.

⁵³ Cumings, loc. cit.

found a higher percentage of drop-outs among students whose homes were in another state than among those whose homes were within the county in which the institution was located.⁵⁴

Employment. Monroe⁵⁵ states that some students leave school because of the offer of a job, and Quarles⁵⁶ reports that outside employment is a reason for student mortality.

Weintraub found that sixteen out of 1,064 drop-outs withdrew from school because of a desire for employment.⁵⁷

Tompkins⁵⁸ found that six out of every nine drop-outs listed "preferred work to school," along with four other reasons, as their reason for leaving school.

Marriage. According to Monroe,⁵⁹ marriage is a reason for student mortality. However, it claims a very small percentage of drop-outs.

In Quarles' study,⁶⁰ it was found that a few drop-

⁵⁴ McNeely, op. cit., p. 29.

⁵⁵ Monroe, loc. cit.

⁵⁶ Quarles, loc. cit.

⁵⁷ Weintraub, loc. cit.

⁵⁸ Tompkins, loc. cit.

⁵⁹ Monroe, loc. cit.

⁶⁰ Quarles, loc. cit.

outs left because of marriage, and West⁶¹ found that 1.2 per cent of the drop-outs withdrew for this reason.

Weintraub⁶² found that only two out of 1,064 drop-outs named marriage as their reason for leaving school.

In Cumings' study it was found that twenty-four of the total number of drop-outs left for this reason. Cumings states that these were women who were obviously hunting husbands.⁶³

Personal. Tompkins⁶⁴ found that one out of every nine drop-outs withdrew from school for personal reasons.

West reports, from his study of drop-outs at the University of Minnesota, that 3.2 per cent of the total number of drop-outs left because of "dissatisfaction with some phase of the University."⁶⁵

Travel. West found that of the total drop-out group, 1.2 per cent left because of a desire to travel.⁶⁶

Miscellaneous. McNeely⁶⁷ found that of the total

61 Good, loc. cit.

62 Weintraub, loc. cit.

63 Cumings, loc. cit.

64 Tompkins, loc. cit.

65 Good, loc. cit.

66 Loc. cit.

67 McNeely, op. cit., p. 46.

number of drop-outs studied, 12.2 per cent left for miscellaneous reasons.

Weintraub⁶⁸ reports that five out of 1,064 drop-outs withdrew from school for miscellaneous reasons, and West⁶⁹ found that only .5 per cent of the drop-outs at the University of Minnesota left because of this.

Not stated - Unknown. In the various studies, there was a certain percentage of drop-outs who left without stating the reason for withdrawal.

Weintraub⁷⁰ found fifteen out of 1,064 drop-outs leaving for reasons "not stated."

In Quarles' study,⁷¹ 3.3 per cent of the drop-outs withdrew without giving any reason, and Bryant⁷² reports that 8.1 per cent of the total drop-outs left for "unknown reasons."

Summary. The principal reasons for freshman mortality are (1) poor scholarship, (2) financial difficulties, and (3) lack of interest - lack of objective.

⁶⁸ Weintraub, loc. cit.

⁶⁹ Good, loc. cit.

⁷⁰ Weintraub, loc. cit.

⁷¹ Quarles, loc. cit.

⁷² Bryant, loc. cit.

Other reasons for freshman mortality are (1) transfer to another school, (2) poor health, (3) difficulties at home, (4) suspension, (5) desire to be near home, (6) employment, (7) marriage, (8) personal, (9) travel, and (10) miscellaneous.

CHAPTER III

SUMMARY OF THE FINDINGS

A. FINDINGS REGARDING THE REASONS FOR DROPPING OUT OF APPALACHIAN STATE TEACHERS COLLEGE

The writer carefully examined the previous writings on the reasons why students drop out of college. After making a list of the most important statements, he recorded them in the form of a questionnaire. The statements or items were categorized under four headings as follows: Home Conditions, Social Reasons, School Conditions, and Emotional-Personal Reasons. Five miscellaneous items were also listed at the bottom of the questionnaire. The students were asked to encircle each item as influencing them strongly, influencing them somewhat, or as being of little or of no importance in influencing them to leave school.

TABLE III

REASONS FOR DROPPING OUT OF APPALACHIAN STATE TEACHERS COLLEGE

HOME CONDITIONS

List of items	Influenced strongly	Influenced somewhat	Total	Per cent
Lack of financial backing from home	20	23	43	28
Wanted to live at home or close to home	12	25	37	24

TABLE III (Continued)

List of items	Influenced strongly	Influenced somewhat	Total	Per cent
Needed at home	9	15	24	15.5
Illness at home	7	12	19	12.5
Lack of encouragement on part of family	2	9	11	7
Family over-influenced my academic or vocational choices	6	5	11	7
Couldn't live up to parents' expectations	1	8	9	6
Parents compared my college work with that of my older brother's or sister's		9	9	6
Differed in opinion with my family concerning what was good for my health	1	3	4	2.5
Family made unreasonable restrictions regarding social life		2	2	1

Table III, pages 34 and 35, shows the information encircled under Home Conditions. It will be noted that the

encircled items which were of little or no importance have been omitted intentionally, because as is stated the items had little influence on the students who dropped out. Only the items that were encircled as influencing the students strongly or somewhat have been recorded. The items are arranged in order of importance.

Table III shows the relative importance of each reason concerning home conditions, as given by the 155 drop-outs who returned the questionnaire. From this table it may be seen that "lack of financial backing from home" ranked the highest in encirclements. Twenty drop-outs encircled this statement as influencing them strongly; while twenty-three encircled it as influencing them somewhat. This made a total of forty-three, or 28 per cent, who gave this as a reason for leaving Appalachian State Teachers College.

Many freshmen when taken away from home for the first time become homesick, and others just like to live close to home because of family relations. It was found that twelve students were influenced strongly by "wanted to live at home or close to home," and twenty-five checked this as influencing them somewhat. This made a total of thirty-seven, or 24 per cent, who indicated that the distance of the college from home influenced them in dropping out of school.

The item ranking third on Table III was "needed at home." Nine drop-outs encircled this as influencing them

strongly and fifteen encircled it as influencing them somewhat. This made a total of twenty-four or 15.5 per cent encircling "needed at home" as a reason for leaving college. One boy's father had died and left his mother and him to handle a large farm. The boy stated that he wanted to return to Appalachian but that it was impossible.

Seven drop-outs were influenced strongly by "illness at home;" twelve encircled this reason as influencing them somewhat. This made a total of nineteen, or 12.5 per cent, who indicated "illness at home" as a reason for leaving school.

Two drop-outs encircled "lack of encouragement on part of family" as influencing them strongly; nine students encircled it as influencing them somewhat. A total of eleven, or 7 per cent, encircled this item as a reason for dropping out.

Many students come to college with a vague idea as to the reason they are there. This sometimes happens when parents insist upon a child's going to college. Other times parents choose the field in which their child is to study. Six drop-outs checked as influencing them strongly, "family over-influenced my academic or vocational choices." Five encircled this as influencing them somewhat, making a total of eleven or 7 per cent, who gave this as a reason for leaving school.

As for the item "couldn't live up to parents' expectations," only one person encircled this as influencing him strongly. Eight encircled this item as influencing them somewhat, making a total of nine, or 6 per cent, who indicated this as a reason for leaving school.

There were no students influenced strongly by the statement "parents compared my college work with that of my older brother's or sister's." However, nine drop-outs encircled this as influencing them somewhat. This was a total of nine or 6 per cent who encircled this item as influencing their dropping out.

One student encircled as influencing him strongly, "differed in opinion with my family concerning what was good for my health." Three drop-outs encircled this as influencing them somewhat, which made a total of four, or 2.5 per cent, who indicated this as an influencing factor in their dropping out of college.

No drop-out encircled "family made unreasonable restrictions regarding social life" as influencing him strongly. However, two persons encircled it as influencing them somewhat. This made a total of two, or 1 per cent, who felt that this factor influenced their leaving school.

Table IV, page 39, is concerned with the encirclements under Social Reasons. It shows the relative importance of each social reason as an influencing factor for leaving

TABLE IV

REASONS FOR DROPPING OUT OF APPALACHIAN STATE TEACHERS COLLEGE

SOCIAL REASONS

List of items	Influenced strongly	Influenced somewhat	Total	Per cent
Social life was not what it should have been	6	22	28	18
Lack of self-confidence in social situations	2	23	25	16
Available activities were of no interest to me	2	19	21	13.5
Lack of opportunity for dating	6	13	19	12.5
Felt left out of social affairs	1	15	16	10.5
Lacked enough money to keep pace socially with my friends	2	14	16	10.5
Didn't make any close friends	1	10	11	7
Hard to make suitable friends	1	10	11	7
Spent too much time alone	2	9	11	7
Didn't like my roommate	3	6	9	6

school, as given by the 155 drop-outs who returned the questionnaire.

Table IV shows that the item "social life was not what it should have been" ranked the highest in per cent of encirclements. Six were influenced strongly and twenty-two were influenced somewhat, making a total of twenty-eight drop-outs, or 18 per cent, who stated that this item influenced their dropping out of college.

As for the item "lack of self-confidence in social situations," only two students were influenced strongly by this; whereas twenty-three encircled this item as influencing them somewhat. The total number who felt that "lack of self-confidence in social situations" influenced their leaving school was twenty-five, or 16 per cent.

It was found that 13.5 per cent encircled "available activities were of no interest to me." Two persons encircled this item as influencing them strongly; while nineteen encircled it as influencing them somewhat. A total of twenty-one indicated that this was a reason for dropping out of college.

As for the item "lack of opportunity for dating," six drop-outs encircled this as influencing them strongly. Thirteen felt that they were influenced somewhat, and this made a total of nineteen, or 12.5 per cent, stating that "lack of opportunity for dating" influenced their leaving

school.

Only one person encircled "felt left out of social affairs" as influencing strongly his leaving school. Fifteen drop-outs encircled this as influencing them somewhat. This made a total of sixteen, or 10.5 per cent, who felt that this factor influenced their leaving college.

It was found that two drop-outs felt influenced strongly by the reason "lacked enough money to keep pace socially with my friends." Fourteen persons were influenced somewhat, making a total of sixteen, or 10.5 per cent, who were influenced for this reason.

One drop-out encircled as influencing him strongly the item, "didn't make any close friends." Ten persons encircled this as influencing them somewhat, making a total of eleven, or 7 per cent, encircling this item as an influencing factor in their leaving school.

Only one drop-out encircled as influencing him strongly, "hard to make suitable friends," and ten drop-outs encircled this item as influencing them somewhat. The total number encircling this item, therefore, was eleven, or 7 per cent.

Two drop-outs encircled "spent too much time alone" as influencing them strongly. Nine encircled this as influencing them somewhat, a total which made eleven, or 7 per cent, indicating that this did influence their dropping out

of school.

Three students encircled as influencing them strongly the item, "didn't like my roommate." Six drop-outs encircled this item as influencing them somewhat. A total of nine, or 6 per cent, felt that this reason did influence their leaving Appalachian State Teachers College.

At the bottom of the questionnaire each student was asked to "state any other reason why he dropped out." Those statements which were concerned with social reasons will be listed here. Seventeen students dropped out because they were getting married. Some wanted to go with their husbands; some were glad that they left; some were not. One drop-out stated that she disapproved of the "immorality" on the campus.

Other statements were as follows: five drop-outs stated that Appalachian State Teachers College needed "more recreational facilities;" one female stated that there was a need for "more entertainment on weekends;" one felt that "better social life" was needed; three drop-outs suggested the need for "a canteen;" one male stated that the college needed a "higher quality of lyceum programs;" and three students stated that they "liked the friendly attitude on the campus and hoped that it would continue."

Table V, page 43, shows the information encircled under School Conditions. In the table will be shown the

TABLE V

REASONS FOR DROPPING OUT OF APPALACHIAN STATE TEACHERS COLLEGE
SCHOOL CONDITIONS

List of items	Influenced strongly	Influenced somewhat	Total	Per cent
Courses were impractical or failed to suit my needs	18	27	45	29
Classes not stimulating	11	34	45	29
Hard to get to know professors	7	31	38	24.5
Lack of assistance in getting adjusted to college life	10	25	35	22.5
Rules and regulations too rigid	15	19	34	22
Some courses too difficult	9	24	33	21.5
Professors were unfair in grading	4	26	30	19.5
Felt that professors made unreasonable demands	9	19	28	18
Lack of opportunity to participate in desired activities	4	21	25	16
Professors made me ill at ease in class	5	19	24	15.5

relative importance of each reason concerning school conditions, as given by the 155 drop-outs who returned the questionnaire. There will also be included in this section those statements written by drop-outs at the bottom of the questionnaire which pertain to school conditions.

From Table V it is seen that two items ranked first in importance with a 29 per cent encirclement. "Courses were impractical or failed to suit my needs" received eighteen encirclements as influencing strongly and twenty-seven as influencing somewhat. This made a total of forty-five drop-outs who were influenced by this in leaving school. Eleven encircled "classes not stimulating" as influencing them strongly and thirty-four encircled this as influencing them somewhat. There was also a total of forty-five drop-outs who were influenced to drop out by "classes not stimulating." In regard to courses, one student stated that she "couldn't get major combination desired;" another wanted "more home economics courses." One drop-out wanted a "short course in business," and one desired an "art major." Two students "originally planned to transfer" to follow a pre-planned course of study, and one drop-out said she "transferred to finish sooner."

Ranking third was "hard to get to know professors." Seven drop-outs were influenced strongly by this item, and thirty-one stated that this influenced them somewhat. This

made a total of thirty-eight drop-outs, or 24.5 per cent, encircling this as influencing their leaving school. In regard to this same item, ten drop-outs, or 6 per cent, stated that Appalachian State Teachers College needed "better professor-student relationship."

As for the item "lack of assistance in getting adjusted to college life," ten persons encircled this as influencing them strongly. Twenty-five drop-outs encircled this as influencing them somewhat, making a total of thirty-five persons, or 22.5 per cent, who said that this item influenced their dropping out of school. In regard to lack of assistance three drop-outs stated that they were "glad to see a Counseling Program at the college."

Fifteen persons encircled as influencing them strongly, "rules and regulations too rigid." Nineteen encircled this as influencing them somewhat, making a total of thirty-four, or 22 per cent, who felt that this factor influenced their leaving college. Fifteen drop-outs made the statement at the bottom of the questionnaire that the "rules on girls were too rigid." One felt that "the girls should be allowed to ride in cars;" another stated that "the girls should be allowed to stay out later at night."

Nine drop-outs encircled "some courses too difficult" as influencing them strongly. Twenty-four encircled this item as influencing them somewhat, making a total of thirty-

three, or 21.5 per cent, who felt that this factor influenced their dropping out of college.

As for the item "professors were unfair in grading," four persons encircled this as influencing them strongly, and twenty-six encircled it as influencing them somewhat. Thirty, or 19.5 per cent, felt that this factor influenced their leaving school. In regard to the faculty eight drop-outs stated that the college needed a "more progressive and younger faculty." One stated that there should be "less athlete-worship on the part of the faculty."

Eighteen per cent "felt that professors made unreasonable demands." Nine drop-outs encircled this item as influencing them strongly; while nineteen encircled it as influencing them somewhat. This totaled twenty-eight drop-outs who felt that this influenced their dropping out of school.

Four students encircled as influencing them strongly, "lack of opportunity to participate in desired activities." Twenty-one encircled this as influencing them somewhat, a total of twenty-five, or 16 per cent, encircling this item as influencing their leaving school. In regard to lack of opportunity one drop-out stated that she "disliked clique in girls' Physical Education Department," and one said that he didn't like the "small town environment." Three students stated that they needed "more part-time work."

Five drop-outs encircled as influencing them strongly,

"professors made me ill at ease in class." Nineteen encircled this as influencing them somewhat, a total of twenty-four students, or 15.5 per cent, who encircled this item as influencing their dropping out of college.

Suggestions by drop-outs concerning the improvement of school conditions were as follows: six persons felt that there was a "need for more dorms;" three felt a need for "more new buildings;" one student felt a need for "better housing conditions for married students;" two felt a need for "dorm supervisors to cut down on noise;" four felt that the school needed "more student-government;" and two felt that "more regard for student maturity" was needed.

Five persons felt that compulsory chapel attendance was unnecessary. One drop-out didn't like Saturday classes, and one stated that "Saturday classes were against her religion."

In the Department of Physical Education one student wanted a girls' basketball team, and one wanted wrestling back. Five drop-outs felt that there was a need for "better equipment in the Physical Education Department."

One student stated that the reason he didn't stay at Appalachian was that his "credits were not accepted because they were a day late." One drop-out stated that the school needed "a larger book store." Two students wanted fraternities; two felt that the school needed a "more varied

curriculum." Three drop-outs stated that the "climate was unsatisfactory," and one stated that "it was too hard to commute."

One drop-out who had been teaching for several years, felt that the school needed "improved methods courses." One felt the need for R.O.T.C. on the campus, and another wanted a better method of registration.

Four drop-outs felt that Appalachian State Teachers College had a "fine faculty," and twenty-six, or 17 per cent, stated that they "liked the college."

Table VI, page 49, is concerned with the encirclements under Emotional-Personal Reasons. It shows the relative importance of each emotional-personal reason as an influencing factor for leaving school, as given by the 155 drop-outs who returned the questionnaire.

From this table it may be seen that the item "my interest changed" received the highest number of encirclements. Forty-six drop-outs encircled this item as influencing them strongly, and twenty-seven encircled it as influencing them somewhat. This was a total of seventy-three, or 47.5 per cent, who gave this as a reason for dropping out of college.

The item ranking second was "felt that I didn't know how to study." Eighteen drop-outs encircled this as influencing them strongly; while thirty-nine encircled it as

TABLE VI

REASONS FOR DROPPING OUT OF APPALACHIAN STATE TEACHERS COLLEGE

EMOTIONAL-PERSONAL REASONS

List of items	Influenced strongly	Influenced somewhat	Total	Per cent
My interest changed	46	27	73	47.5
Felt that I didn't know how to study	18	39	57	37
Couldn't concentrate while studying	20	32	52	33.5
Couldn't budget my time properly	16	31	47	30.5
Was not interested	9	20	29	19
Exams made me too nervous	5	23	28	18
Depressed most of the time	4	19	23	15
Wanted more leisure time	5	11	16	10.5
Did not feel well	3	10	13	8.5
Felt that I was unattractive to the opposite sex		3	3	2

influencing them somewhat. A total of fifty-seven, or 37 per cent, felt that this factor influenced their leaving school.

Two drop-outs stated at the bottom of the questionnaire that they felt the need for a "how-to-study course."

Twenty drop-outs encircled as influencing them strongly, "couldn't concentrate while studying." Thirty-two encircled this as influencing them somewhat, giving a total of fifty-two persons, or 33.5 per cent, who felt that this factor influenced their dropping out of college.

Sixteen drop-outs encircled as influencing them strongly, "couldn't budget my time properly;" thirty-one encircled this item as influencing them somewhat. Forty-seven drop-outs, or 30.5 per cent, felt that this item influenced their dropping out of school.

As for the statement "was not interested," nine drop-outs encircled it as influencing them strongly; while twenty encircled it as influencing them somewhat. This was a total of twenty-nine, or 19 per cent, who stated this as a reason for leaving college.

Five students encircled as influencing them strongly, "exams made me too nervous;" twenty-three encircled this item as influencing them somewhat. This made a total of twenty-eight persons, or 18 per cent, who were influenced by this factor.

Four drop-outs encircled as influencing them strongly "depressed most of the time;" while nineteen encircled this item as influencing them somewhat. This

was a total of twenty-three, or 15 per cent, who felt this a reason for dropping out.

Five students encircled as influencing them strongly the item, "wanted more leisure time." Eleven encircled it as influencing them somewhat. This made a total of sixteen persons, or 10.5 per cent, who felt influenced by this in their leaving college.

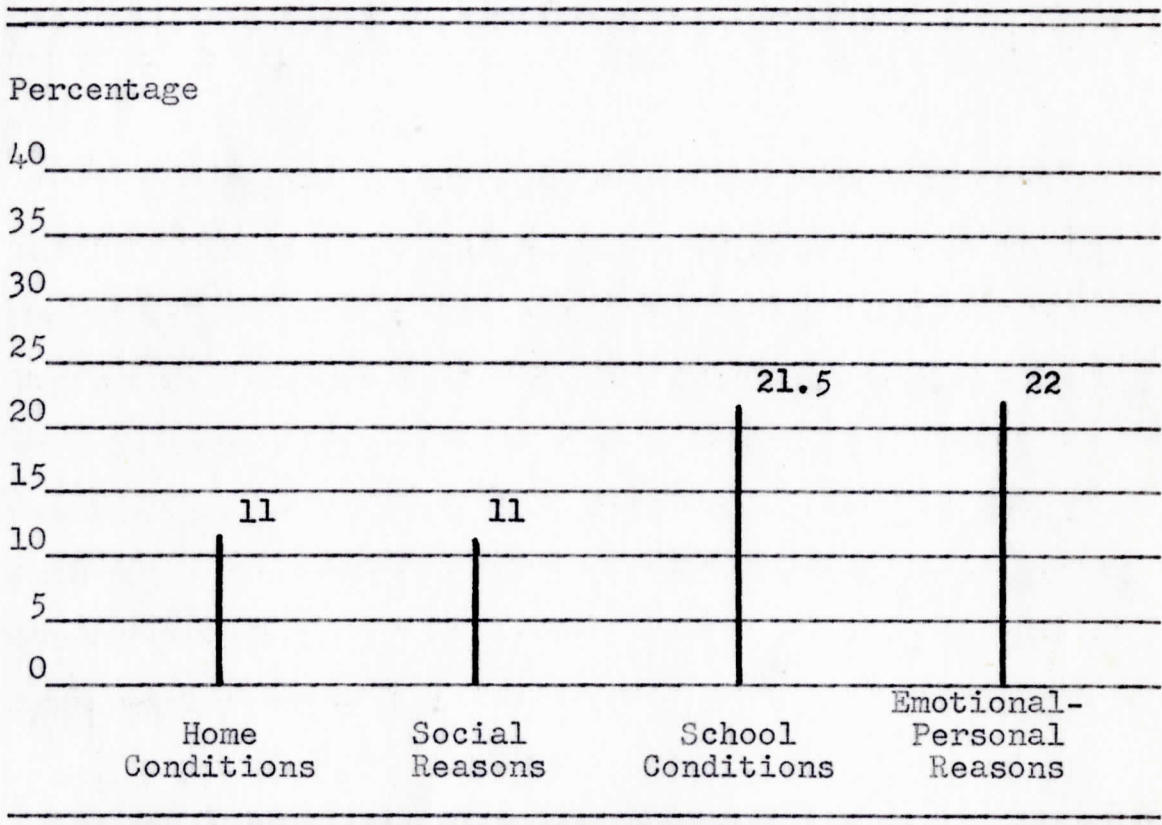
Only three drop-outs encircled as influencing them strongly "did not feel well;" ten encircled this as influencing them somewhat. The total number encircling this item as an influencing factor was thirteen, or 8.5 per cent.

No drop-out encircled the item "felt that I was unattractive to the opposite sex" as a strong influence. Three students encircled this as influencing them somewhat. The total number encircling this item was three, or 2 per cent, of the drop-outs.

The writer feels that the following statements should be mentioned under the topic of "emotional-personal reasons." Ten, or 6.5 per cent, stated that "new students were not helped to adjust to the new situation." One student "couldn't decide on course of study," and one realized his "lack of maturity" and dropped out. Another dropped out because of the "offer of a good job," but he later regretted having left college.

Table VII, page 52, shows the percentage of students

TABLE VII
 PERCENTAGE OF STUDENTS ENCIRCLING ITEMS AS
 INFLUENCING THEM STRONGLY OR SOMEWHAT
 IN THE FOUR CATEGORIES



encircling items that influenced them strongly or somewhat under the four headings: Home Conditions, Social Reasons, School Conditions, and Emotional-Personal Reasons. The percentages were arrived at by a close study of the 155 returned questionnaires.

It is shown on Table VII that "emotional-personal reasons" rated the highest with 22 per cent of the drop-

outs encircling items under this heading. Ranking second was "home conditions" with a 21.5 per cent encirclement by the drop-outs. The other two topics, "social reasons" and "home conditions," ranked the same, each receiving an eleven per cent encirclement of the items listed under each heading.

TABLE VIII

REASONS FOR DROPPING OUT OF APPALACHIAN STATE TEACHERS COLLEGE
INDUCTED INTO SERVICE

Method of induction	Number	Per cent
Recall	4	2.5
Joined	11	7
Drafted	10	6.5
Method unknown	4	2.5
Total	29	18.5

Table VIII shows information concerning those drop-outs who left school because of induction into the service. The number and percentage of males entering by each of the following methods is shown on the table: Recall, Joined, Drafted, and Method unknown.

Four men stated that they had been recalled; this was 2.5 per cent of the 155 drop-outs. Eleven men joined

the service, which was 7 per cent of the total number studied. It should be noted here that a number of boys joined because they knew they would be drafted. Others were drafted because of the lack of scholastic record to exempt them under the law provided for the protection of college students having satisfactory grades.

Ten men stated that they were drafted, - a number which was 6.5 per cent of those studied. Four drop-outs, or 2.5 per cent, failed to indicate their method of induction into the service. A total of twenty-nine men, or 19 per cent of the total 155 drop-outs, left school because of the service. Five, or 3 per cent of the twenty-nine servicemen, stated that they planned to return to Appalachian State Teachers College when they were released from the service.

TABLE IX

REASONS FOR DROPPING OUT OF APPALACHIAN STATE TEACHERS COLLEGE
MARRIAGE

Sex	Number	Per cent
Female	16	10.5
Male	1	.5
Total	17	11

Table IX, page 54, shows that another reason for leaving school was marriage. It was found that sixteen females and one male dropped out of school to get married. A few females were already married and wanted to be with their husbands. This was a total of seventeen or 11 per cent of the drop-outs studied who gave marriage as their reason for leaving Appalachian State Teachers College.

TABLE X

ATTITUDE OF DROP-OUTS CONCERNING THEIR RETURN TO COLLEGE

Items	<u>Yes</u>		<u>No</u>		<u>Undecided</u>	
	Number	Per cent	Number	Per cent	Number	Per cent
Do you plan to return to A.S.T.C.	30	19.5	103	66.5	22	14
Do you plan to go to another college	59	38.5	77	49.5	19	12.5
Have you returned to A.S.T.C.	18	11.5	137	88.5		
Have you entered another college	48	31	107	69		
Are you glad you dropped out	60	39	71	46	24	15.5

Table X shows the attitude of drop-outs concerning their return to college. The items stated on this table were placed at the bottom of the questionnaire.

To the question, "Do you plan to return to Appalachian State Teachers College?" thirty drop-outs answered yes, 103 answered no, and twenty-two stated that they were undecided. Fifty-nine drop-outs answered yes to the question, "Do you plan to go to another college?" Seventy-seven students answered no to this question, and nineteen were undecided.

Eighteen drop-outs answered yes to the question, "Have you returned to Appalachian State Teachers College?"; while 137 answered no to this question. To the question, "Have you entered another college?" forty-eight students answered yes, and 107 answered no.

To the question, "Are you glad you dropped out?" sixty drop-outs answered yes, seventy-one answered no, and twenty-four were undecided.

Table XI, page 57, shows the present activities in which the drop-outs studied are engaged. It was found that seventy-six, or 49 per cent, were engaged in "non-professional jobs." It should be noted that this covers a very broad field. Some of the non-professional jobs stated on the returned questionnaires were housewife, filling station attendant, plumber, farmer, mill worker, mechanic, truck driver, carpenter, and clerks of various types.

Twenty-nine men stated that they were in the service,

TABLE XI
PRESENT ACTIVITIES IN WHICH DROP-OUTS ARE ENGAGED

Activities	<u>Number</u> engaged in each	<u>Per cent</u> engaged in each
Non-professional jobs	76	49
In service	29	19
Attending school	23	15
Teaching school	17	11
Professional jobs	5	3
Nurses training	2	1
Vocational training	1	.5
Made no statement	2	1
Total	155	99.5

which was 19 per cent of the total number of drop-outs studied. Twenty-three students stated that they were "attending school." This was 15 per cent of the drop-outs who had entered college for the second time.

It was found that seventeen or 11 per cent had re-entered college, received degrees, and were now engaged in teaching. Five or 3 per cent of the drop-outs were found to be engaged in professional jobs other than teaching.

Two drop-outs had entered nurses' training. This was

only one per cent of the total number of drop-outs studied. One student had entered a "vocational training" school. Two drop-outs made no statement concerning their present activity.

Summary of part A. To be summarized in this part of Chapter III are those factors which influenced the 155 drop-outs either strongly or somewhat in their leaving school. The summary will consist of a summation and analysis of all the items in the four categories and also the miscellaneous items at the bottom of the questionnaire. The information on which this analysis is based was taken from the 155 questionnaires returned by the drop-outs studied.

Table XII, pages 59-61, is a listing of the items which were of most significance. These were compiled from the items in all four of the categories in the questionnaire. The ten items which were of most importance in influencing the drop-outs will be mentioned in the summary; the others may be seen on Table XII.

The item ranking first in importance was "my interest changed." Seventy-three, or 47.5 per cent, of the drop-outs encircled this as influencing their leaving college. Fifty-seven, or 37 per cent, encircled "felt that I didn't know how to study" as a reason why they dropped out of college. Fifty-two, or 33.5 per cent, encircled "couldn't concentrate while studying," the reason third in importance as an influ-

TABLE XII

ITEMS OF MOST SIGNIFICANCE IN THE FOUR CATEGORIES

List of items	Influenced strongly	Influenced somewhat	Total	Per cent
My interest changed	46	27	73	47.5
Felt that I didn't know how to study	18	39	57	37
Couldn't concentrate while studying	20	32	52	33.5
Couldn't budget my time properly	16	31	47	30.5
Courses were impractical or failed to suit my needs	18	27	45	29
Classes not stimulating	11	34	45	29
Lack of financial backing from home	20	23	43	28
Hard to get to know professors	7	31	38	24.5
Wanted to live at home or close to home	12	25	37	24
Lack of assistance in getting adjusted to college life	10	25	35	22.5
Rules and regulations too rigid	15	19	34	22

TABLE XII (Continued)

List of items	Influenced strongly	Influenced somewhat	Total	Per cent
Some courses too difficult	9	24	33	21.5
Professors were unfair in grading	4	26	30	19.5
Was not interested	9	20	29	19
Felt that professors made unreasonable demands	9	19	28	18
Social life was not what it should have been	6	22	28	18
Exams made me too nervous	5	23	28	18
Lack of opportunity to participate in desired activities	4	21	25	16
Lack of self-confidence in social situations	2	23	25	16
Needed at home	9	15	24	15.5
Professors made me ill at ease in class	5	19	24	15.5
Depressed most of the time	4	19	23	15
Available activities were of no interest to me	2	19	21	13.5

TABLE XII (Continued)

List of items	Influenced strongly	Influenced somewhat	Total	Per cent
Illness at home	7	12	19	12.5
Lack of opportunity for dating	6	13	19	12.5
Wanted more leisure time	5	11	16	10.5
Felt left out of social affairs	1	15	16	10.5
Did not feel well	3	10	13	8.5
Family over-influenced my academic or vocational choices	6	5	11	7
Lack of encouragement on part of family	2	9	11	7
Spent too much time alone	2	9	11	7
Didn't make any close friends	1	10	11	7
Hard to make suitable friends	1	10	11	7

ence on the drop-outs. Forty-seven, or 30.5 per cent, encircled "couldn't budget my time properly" as influencing them in their dropping out of school.

Forty-five, or 29 per cent, encircled "courses were

impractical or failed to suit my needs" as a reason for dropping out of Appalachian State Teachers College. Forty-five, or 29 per cent, encircled "classes not stimulating" as influencing them in their leaving school. A total of forty-three encircled "lack of financial backing from home" as influencing them either strongly or somewhat. As for the statement "hard to get to know professors," thirty-eight, or 24.5 per cent, encircled this item as influencing them in their withdrawing from college.

Thirty-seven, or 24 per cent, encircled "wanted to live at home or close to home" as a reason for leaving school. Thirty-five encircled the item "lack of assistance in getting adjusted to college life" as influencing them either strongly or somewhat in leaving Appalachian State Teachers College.

As is shown on Table VII, page 52, "emotional-personal reasons" ranked the highest in receiving encirclements. This category received a 22 per cent encirclement, and "school conditions" ranked a close second with a 21.5 per cent encirclement.

Twenty-nine, or 19 per cent, of the 155 drop-outs left because of induction into the service, and seventeen, or 11 per cent, left Appalachian State Teachers College because of marriage.

It was found on Table X, page 55, that thirty students

who dropped out planned to return to Appalachian State Teachers College, forty-eight of the drop-outs had already entered another college, and sixty of the drop-outs answered yes to the question "Are you glad you dropped out?"

On Table XI, page 57, the following information was found concerning the present activities of the 155 drop-outs who returned the questionnaire. Seventy-six, or 49 per cent, were engaged in non-professional jobs; twenty-three, or 15 per cent, were attending schools; seventeen, or 11 per cent, were teaching school; five, or 3 per cent, were engaged in professional jobs other than teaching.

B. FINDINGS IN THE CUMULATIVE RECORDS

The writer found in his reading of the literature on drop-outs that most writers had had trouble finding complete information for a very long period of years. This is also true concerning the information available at Appalachian State Teachers College. The cumulative records have some information, but they are far from complete. However, it was found that Mr. Herman Eggers, registrar at the college, had started a new system of collecting scholastic information about students. It was started with the class of 1951-1952 and found to be adequate for gathering the information used in this section on scholarship.

The number of freshmen entered in the college catalogue for the year 1951-1952 was 261. Of this number sixty-two names failed to appear in the sophomore class of 1952-1953. These names were taken, and a questionnaire was mailed to each. Nineteen drop-outs in this group returned the questionnaire. Of the nineteen, one drop-out had to be eliminated from the group because of withdrawal before any grades were issued. This left a total of eighteen freshman drop-outs to use for this part of the study.

In order to get an equal number for comparative purposes, it was decided to pick each non-drop-out's name which directly followed a drop-out's name. The records of

these two groups were then studied and compared in the following ways.

1. Number of teachers in schools attended by freshman students studied.
2. Number of pupils in graduation classes of the students studied.
3. Quartile in which freshman students studied ranked in their high school graduating classes.
4. Scores made by entering freshman students studied on the A.C.E. Psychological Test.
5. Scores made by the entering freshman students studied on the Barrett, Ryan, Schrammel, English Test.
6. Scores made by the entering freshman students studied on the Inglis Vocabulary Test.
7. Quartile in which students studied ranked on their freshman entrance examinations.
8. Fall, winter, and spring quarters quality ratings of the freshman students studied.
9. Grade averages made by the freshman students studied.
10. Number of excused and unexcused class absences for fall, winter, and spring quarters of the freshman students studied.
11. Number of excused and unexcused chapel absences for the fall, winter, and spring quarters of the freshman students studied.

TABLE XIII
 NUMBER OF TEACHERS IN SCHOOLS ATTENDED BY
 DROP-OUTS AND NON-DROP-OUTS

Number of teachers in school	Drop-outs	Per cent	Non-drop-outs	Per cent
50-54				
45-49	1	5.5		
40-44				
35-39				
30-34				
25-29				
20-24			4	22
15-19	1	5.5	2	11
10-14	4	22	<u>8 Md.</u>	44
5- 9	<u>10 Md.</u>	55	4	22
0- 4				
No record	2	11		
Total	18	99	18	99

Md. Median

Table XIII shows that the drop-outs came from schools having a smaller number of teachers. Ten of the eighteen drop-outs came from schools having not fewer than five and

not more than nine teachers. Four came from schools having from ten to fourteen teachers, one came from a school with sixteen teachers, and one came from a school with forty-six teachers. There was no record available to determine the number of teachers in schools attended by two students. The median number of teachers for drop-outs was five to nine.

The non-drop-outs had four students coming from schools having from twenty to twenty-four teachers, two came from schools having fifteen to nineteen teachers, eight came from schools having ten to fourteen teachers, and four came from schools having five to nine teachers. The median number of teachers for non-drop-outs was ten to fourteen teachers.

Table XIV, page 68, shows the number of pupils in the graduation classes of the freshman drop-outs and non-drop-outs studied. It may be seen that the drop-outs were members of smaller graduating classes than the non-drop-outs.

The drop-outs had two students coming from graduation classes of twenty to twenty-nine, eight came from classes that had from thirty to thirty-nine pupils, two came from classes of forty to forty-nine pupils, and two came from graduation classes of fifty to fifty-nine. One came from a class of sixty-eight, one came from a class of seventy-two, and one each came from classes of 247 and 284. This gave

TABLE XIV
 NUMBER OF PUPILS IN GRADUATION CLASSES
 OF STUDENTS STUDIED

Number of pupils in graduation class	Drop-outs	Per cent	Non-drop-outs	Per cent
Above 159	2	11		
150-159				
140-149				
130-139				
120-129				
110-119			3	16.5
100-109				
90- 99			1	5.5
80- 89			1	5.5
70- 79	1	5.5		
60- 69	1	5.5	3	16.5
50- 59	2	11	<u>3 Md.</u>	16.5
40- 49	2	11		
30- 39	<u>8 Md.</u>	44	5	27.5
20- 29	2	11	2	11
Total	18	99	18	99

Md. Median

the drop-outs a median number of thirty to thirty-nine pupils in their graduation classes.

The non-drop-outs had two coming from graduation classes of twenty to thirty, five from classes of thirty to thirty-nine, three from classes of fifty to fifty-nine, and three from classes of sixty to sixty-nine. One came from a class of eighty-one, one came from a class of ninety-eight, and three came from classes of from 110 to 119 pupils. This gave the non-drop-outs a median number of fifty to fifty-nine students in their graduation classes.

TABLE XV
QUARTILE IN WHICH STUDENTS STUDIED RANKED
IN THEIR HIGH SCHOOL GRADUATING CLASSES

Quartile	Drop-outs	Per cent	Non-drop-outs	Per cent
1	7	38.5	9	49.5
2	7	38.5	5	27.5
3	2	11	1	5.5
4	2	11	3	16.5
Total	18	99	18	99

Table XV shows the quartile in which the drop-outs and non-drop-outs ranked in their high school graduating classes. Of the students who dropped out of Appalachian

State Teachers College, seven, or 38.5 per cent, ranked in the first quartile of their graduating classes. Those who ranked in the second quartile were seven, or 38.5 per cent, of the total drop-outs studied. There were two each ranking in the third and fourth quartiles. This was 22 per cent of the drop-outs studied.

The non-drop-outs had a larger number ranking in the first quartile of their graduating classes. Nine, or 49.5 per cent, ranked in this quartile. However, the non-drop-outs ranked lower than the drop-outs in the second quartile, having only five, or 27.5 per cent, who ranked here. This made an equal number in each group ranking in the upper half of their graduating classes. Only one non-drop-out, or 5.5 per cent, ranked in the third quartile, and three, or 16.5 per cent, ranked in the fourth quartile. This also evened up the two groups. The drop-outs and the non-drop-outs had an equal number ranking in the upper half of their graduating classes and an equal number ranking in the lower half of their graduating classes.

Table XVI, page 71, shows the scores made on tests given to freshmen upon entering Appalachian State Teachers College. The students were given the following three tests: (1) A.C.E. Psychological Test, (2) Barrett, Ryan, Schrammel English Test, and (3) Inglis Vocabulary Test. A comparison was made of the scores on these three tests by drop-outs and

TABLE XVI
 SCORES ON TESTS GIVEN TO FRESHMEN UPON ENTERING
 APPALACHIAN STATE TEACHERS COLLEGE

Score	A. C. E. Psychological Test		Barrett, Ryan, Schrammel English Test		Inglis Vocabulary Test	
	D.O.	N.D.O.	D.O.	N.D.O.	D.O.	N.D.O.
140-149						
130-139	1	1				
120-129	1			2		
110-119	2	1	2	1		1
100-109	1	2	5			
90- 99	<u>6 Md.</u>		1	4	2	1
80- 89	1	4	<u>6 Md.</u>	<u>5 Md.</u>	2	1
70- 79	3	<u>6 Md.</u>	2	3	1	3
60- 69	2	1	2	3	<u>5 Md.</u>	<u>6 Md.</u>
50- 59	1	1			3	3
40- 49		1			2	1
30- 39		1			3	2

D.O. Drop-out

N.D.O. Non-drop-out

Md. Median

non-drop-outs.

On the A.C.E. Psychological Test the drop-outs had a higher median score than the non-drop-outs. One student made

a score of 131, another made a score of 123, two made scores between 110 and 119, one made a score of 103, six students scored between ninety and ninety-nine, one scored eighty-one, and three scored between seventy and seventy-nine. The scores of two students ranged from sixty to sixty-nine, and one made a score of fifty. The median score for drop-outs was ninety to ninety-nine.

The non-drop-outs' median score was seventy to seventy-nine. They had one scoring 134, one scoring 114, two scoring between 100 and 109, four scoring between eighty and eighty-nine, and six scoring between seventy and seventy-nine. One scored sixty-two, one fifty-eight, one forty-four, and one thirty-nine.

On the Barrett, Ryan, Schrammel English Test the drop-outs had two scoring between 110 and 119, five scoring from 100 to 109, one scoring ninety-one, six scoring between eighty and eighty-nine, two scoring from seventy to seventy-nine, and two scoring from sixty to sixty-nine.

On this same test the non-drop-outs had two scoring from 120 to 129, one scoring 114, four scoring between ninety and ninety-nine, five scoring between eighty and eighty-nine, three scoring from seventy to seventy-nine, and three scoring from sixty to sixty-nine. The scores made on this test were about equal for drop-outs and non-drop-outs. The median score for both groups was eighty to

eighty-nine.

The scores on the Inglis Vocabulary Test show about the same results as the scores made on the Barrett, Ryan, Schrammel English Test. The drop-outs had two scoring from ninety to ninety-nine, two scoring from eighty to eighty-nine, one scoring seventy-nine, and five scoring from sixty to sixty-nine. Three made scores of fifty to fifty-nine, two made scores of forty to forty-nine, and three made scores of thirty to thirty-nine.

The non-drop-outs had one making a score of 113, one making a score of ninety, and one making a score of eighty-four. Three scored between seventy and seventy-nine, six scored between sixty and sixty-nine, and three scored between fifty and fifty-nine. One made a score of forty-six, and two made scores from thirty to thirty-nine. The median score for both groups was sixty to sixty-nine.

In summary, the drop-outs made higher scores than the non-drop-outs on the first test; while the scores on the last two tests were about equal between the two groups. From this we can conclude that the drop-outs scored higher than the non-drop-outs on their entrance tests at Appalachian State Teachers College.

One factor to be remembered is that the sampling for this comparison was rather limited. Also, the scores were picked at random and were well distributed throughout the

TABLE XVII
 QUARTILE IN WHICH STUDENTS STUDIED RANKED
 ON FRESHMAN ENTRANCE EXAMINATIONS

A.C.E. Psychological Test				
Quartile	Drop-outs	Per cent	Non-drop-outs	Per cent
1	5	27.5	4	22
2	6	33		
3	3	16.5	8	44
4	4	22	6	33
Total	18	99	18	99
Barrett, Ryan, Schrammel English Test				
Quartile	Drop-outs	Per cent	Non-drop-outs	Per cent
1	6	33	3	16.5
2	1	5.5	4	22
3	7	38.5	5	27.5
4	4	22	6	33
Total	18	99	18	99
Inglis Vocabulary Test				
Quartile	Drop-outs	Per cent	Non-drop-outs	Per cent
1	5	27.5	5	27.5
2	5	27.5	4	22
3	3	16.5	6	33
4	5	27.5	3	16.5
Total	18	99	18	99

freshman class of 1951-1952.

Table XVII, page 74, shows the quartile in which the students studied ranked on their entrance examinations at Appalachian State Teachers College.

On the A.C.E. Psychological Test the drop-outs had five, or 27.5 per cent, ranking in the first quartile; while the non-drop-outs had four, or 22 per cent. There were six, or 33 per cent, of the drop-outs ranking in the second quartile; no non-drop-out ranked here. This gave the drop-outs 60.5 per cent of their group in the upper half; whereas the non-drop-outs had 22 per cent in the upper half.

The drop-outs had three, or 16.5 per cent, ranking in the third quartile, and the non-drop-outs had eight, or 44 per cent, ranking here. Four, or 22 per cent, of the drop-outs ranked in the fourth quartile; whereas six, or 33 per cent, of the non-drop-outs ranked here. It seems to indicate from the scores made on the A.C.E. Psychological Test that Appalachian State Teachers College is losing some of its better-equipped students.

Ranking in the first quartile on the Barrett, Ryan, Schrammel English Test were six, or 33 per cent, of the drop-outs and three, or 16.5 per cent, of the non-drop-outs. The drop-outs had one, or 5.5 per cent, ranking in the second quartile and the non-drop-outs had four, or 22 per cent. Both groups had seven, or 38.5 per cent, ranking in

the upper two quartiles.

The drop-outs had seven, or 38.5 per cent, ranking in the third quartile and the non-drop-outs had five, or 27.5 per cent. In the fourth quartile there were four, or 22 per cent, of the drop-outs and six, or 33 per cent, of the non-drop-outs. This gave each group 60.5 per cent ranking in the lower half of the freshman class.

The drop-outs had five, or 27.5 per cent, and the non-drop-outs had five, or 27.5 per cent, ranking in the first quartile on the Inglis Vocabulary Test. In the second quartile the drop-outs had five, or 27.5 per cent, and the non-drop-outs had four, or 22 per cent. This gave the drop-outs 55 per cent in the upper half of the class; the non-drop-outs had 49.5 per cent in the upper half.

Three, or 16.5 per cent, of the drop-outs and six, or 33 per cent, of the non-drop-outs ranked in the third quartile. In the fourth quartile the drop-outs had five, or 27.5 per cent, and the non-drop-outs had three, or 16.5 per cent.

From the scores on all three tests there seems to be an indication that drop-outs rank just as high, if not higher, than non-drop-outs on entrance examinations at Appalachian State Teachers College. However, the writer wishes to call to attention once again that the groups studied do not represent an adequate sampling. The limited

number studied may tend to question the validity of the previous assumption, but it was felt that some attention should be given to these data.

In order for the reader to better understand Table XVIII, page 78, and Table XIX, page 82, the writer has included the following explanation concerning quality ratings and grades.

The Registrar at Appalachian State Teachers College has a point system based upon the letter grades given the students by their instructors. The college requires a C average, or a 200 point quality rating, for each student who graduates. The grade points are given as follows: for grade A, four points per quarter hour; for grade B, three points per quarter hour; for grade C, two points per quarter hour; for grade D, one point per quarter hour, and for grades F, I, and X, no points per quarter hour.

Quality ratings are determined by dividing the total number of grade points by the number of hours attempted. These ratings are expressed in percentages.

Table XVIII, page 78, shows the quality ratings earned by the drop-outs and the non-drop-outs studied for the fall, winter, and spring quarters of 1951-1952. For comparative purposes, a non-drop-out was chosen for each drop-out. As a drop-out failed to register for the next quarter, the non-drop-out used for his comparison was

TABLE XVIII
 FALL, WINTER, AND SPRING QUARTERS QUALITY RATINGS
 FOR BOTH DROP-OUTS AND NON-DROP-OUTS

Quality rating	Fall quarter		Winter quarter		Spring quarter	
	D.O.	N.D.O.	D.O.	N.D.O.	D.O.	N.D.O.
330-339						
320-329	1	1	1	1		
310-319		1				2
300-309	1			1	1	
290-299	1		1		1	
280-289		1				
270-279						
260-269				1		1
250-259		3		1		1
240-249						
230-239	1					
220-229					1	1
210-219		<u>3 Md.</u>	2	<u>2</u>	2	
200-209	3	3		<u>1 Md.</u>		<u>3 Md.</u>
190-199			1			
180-189	<u>2 Md.</u>	1		1	<u>1 Md.</u>	1
170-179		1	<u>1 Md.</u>			
160-169	1		1	1	1	1
150-159	1		1	2	1	3
140-149	1					
130-139	1		1	1		
120-129	1	2	1	1		
110-119					3	
100-109		1				
90- 99			1			
80- 89	1					
70- 79						
60- 69	2		1			
50- 59					1	
40- 49			1			
Withdrew before end of quarter	1		4		1	

D.O. Drop-out
 N.D.O. Non-drop-out
Md. Median

dropped from the study. This was done in order to keep a balance of the number studied.

In the fall quarter the drop-outs had one student with a quality rating of 325; another made a rating of 306, and one made a rating of 294. Dropping on down the scale, one drop-out had a rating of 231, three had ratings of from 200 to 209, and two rated between 180 and 189. Five drop-outs fell consecutively in the next five intervals, starting at 160-169 and ending at 120-129. One student made a rating of eighty-eight, two rated between sixty and sixty-nine, and one dropped before any quality rating was made.

The non-drop-outs for this same quarter had one student rating 325; while one each rated 319 and 281. Three non-drop-outs rated between 250 and 259, the ratings of three fell between 210 and 219, three made a rating of 200 to 209, one rated 181, and another rated 175. Two non-drop-outs' quality ratings fell between 120 and 129, and one rated only 100.

In comparison, the drop-outs had a median quality rating of 180-189; whereas the non-drop-outs had a median quality rating of 210-219. It may be seen that the non-drop-outs had a thirty point lead at the end of the fall quarter.

In the winter quarter, the drop-outs' quality ratings were as follows. One made a rating of 325, one made a

rating of 297, two drop-outs' ratings were 210-219, one had a quality rating of 199, and three ranked in the three consecutive intervals from 170-179 to 150-159. The quality ratings of the next five drop-outs were as follows: 131, 125, ninety-one, sixty-one, and forty-one.

The non-drop-outs' quality ratings for the winter quarter were as follows: three students' ratings were 322, 303, and 267; one rated 259, and two non-drop-outs' ratings fell in the interval of 210-219. One student had a rating of 200, another had a rating of 188, and the remaining five ranked as follows: 168, 158, 150, 137, and 128.

The median score for the drop-outs in the winter quarter was 170-179, and the median score for non-drop-outs was 200-209. It is shown that the non-drop-outs were still maintaining a much better quality point rating than the drop-outs.

In the spring quarter, the drop-outs had one student rating 304, one rating 298, one rating 227, and two rating 212 and 217. The next three drop-outs had ratings of 188, 164, and 150. Three students ranked in the interval of 110-119, and another made a quality point rating of fifty-six.

The non-drop-outs for the same quarter had two students rating in the interval of 310-319. One non-drop-out had a rating of 267, one had a rating of 256, one had

a rating of 223, and three ranked in the interval of 200-209. One non-drop-out rated 189, and four ranked within the intervals of 160-169 and 150-159.

The drop-outs, in the spring quarter, had a median score of 180-189; while the non-drop-outs had a median score of 200-209. For the entire school year of 1951-1952 the non-drop-outs had maintained a higher average quality point rating than the drop-outs.

For all three quarters the drop-outs had an average of less than the C or 200 point quality rating which is required for graduation; whereas the non-drop-outs had an average of C or better.

The conclusion drawn from the data presented is that the students who dropped out during or at the end of their first year of school made lower average grades than those students who did not drop out.

Table XIX, page 82, shows a comparison of the average grades earned by drop-outs and non-drop-outs. These grades were calculated by studying the quality point ratings records. The plus and minus have been removed from all grades.

There was no drop-out with an average grade of A. Three students made an average grade of B, and five made an average grade of C. Nine drop-outs made an average grade of D, the lowest grade for which quality points are given.

TABLE XIX

A COMPARISON OF THE NUMBER OF DROP-OUTS AND NON-DROP-OUTS
MAKING AN AVERAGE OF A'S, B'S, C'S, AND D'S

Average grade	Drop-outs	Non-drop-outs
A		
B	3	3
C	5	9
D	9	5

The non-drop-outs had no student with an average grade of A, but there were three students making an average grade of B. Nine non-drop-outs made an average grade of C, and five made an average grade of D.

Both groups had an equal number of students making an average grade of B, but the median grade for the drop-outs was D; whereas the median for the non-drop-outs was C. It is conclusive from these data that the drop-outs made lower grades than the non-drop-outs. This is perhaps an indication of the reason for the withdrawal of some of the drop-outs, for over half of them were making failing grades at the end of their first year of college. Again it should be kept in mind that this sampling is for only the 1951-1952 drop-outs, and that the number compared is relatively small.

TABLE XX
 ATTENDANCE OF DROP-OUTS AND NON-DROP-OUTS IN CLASS
 SHOWN BY THEIR EXCUSED AND UNEXCUSED ABSENCES
 FOR THE YEAR 1951-1952

Absences	Fall quarter		Winter quarter		Spring quarter	
	D.O.	N.D.O.	D.O.	N.D.O.	D.O.	N.D.O.
Excused	21	20	18	39	13	7
Unexcused	24	15	49	37	44	38
Total number of absences	45	35	67	76	57	45
Total number of excused absences for drop-outs						52
Total number of unexcused absences for drop-outs						117
Total number of absences for drop-outs for the year						169
Total number of excused absences for non-drop-outs						66
Total number of unexcused absences for non-drop-outs						90
Total number of absences for non-drop-outs for the year						156

D.O. Drop-out

N.D.O. Non-drop-out

Table XX shows a comparison of the class attendance of the drop-outs and non-drop-outs for the year 1951-1952. This comparison is made by showing the excused and unexcused absences, recorded by quarter, of each group.

In the fall quarter the drop-outs had a total of twenty-one excused absences and twenty-four unexcused absences. The non-drop-outs had twenty excused and fifteen

unexcused absences. The non-drop-outs had a better class attendance record and also nine less unexcused absences. For the fall quarter, the drop-outs had a total of forty-five absences, and the non-drop-outs had a total of thirty-five absences.

In the winter quarter the drop-outs had eighteen excused and forty-nine unexcused absences. This was a considerable increase in unexcused absences. The non-drop-outs had thirty-nine excused and thirty-seven unexcused absences, both an increase over the fall quarter absences. This gave the drop-outs a total of sixty-seven absences and the non-drop-outs a total of seventy-six absences. The non-drop-outs had nine more absences than the drop-outs, but they had twelve less unexcused absences.

In the spring quarter the drop-outs had thirteen excused and forty-four unexcused absences; while the non-drop-outs had seven excused and thirty-eight unexcused absences. The drop-outs had a total of fifty-seven absences, and the non-drop-outs had forty-five absences. The drop-outs had six more excused and six more unexcused absences than the non-drop-outs.

The total number of excused absences for the drop-outs was fifty-two; while the non-drop-outs had sixty-six. The total number of unexcused absences for the drop-outs was 117; while the non-drop-outs had ninety.

The total number of excused and unexcused absences for the drop-outs was 169; while the total for non-drop-outs was 156. This gave the drop-outs thirteen more absences than the non-drop-outs.

It is shown from these data that the non-drop-outs attended classes more regularly and were more conscientious about getting excuses for absences.

Table XXI, page 86, shows a comparison of the chapel attendance of the drop-outs and non-drop-outs for the year 1951-1952. This comparison is made by showing the excused and unexcused absences of each group, recorded by quarters.

In the fall quarter the drop-outs had nineteen excused absences and forty unexcused absences, making a total of fifty-nine absences for the quarter. The non-drop-outs had twenty-three excused and forty-four unexcused absences, a total of sixty-seven. In comparison the two groups are equal, as the non-drop-outs had four more excused absences, but also four more unexcused absences, than the drop-outs. However, the drop-outs were more regular in attending chapel during the fall quarter, as they had eight less absences than the non-drop-outs.

In the winter quarter the drop-outs had nineteen excused and sixty-five unexcused absences, making a total of eighty-four; while the non-drop-outs had twenty-seven excused and ninety-five unexcused absences, making a total

TABLE XXI
 ATTENDANCE OF DROP-OUTS AND NON-DROP-OUTS IN CHAPEL
 SHOWN BY THEIR EXCUSED AND UNEXCUSED ABSENCES
 FOR THE YEAR 1951-1952

Absences	Fall quarter		Winter quarter		Spring quarter	
	D.O.	N.D.O.	D.O.	N.D.O.	D.O.	N.D.O.
Excused	19	23	19	27	27	13
Unexcused	40	44	65	95	111	101
Total number of absences	59	67	84	122	138	114
Total number of excused absences for drop-outs						65
Total number of unexcused absences for drop-outs						216
Total number of absences for drop-outs for the year						281
Total number of excused absences for non-drop-outs						63
Total number of unexcused absences for non-drop-outs						240
Total number of absences for non-drop-outs for the year						303

D.O. Drop-out

N.D.O. Non-drop-out

of 122 absences. This again shows that the drop-outs were the better chapel attenders, as they had thirty-eight less absences for the winter quarter.

The drop-outs in the spring quarter had twenty-seven excused and 111 unexcused absences, a total of 138 absences. The non-drop-outs had thirteen excused and 101 unexcused absences, making a total of 114 absences. The drop-outs had

fourteen more excused absences and ten more unexcused absences than the non-drop-outs. This gave the drop-outs a total of twenty-four more absences than the non-drop-outs. Interesting to note is the changed attitude concerning chapel attendance of the drop-outs during the spring quarter.

Summary of part B. The factors to be summarized in this part of Chapter III are those which might have contributed to the withdrawal of the drop-outs included in the comparative study. These factors are the number of teachers in schools; the number of pupils in the high school graduating classes; quartiles in which the students ranked in their graduating high school classes; A.C.E. Psychological Test scores made by the entering freshmen; Barrett, Ryan, Schrammel English Test scores made by the entering freshmen; Inglis Vocabulary Test scores made by the entering freshmen; quartiles in which the students ranked on their freshman entrance examinations; fall, winter, and spring quarters quality point ratings; excused and unexcused class absences for the fall, winter, and spring quarters; and excused and unexcused chapel absences for the fall, winter, and spring quarters.

On Table XIII, page 66, the following information was found concerning the number of teachers in the schools attended by the drop-outs and non-drop-outs included in the study. The median number of teachers for drop-outs was

five to nine; whereas the median for the non-drop-outs was ten to fourteen teachers. This seems to indicate that the better-adjusted students come from the larger schools.

On Table XIV, page 68, the following information was found concerning the number of pupils in the graduating classes of the students studied. The median number of pupils in the graduating classes of the drop-outs was thirty to thirty-nine; while the median for the non-drop-outs was fifty to fifty-nine students.

Table XV, page 69, shows the quartile in which the students ranked in their high school graduating classes. The drop-outs and non-drop-outs had an equal number ranking in both the upper and the lower halves of their graduating classes.

On Table XVI, page 71, the following information was found concerning the scores made by the group on their entrance tests. The drop-outs made a median score of ninety to ninety-nine, and the non-drop-outs made a median score of seventy to seventy-nine on the A.C.E. Psychological Test. As for the other two tests, the drop-outs and the non-drop-outs made the same median scores. On the Barrett, Ryan, Schrammel English Test it was eighty to eighty-nine, and on the Inglis Vocabulary Test, sixty to sixty-nine.

Table XVII, page 74, shows the quartile in which the students ranked on their freshman entrance tests. The drop-

outs had 60.5 per cent of their group ranking in the upper half of the class on the A.C.E. Psychological Test; whereas the non-drop-outs had only 22 per cent of their group ranking here. On the Barrett, Ryan, Schrammel English Test both groups had 38.5 per cent ranking in the upper half of the freshman class. On the Inglis Vocabulary Test the drop-outs had 55 per cent of their group ranking in the upper half of the class; the non-drop-outs had 49.5 per cent ranking in the upper half.

The information found on Tables XVI and XVII seems to indicate that the lack of potential scholastic ability is not the reason for the withdrawal of the drop-outs, and that Appalachian State Teachers College is tending not to hold the better-equipped students.

Table XVIII, page 78, shows the quality point ratings made by the group studied for the year 1951-1952. The median rating for drop-outs in the fall quarter was 180-189; while the median for the non-drop-outs was 210-219. In the winter quarter the drop-outs had a median rating of 170-179; while the non-drop-outs had a median rating of 200-209. In the spring quarter the drop-outs had a median rating of 180-189; while the non-drop-outs had a median of 200-209.

On Table XIX, page 82, the following information concerning grade averages is shown. Three drop-outs made

an average grade of B, five made an average of C, and nine averaged D. Three non-drop-outs made an average grade of B, nine made an average grade of C, and five averaged D.

On Table XX, page 83, the class attendance of the students studied for the year 1951-1952 is shown. The drop-outs had a total of 169 absences, with fifty-two of these excused and 117 unexcused. The non-drop-outs had a total of 156 absences. Sixty-six of these were excused and ninety were unexcused.

From Table XXI, page 86, it was concluded that the drop-outs attended chapel more regularly than the non-drop-outs. The drop-outs had a total of 281 chapel absences, sixty-five excused and 216 unexcused. The non-drop-outs had sixty-three excused and 240 unexcused absences, a total of 303 absences from chapel for the year 1951-1952.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

This study carried out at Appalachian State Teachers College was threefold in purpose. The writer hoped (1) to determine the causes of drop-outs in the freshman classes of 1946-1947 through 1951-1952 at Appalachian State Teachers College in Boone, North Carolina; (2) to make an analysis of certain factors believed to cause them to drop out of college; and (3) to make certain suggestions for improving the offerings of the college.

After the writer had carefully examined the previous writings on the reasons why students drop out of college, a list of all the stated or implied reasons for dropping out of school was recorded. Also to this list was added several reasons which Doctor Max R. Raines of the Personnel Department at Appalachian State Teachers College suggested.

A questionnaire was made up of these reasons and divided into the following categories: Home Conditions, Social Reasons, School Conditions, and Emotional-Personal Reasons. After evaluation by professors and students, the headings were removed and the items were placed under one topic, "Reasons for Dropping Out of School."

The names of drop-outs were obtained from the college catalogue by comparing the entering freshman class of one

year with the entering sophomore class of the next year. This process netted the 728 names which were used in the study.

A pilot study was done in order to determine whether or not to continue the study. Fifty drop-outs were chosen by taking every fourteenth name. A questionnaire and a stamped, self-addressed envelope from the personnel office, along with a letter from Doctor Max R. Raines asking the drop-out's cooperation and explaining the purpose of the questionnaire, were mailed to each drop-out selected for the pilot study.

A 28 per cent return was received including the results of the follow-up postcard as a reminder to answer. On the basis of the pilot study it was concluded that the larger study could be continued.

The complete study was prepared and carried out in the same manner; 678 letters were mailed, and about 600 follow-up postcards were sent out. A total of 155 questionnaires were returned by the 728 drop-outs, making an average return of 21.3 per cent.

In addition to the questionnaire a study of cumulative records was made, and some information was collected from them. The information was limited because of incomplete records for the years included in the study. A comparison of drop-outs and non-drop-outs was done for the

year 1951-1952. The items used for this comparison dealt with such things as the number of teachers in schools from which the students had graduated, the number of pupils in the graduating classes of the students, and the scores made by the students on their entrance tests at Appalachian State Teachers College. Because of the limited information recorded and the limited number of students used in this comparison, the validity of the indications from the findings may be questionable. However, it was felt that the comparison would reveal certain weaknesses which might bear investigation.

It is recognized that there are a number of limitations in this study, but it is hoped that some helpful information has been obtained. The conclusion and recommendations of this study are based on the correctness, thoroughness, and significance of the answers given by the drop-outs who returned the questionnaire.

Home Conditions. The item receiving the highest percentage of encirclement under Home Conditions was "lack of financial backing from home;" forty-three, or 28 per cent, were affected by this. The student who has inadequate financial aid is more likely to have other problems as well. Because of the lack of security, adjustment to college life might be more difficult. Because of the large number of students who were influenced by lack of financial backing,

it is recommended that a student aid program be set up, that more self-help jobs be made available, and that a more adequate loan system be established. Some progress has already been made in this field, but more attention should be given to this problem.

The items "wanted to live at home or close to home," "needed at home," and "illness at home" are items that are not under the jurisdiction of the college.

It was found that 7 per cent of the drop-outs felt that "lack of encouragement on part of family" influenced their leaving school. It might be possible that some of these drop-outs checked this as a form of rationalization. Students who feel that they have a lack of encouragement from home need help from a counselor in adjusting, whether it be overdependence on family or actual lack of encouragement. It is recommended by the writer that the Guidance Program be expanded and further developed in order that all students with problems might be helped. (In 1946-1952, there was no recognized counseling program at Appalachian State Teachers College, but in 1952 a Department of Counseling and Guidance was organized).

Another item was "family overinfluenced my academic or vocational choices." It is probably true that some students have their choices made for them, and some would fulfill their family's wishes in order to get family

approval. Counseling would help these students to understand their families and would encourage and re-direct them into proper fields.

The items "couldn't live up to parents' expectations," and "parents compared my college work with that of my older brother's or sister's," received equal encirclements. The student who felt that he couldn't live up to his parents' expectations and the one whose work was compared with that of an older brother's or sister's might suffer from feelings of inferiority. This might influence him in much of his work and even cause resentment of parents and family. There would be a good opportunity here for the Counseling Program to aid these students. The student could be helped to understand his parents and to understand and adjust to the problem with which he is confronted.

Social Reasons. It is recognized that the social life on any campus is very important to all students. It was found that 18 per cent of the drop-outs felt that their "social life was not what it should have been." One might conclude from this information that the extra-curricular activities on the campus of Appalachian State Teachers College are lacking in some respects. The writer recommends that a thorough investigation be made of the extra-curricular activities available on the campus in order to see where the fault lies, with the school or with the student.

Ranking second in Social Reasons was "lack of self-confidence in social situations;" 16 per cent felt this. While this may be misleading in its indications, it is clearly shown that a relatively large number of students felt this sense of inadequacy in social situations. It is believed that if the social events were planned and carried out properly under competent supervision, there would be less chance for these feelings of inadequacy. It is recommended that a better-planned and better-supervised social activities program be made available on the campus, with the idea of providing for the needs of all students.

It was found that 13.5 per cent stated that the "available activities were of little or no interest to me." Again, it should be determined where the fault lies. It is felt that if the student were brought in closer contact with the activities that were available and the people in charge of these activities, he might become interested in them. With correct supervision this would be possible.

The encirclements of the items "lack of opportunity for dating" and "felt left out of social affairs" might involve some rationalization on the part of those students who felt these influenced their leaving school. The college does have certain rules concerning the girls on campus, but it is felt that some provisions have been made and are being made to ease this situation. The student who feels left out

of social affairs needs help, regardless of the reason. It is recommended that something be done to draw all students into some kind of social activity.

The item "lacked enough money to keep pace socially with my friends" received sixteen encirclements. It is felt that this item shouldn't affect students at Appalachian State Teachers College as much as at other educational institutions, as the expenses there are low compared to those at some colleges and universities. However, more self-help jobs would probably relieve this situation for some of the students, and also, proper counseling might help the students adjust to this situation.

The following three items all seem to be interrelated, - "didn't make any close friends," "hard to make suitable friends," and "spent too much time alone." Each of these statements received a 7 per cent encirclement. The fact that a student spent too much time alone might influence the number of friends and possibly the kind of friends that he would make. It is recommended that the Counseling Program look into such situations and suggest activities that might bring these students into contact with others. Also an effort should be made to help a student "find himself," for a student with these problems is likely to have basic feelings of inadequacy.

As for the item "didn't like my roommate," nine

students felt that this influenced their leaving school. It is understandable what an undesirable situation could develop from this circumstance. It is felt that this problem could be solved easily with the proper counseling and consequent rearrangement of students in the dormitories.

School Conditions. When a freshman enters college he goes through a continual process of adjusting to new situations. Because of the large percentage of drop-outs who encircled items concerning the school, there seems to be an indication that the program fails to help these students in adjusting to new situations.

Twenty-nine per cent of the drop-outs felt that the "courses were impractical or failed to suit my needs." There may be many reasons for this, but it seems apparent that these students either never wanted to be teachers or changed their minds after they entered college. Appalachian State Teachers College is a "teachers college," and if a student does not plan to become a teacher, he is in the wrong school. It is recommended that a screening process be set up for freshmen. Testing and counseling might prevent this mistake. It should be remembered that any student harboring resentment concerning his college life might project these feelings toward the school without justification.

The item "classes not stimulating" received an

encirclement of 29 per cent. The one thing that will bore a student quickly, especially a freshman, is to enter a class where the professor is not enthusiastic or does not have his course well-planned. An investigation seems to be in order if this large number felt that classes at Appalachian State Teachers College were not stimulating. It is recommended that a survey be made concerning professors, their preparations, and their efforts to make their classes interesting and stimulating. Ratings of professors by students would be helpful in this respect.

Establishing the correct relationship between student and professor is important, especially with a beginning student. A student may transfer his "sense of security" from parents to professors, and if he does not feel this security, he may have trouble adjusting to his new environment. Of the total number of drop-outs included in the study, 24.5 per cent of them felt that it was "hard to get to know professors." If a student felt that he did not know his professor well, he might be ill at ease in class or under tension. It is recommended that provisions be made for social events which would improve the student-teacher relationship at Appalachian State Teachers College, as well as classroom activities.

Some students come to college and feel "lost" for a number of weeks or even months. Of the drop-outs, 22.5 per

cent felt that there was a "lack of assistance in getting adjusted to college life." There has been much improvement made in the orientation program at Appalachian State Teachers College in the past two years, but there seems to be an indication that this program is discontinued too soon. It is recommended that this program be continued until all students "find themselves." This might be carried out through the Counseling and Guidance Program, with the help of all teachers.

A number of students felt that "rules and regulations are too rigid." It is recognized that all people must have certain restrictions imposed upon them, but it is recommended that an investigation of all rules at the college be made.

A large number of students who enter Appalachian State Teachers College come from small high schools. Sometimes the small schools fail to offer all the courses necessary for college entrance. Consequently, some students enter college and find "some courses too difficult." Of those who dropped from Appalachian State Teachers College, 21.5 per cent felt this to be true. It is recommended that remedial courses be offered to help these students prepare themselves for their future work. Many universities have these courses already, and Appalachian State Teachers College has a few. A need for more is indicated, however.

A remedial reading clinic would be an example of the type of service that may be needed.

The item "professors were unfair in grading" received a 19.5 per cent encirclement. In some cases, there is the possibility that the student is rationalizing. The problem of the grading scale has not been solved. The students might not have felt this so strongly if they had known their professors better, and knowing and understanding a student better might help a professor evaluate him more accurately. However, if the professors are at fault, it is recommended that a more nearly standardized system of grading be set up at Appalachian State Teachers College.

Eighteen per cent of the drop-outs felt that "professors made unreasonable demands." It is true that all professors do not require the same amount of work. Again, it is felt that a better student-teacher relationship might be of help in solving this problem. It is recommended that a check be made on the amount of work required by each professor in order to get a more balanced schedule of study for the students.

About 16 per cent of the drop-outs felt a "lack of opportunity to participate in desired activities." Again, there might be some rationalization or projection involved here. However, there is an indication that more provisions need to be made to enable students to participate in desired

activities. The Guidance Program is one department which might help here, but there are other departments in the college that could help develop a full-scale program, one well planned with all participating.

Of the total number of drop-outs included in the study, 15.5 per cent stated that "professors made me ill at ease in class." In a freshman class, students are more likely to be ill at ease. It is felt, however, that with correct student-teacher relationship these uneasy feelings might be lessened. Perhaps a more informal classroom atmosphere would relieve some of these tensions. The student seriously bothered by this should consult a counselor.

Emotional-Personal Reasons. The item which received the greatest number of encirclements was "my interest changed." Of the drop-outs, 47.5 per cent said that this influenced strongly or somewhat their leaving school. It should be noted that this item would not reveal anything about the individual, hence making it an easy one to check. This could be good or bad for the college, depending on why there was a change of interest. It seems that with a better screening program, along with counseling and guidance, it would be possible to prevent this loss, or at least help reduce it.

Three items which are closely related are "felt that

I didn't know how to study," "couldn't concentrate while studying," and "couldn't budget my time properly." These items received a 37, a 33.5, and a 30.5 percentage of encirclement, respectively. It is true that a large number of freshmen do not know how to study, concentrate, or budget time correctly. A large number of them may never have been taught how to do these things, either in high school or at home. Because such a large percentage of drop-outs felt influenced to leave school because of these items, it is recommended that a course or courses be established which would help these needy students learn how to study, how to concentrate, and how to budget time properly.

Nineteen per cent of the drop-outs were "not interested." It is felt that if they were influenced by a few of the topics mentioned and were not counseled by anyone, it would be natural for them to lose interest. This would be a job for the teachers and the Guidance Program.

Many felt that "exams made me too nervous." It is possible that if they did not know how to study, how to concentrate, or how to budget their time, they would not be prepared for examinations. This might develop a fear of failure which might result in nervous tension. The writer feels that this situation could be relieved if the importance of test grades were not emphasized too decidedly. Also, these students would surely benefit from the previously-

mentioned remedial courses.

Fifteen per cent of the drop-outs stated that they were "depressed most of the time." It is quite possible that if they were having trouble they were depressed, or if they were depressed that it might have affected their work. These students certainly need help, and the Guidance Program could be of considerable aid to them.

Some drop-outs "wanted more leisure time." The reason for encirclement might be different for each, but it is felt that this was a form of rationalization in some cases. The Guidance Program might be able to help these students also.

A few students stated that they "didn't feel well." As this might be either physical or mental, it is recommended that students affected by this be checked by a physician. Care is now provided at Appalachian State Teachers College for those who really need it. Those students who are psychologically disturbed, rather than physically, should consult a counselor.

It should be noted that the headings, "Emotional-Personal Reasons," and "School Conditions" received almost double the percentage of encirclement as did "Social Reasons" and "Home Conditions." It is recommended that a special study be done on "Emotional-Personal Reasons" and "School Conditions," as circumstances concerning these two categories

are responsible for the greater part of the mortality rate at Appalachian State Teachers College.

It was found that 49 per cent of the drop-outs were engaged in "non-professional jobs." Upon leaving college, almost half of the drop-outs gave up their educational drive. It was also found that, of the number of students returning to college, the majority returned to other institutions. Only about 12 per cent returned to Appalachian State Teachers College.

The conclusion and recommendations drawn from the cumulative records might be of some aid in determining why the drop-outs left Appalachian State Teachers College. It should be called to the attention of the reader that the number of students was limited and that the validity of the findings might be questionable. However, it was felt that some useful information might be made available.

It was found that the drop-outs attended high schools having an average of from five to ten teachers; whereas the non-drop-outs came from schools having an average of from ten to fourteen teachers. The indication is that students coming from larger schools are more likely to stay in college than students coming from smaller high schools.

In studying the number of pupils in the graduating classes of the students studied, it was found that the drop-outs came from graduating classes having an average of from

thirty to thirty-nine pupils; whereas the non-drop-outs came from graduating classes having an average of from fifty to fifty-nine pupils. The indication is that students who are members of larger graduating classes are more likely to remain in college than those who are members of smaller classes. Perhaps the new environment would not be as strange for students from larger high schools, therefore, making the adjustment easier.

It was found that the drop-outs and the non-drop-outs rated equally as to their high school quartile rank. Both groups had the same number in the upper and the lower halves of their high school graduating classes.

It was found after comparing drop-outs' and non-drop-outs' scores on the three entrance tests that the drop-outs received a median score of ninety to ninety-nine on the A.C.E. Psychological Test; while the non-drop-outs made a median score of seventy to seventy-nine. On both the Barrett, Ryan, Schrammel English Test and the Inglis Vocabulary Test, the drop-outs and the non-drop-outs made almost equal median scores. The emphasis to be placed on these test scores is difficult to determine. However, there seems to be an indication here that Appalachian State Teachers College is losing some of its better students. It is recommended that a study be made to see whether the college is catering to mediocre students.

The test scores were also placed in quartile rank. It was found that on the A.C.E. Psychological Test the drop-outs had 60.5 per cent in the upper quartile; while the non-drop-outs had only 22 per cent ranking in the same quartile. On the other two tests, the quartile ranking was almost the same for both groups.

From a study of the quality points given for each grade at Appalachian State Teachers College, it was found that the non-drop-outs had a median quality point rating of 200 to 209 at the end of the spring quarter; whereas the drop-outs were about twenty points lower. It should be kept in mind that this score included only those who had quality point ratings at the end of the spring quarter. If the total number had been included it would have been much lower for the drop-outs. However, it should be noted that a number of the drop-outs were well above the 200 point mark, and this evidence seems to indicate that the college is losing good students as well as poor ones.

When the quality point ratings were interpreted in letter grades, it was found that both groups had three students with an average grade of B; the drop-outs had five C's to the non-drop-outs' nine C's; and the drop-outs had nine D's to the non-drop-outs' five D's. It is concluded from these findings that the non-drop-outs as a group made the better grades.

It was found that the drop-outs had a larger number of absences from class and also more unexcused absences than the non-drop-outs. This indicates that the drop-outs were more negligent than the non-drop-outs in attending classes and in getting absences excused.

As for chapel attendance, it was found that the drop-outs had fewer absences than the non-drop-outs. This may indicate that the drop-outs more readily saw the value of chapel than the non-drop-outs did, or it may indicate that they wished to establish a favorable impression in this aspect to compensate for other negligence.

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APPENDIX

QUESTIONNAIRE (Copy)

Full Name _____ Age _____ Sex _____

REASONS FOR DROPPING OUT OF SCHOOL

Encircle 3 before those items which influenced you strongly.
Encircle 2 before those items which influenced you somewhat.
Encircle 1 before those items which were of little or no
importance.

- | | |
|--|---|
| 3 2 1 Lack of financial backing from home. | 3 2 1 Hard to get to know professors. |
| 3 2 1 Lack of encouragement on part of family. | 3 2 1 Professors made me ill at ease in class. |
| 3 2 1 Couldn't live up to parents' expectations. | 3 2 1 Couldn't concentrate while studying. |
| 3 2 1 Professors were unfair in grading. | 3 2 1 Didn't make any close friends. |
| 3 2 1 Couldn't budget my time properly. | 3 2 1 Rules and regulations too rigid. |
| 3 2 1 Illness at home. | 3 2 1 Classes not stimulating. |
| 3 2 1 Lack of assistance in getting adjusted to college life. | 3 2 1 Family over-influenced my academic or vocational choices. |
| 3 2 1 Family made unreasonable restrictions regarding social life. | 3 2 1 Lack of opportunity to participate in desired activities. |
| 3 2 1 Some courses too difficult. | 3 2 1 Wanted to live at home or close to home. |
| 3 2 1 Felt that professors made unreasonable demands. | 3 2 1 Courses were impractical or failed to suit my needs. |
| 3 2 1 Differed in opinion with my family concerning what was good for my health. | 3 2 1 Parents compared my college work with that of my older brother's or sister's. |

QUESTIONNAIRE (Continued)

- | | |
|---|--|
| 3 2 1 Needed at home. | 3 2 1 Did not feel well. |
| 3 2 1 Was not interested. | 3 2 1 Wanted more leisure time. |
| 3 2 1 Felt left out of social affairs. | 3 2 1 Felt that I was unattractive to the opposite sex. |
| 3 2 1 Exams made me too nervous. | 3 2 1 Felt that I didn't know how to study. |
| 3 2 1 Depressed most of the time. | 3 2 1 Social life was not what it should have been. |
| 3 2 1 Lack of opportunity for dating. | 3 2 1 Lack of self-confidence in social situations. |
| 3 2 1 Didn't like my roommate. | 3 2 1 Hard to make suitable friends. |
| 3 2 1 Available activities were of no interest to me. | 3 2 1 Lacked enough money to keep pace socially with my friends. |
| 3 2 1 My interest changed. | 3 2 1 Spent too much time alone. |

- (1) State any reasons for dropping out which are not listed above. _____.
- (2) Are you glad you dropped out? _____.
- (3) What kind of work or activity are you engaged in at the present time? _____.
- (4) Do you plan to return to A.S.T.C? _____ or to another college? _____ Have you returned to A.S.T.C? _____ or to another college? _____.
- (5) What improvements need to be made at A.S.T.C? _____

 _____.

(Please state any additional information on the back of this sheet).

(Copy)

March 6, 1953

Dear Former Student:

This year we have inaugurated a new personnel and counseling program at ASTC. It is our hope that in the future this program will be instrumental in more adequately meeting the needs of our students.

In order that we may profit from past experiences we would sincerely appreciate your cooperation in filling out the enclosed questionnaire. Please be honest and frank in your answers. They will be kept strictly confidential.

Thank you very much for your cooperation.

Sincerely,

Max R. Raines

Director of Student Personnel

MRR:c

P. S. Even if you have been graduated from Appalachian or some other college, please fill out and return the questionnaire.