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A FOLLOW-UP-STUDY OF THE GRADUATES AND DROP-OUTS OF THE
JOHN M. MOORE TRAINING SCHOOL BRYAN, TEXAS—1942-1948



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A FOLLOW-UP-STUDY OF THE
GRADUATES AND DROP-OUTS
OF THE
JOHN M. MOORE TRAINING SCHOOL
BRYAN, TEXAS - 1942-1948

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By

Fred Douglas Batts

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Science

In The

Graduate Division

of


Prairie View Agricultural and Mechanical College

Prairie View, Texas

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A. and M. College as fulfilling the thesis requirements for
the degree of Master of Science.



Director of Thesis

Chairman

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The writer wishes to express his appreciation of the valuable assistance rendered by the many persons cooperating in this study. He is particularly indebted to Dr. Jefferson and Mr. J. B. Holland, whose guidance and timely suggestions conveyed the entire work to its completion. To my wife, Ruth Jeanett, for reading the manuscript and urging its completion.

F. D. B.

DEDICATION

To my wife, Ruth Jeanett, whose undying faith urged me onward to higher goals, this thesis is lovingly dedicated.

To my brother, William Malcom Batts, the cross-bearer of my formal college training, this thesis is eternally dedicated.

BIOGRAPHY

The writer, Fred D. Batts, was born February 2, 1922 in Hammond, Robertson County, State of Texas. He is the ninth child of ten born to Fred D. and Eunice Batts.

The writer's early childhood days were spent in Hammond where he completed the first ten grades. Two years of high school were completed in Calvert, Robertson County, Texas at the Calvert High School, from which he graduated with high honors.

The Bachelor of Science Degree in Agriculture was received by the writer in August, 1945, from Prairie View State Normal and Industrial College. The writer was employed as instructor of Vocational Agriculture at Fair View High School, Bryan, Brazos County, Texas, at the time of his graduation.

The writer is now the head teacher of the John M. Moore Elementary School, Bryan, Texas.

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CHAPTER I

INTRODUCTION

The school can no longer wash its hands of its responsibility to youth after formal school days are over. Such a procedure might have been somewhat acceptable in the school of the pioneer days. If so, this at least is certain: The school should not follow this blind pattern set by the school of past generations. When the student leaves school today, he should not be left to shift for himself with whatever success chance may bring.¹

The elementary and secondary schools of America are becoming more and more cognizant of their responsibility to youth after they have left school. The ending of the formal academic step does not, at least, should not, sever the school's relationship with the student. This evaluation is being made whether the schools like it or not and the extent to which youth is able to adjust to adult life will determine the rating given to the work being done in our public schools.

If the chief aim of the school is to give the individual the type of experience or training that will enable him to live a full life at the time, and also contribute the maximum to his continued happiness and success as he meets the problems of life, it must continue its relationship with the student, or at least, try to do so until the student has made

1. Chisholm, Leslie L., Guiding Youth in the Secondary School, pp. 279-280.

reasonable adjustment to life's problems. Therefore, the guidance program does not end when an individual has been placed in a vocation, no matter how carefully and how wisely the vocation has been chosen. It is the duty of the individuals who have spent endless time and effort in carrying out the preceding steps in the guidance program to see to it that the individual, graduate or drop-out, functions successfully in the chosen vocation.

Arthur J. Jones¹ gives this rating to the follow-up step in the guidance program, "The follow-up program of guidance is as important as the other steps of the program, and in some respects may be even more important than the placement." Without giving the relative merits of the steps involved in the guidance program, the writer feels that it is safe to say that without an effective program of follow-up, the guidance program is incomplete. Getting a job and making progress on it is certainly too important to be ignored in light of the needs of youth.

There are numerous plans for carrying out the follow-up program and care must be exercised in selecting the proper

1. Jones, Arthur J., Principles of Guidance, p. 163.

procedure for each particular situation. If care is not exercised, the follow-up program can be too expensive in time and finance. There are possibilities of encountering lack of cooperation and indifference on the part of those persons from whom you seek assistance. There are, however, individuals and employers who are willing to furnish the assistance necessary for an effective follow-up study.

A follow-up program may serve as criteria for the evaluation of the effectiveness, and in like manner, the weaknesses of the preceding steps used in the guidance program. If the school knows what progress its product has made, it can use this information to improve the services of the school. The information secured through follow-up should affect guidance procedures and curricula. Caswell and Campbell¹ say:

An adequate curriculum can be developed only when all elements in the experience of the learner are considered, and when an orderly program is provided to assist the teacher in bringing these varied elements into suitable relationship.

E. G. Williamson² suggests that the results from a follow-up program may be used in the following ways:

1. As an index of the educational and vocational opportunities of the community.

-
1. Caswell, Hollis and Campbell, Doake, Curriculum Development, p. 69.
 2. Williamson, E. G., How to Counsel Students, p. 102.

2. To indicate current conditions involving local problems of demand and supply in regard to various initial marketable skills.
3. As a rough measure of the effectiveness of try-out and vocation training courses.
4. To provide the placement office with additional check-ups on unadjusted graduates and those out of work.

Since there is a common agreement among authorities that a program of a school can be more effective if there is a good follow-up program of the graduates and drop-outs, and since there is no organized follow-up program in the John M. Moore School, the writer felt it necessary to make this study and to reveal the findings.

The writer intends to show the results of his findings to the proper authorities for setting up a follow-up program.

This evaluation is being made on the basis of the behavior of youth after they leave school as graduates or as drop-outs in terms of their past school life and will give direction to the improvement of the school curriculum.

Statement of the Problem

This study involves a follow-up survey of the students, graduates and drop-outs, who have left the school since May, 1942 up to and including May, 1948. Five basic aspects are set up in this study:

1. To obtain a record of the progress of students who have left the school during this period.

2. To secure an appraisal of school subjects based on those which the students felt have proved beneficial; and those subjects which would be useful now had they been taught when these students were in school.
3. To ascertain what the former students think to be the greatest need in the program of the school, guidance or otherwise, that would be of greater service to them now, and to the students who are now in school.
4. On the basis of information gained from the above, to suggest procedures by which a guidance program may be set up which will contribute more adequately to the needs of those students who have already left school, and to discover needs and techniques which will benefit the students who are now in school.

This study is not an end in itself but is only concerned with the gathering of materials which will be basic in the setting up of the guidance program in the school and will also be beneficial to those persons who are interested in curricular revision.

As this study is being made, census data for the school district is not available, therefore the data is taken from teacher's registers.

Scope of the Study

This study is concerned only with those students who reached or passed the eighth grade in the John M. Moore School during the period extending from May, 1942 through May, 1948. This study is further limited to only those students who permanently left school and will not be concerned with those who for one reason or another transferred to another school before the completion of the course for the grade or before completion of the high school work.

The record files at the school reveal that a total of one hundred and thirteen drop-outs and twenty seven graduates left the school permanently during the period mentioned. Of the numbers mentioned, sixty eight of the drop-outs answered the questionnaire, and nineteen of the graduates answered the questionnaire. This study is of necessity limited only to those who answered the questionnaires.

Sources of Data

The sources of data used in the preparation of this study includes records in the principal's office of the school; records in the superintendent's office at the county seat; questionnaires mailed to and returned from graduates and drop-outs who left the school during the designated period; personal interviews; books; magazines; unpublished masters theses, and periodicals.

Methodology

A list of all students who had left the John M. Moore School was obtained from the permanent record files in the principal's office. The addresses of these not already known to the author were obtained from teachers, students, parents or relatives, and from other persons who knew the whereabouts of the former students. Only three of the one hundred and forty who had left school since 1942 could not be located. This list was checked as material was mailed out and returned. Stamped and addressed envelopes were enclosed with the questionnaires in an effort to speed replies. A letter also accompanied the questionnaire stating the purpose of the questionnaire soliciting cooperation and an expression of appreciation. Thirty of the questionnaires were sent and returned by student messengers. Also a post card was sent as a follow-up on the ones that failed to answer.

The collected data was then compiled and analyzed in terms of the purposes of the study.

Survey of Previous Related Studies

In spite of that fact that vocational guidance was the first type of guidance to receive marked attention during the first decade of the twentieth century, there is good reason for thinking that the present program throughout the United States is quite inadequate.

The increasing mobility of our population presents a challenge which can no longer be evaded. With the flow of population from rural areas to urban areas, the content as well as the amount of education provided for rural schools needs to be considered carefully by those persons who are conscious of the problem and want to make it easier for rural youth to make the shift from rural to urban life. Doubtless one of the major problems is that of discovering the kinds of educational opportunities which will prepare the youth of rural areas for effective living, whether their future is cast in the city or in the country.

In 1937, Edgerton¹ conducted a follow-up study of 143 large and small communities located in 29 states and discovered that a majority of the 7,912 boys and girls studied will of necessity find their places in the worldly scheme of affairs largely as luck and accident happen to dictate.

Out of five thousand youth, 16 to 24 years of age, in Indianapolis, Indiana in 1935, thirty two per cent desired work classed as professional, executive and supervisory². Among four thousand boys, 16 to 24 years of age, in Newark, New Jersey, the percentage wanting this work was thirty seven.³

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1. Edgerton, A. H., "Guidance in Transition From School to Community Life", Thirty Seventh Yearbook of the National Society for the Study of Education. Part 1, page 242.
 2. Rainey, Homer P. and others, How Fare American Youth, p. 26.
 3. Ibid., p. 27.

In Milwaukee, Wisconsin, forty six per cent of the 1933 graduates chose professional occupations which they would like to follow.

Burkhart¹ attempted to find out (1) percentage of graduates who continued their formal education, (2) percentage who were drop-outs and reasons for leaving school, (3) types of work most frequently engaged in, (4) types of additional courses suggested by graduates and drop-outs, (5) suggested changes in the school set up so as to make it more valuable. He found a need for (1) a competent guidance program, (2) the retention of the college preparatory curriculum, (3) more freedom in the choice of subjects by the students. This study further verified the value of the follow-up program as it applies to small schools.

Archia,² in a study of the youth of Goose Creek, Texas, found among things, that lack of funds prevented the students from continuing higher education. English was found to be the subject listed as most useful offered in the school. The students listed vocations as courses which should be added to the curriculum.

-
1. Burkhart, Mark N., A Ten Year Study of 102 Pupils Who Entered Carlisle High School in September, 1926, Master's Thesis, 1938.
 2. Archia, Mark N., A Ten Year Follow-up Study of the Sixty Graduates and Ninety Two Drop-Outs of the George Washington Carver High School, Goose Creek, Texas. Unpublished Master's Thesis, Prairie View A. and M. College, Prairie View, Texas, 1942.

McDonald¹ in a study of the graduates of a Galveston, Texas school, found that even though a large percentage of the graduates entered college which is the primary purpose of the curriculum of the school, occupational maladjustments existed among the former students, and that the guidance program has been neglected. He also found a pressing need for general vocational education.

Since "one's job is the watershed down which the rest of his life tends to flow,"² schools should become ever alert to the responsibility it has to youth in preparing them to live in and make a contribution to the present age in which they live.

From the number and the diversity of studies of youth which have been carried on by national, regional, and local groups, the country has become conscious of the problems and concerned over whether modern youth feels that it has had a chance in this changing era. The results of these studies show that there is little articulation in many school systems, even in their vocational programs, between the training the school gives for vocations and industries and labor groups to

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1. McDonald, Abner W., A Status Study of the Graduates of Central High School For the Five Year Period 1932 - 36, With Implications For Curriculum Reorganization. Unpublished Master's Thesis, Prairie View A. and M. College, Prairie View, Texas, 1942.
 2. Lynd, Robert S. and Lynd, Nelson M., Middletown in Transition, pp. 7.

which the student will graduate. New industries and new types of training are being developed, and in many ways in various sections youth are not sufficiently encouraged by the schools or by industry or by labor to train for the new industries which will require skilled workman.

In view of these facts, what should be the task of the school in preparing youth for life occupations? Should the school be responsible for intensified, specialized training in trades and other vocations? These and many other pertinent questions are being asked educators daily. And upon the answers given will rest the fate of the future generations who are depending on the schools of America to furnish them with the necessary tools so that they may successfully share in the society in which they are going to live and become an integral part.

It is altogether fitting and proper that interest be centered on the youth of today for they are the citizens of tomorrow who will determine the destiny of this country.

A glance at the maladjusted youth of the John M. Moore School indicates that something has been amiss in the educational program offered to these young people; and that it is the responsibility of the school to assist them in improving their condition; to get them to feel that when one chooses a vocation, one also chooses a life.

Definition of Terms

The term "drop-out" is used in this study to designate those students who left school before the completion of a grade or before finishing the high school course.

Graduates, as used in this study, are those persons who completed the prescribed course of study in the school

Employed full-time is used to indicate that at least thirty hours per week is worked. This will not include the voluntarily idle and homemakers.

Employed part-time is used to indicate that at least five hours and less than thirty hours are worked per week.

Other terms and expressions are those used generally and need no explanation.

CHAPTER II
HISTORY OF THE JOHN M. MOORE SCHOOL
AND SCHOOL DISTRICT

More than nine years ago five rural teachers of the Tabor School District, all teaching in one room schools, began riding to and from school in the same car. They found that they were enjoying the exchange of ideas and companionship of each other and decided they could do better if they worked in the same school. There, the idea of a consolidation was born.

They enjoyed the idea and told Supervisor Miss Pauline Watkins, now Mrs. Pauline Campbell, Supervisor of Schools, Huntsville, Texas, who was thrilled over the possibility of the consolidation, and she began to investigate to see what could be done.

In the Spring of 1941, the trustees, parents, County Supervisor and teachers met at one of the schools, Dunbar, to get a general idea of how everyone felt about the consolidation. The meeting was a friendly gathering, and everyone was in favor of bringing the schools together, but no definite plans were made.

In September of the same year, Mrs. W. E. Neely, the County Superintendent, called a meeting of the five teachers, and said that she was in favor of the consolidation. Since the district was in debt, there was no money to finance a building program for the negroes, and the question of how the consolidated building could be financed arose. The teachers were so anxious to have better opportunities for the boys and girls that they volunteered to go into their pockets in order to build a rural high school, where these boys and girls could live at home with their parents and obtain the type of education which would enable them to enter any accredited college at graduation.

Three of these one teacher schools had been accredited in 1941; Dunbar, Mrs. Blanche M. Berry, teacher; Prairie view Jr., Mrs. Annie B. Fennell, teacher; and Booker T. Washington, Mrs. Tenola Mosley, teacher. The other two schools were not checked officially, but met the requirements of the State approved accreditation list. Mrs. Annie Mary Gray and Mrs. Pearlina Stepp were the teachers. Joseph W. Griggs, the Deputy Superintendent gave the consolidation his support, and worked with the superintendent and trustees of the district.

All of the teachers were asked to investigate a site for the new building. They met several times but nothing definite was done. On Wednesday, October 8, 1941, the five teachers, Mrs. Pauline Campbell, and one trustee, Mr. Will Presnal met at the J. K. Presnal's store to make plans and consider a site

for the new building. In the discussion, it was found that the school district owned only one acre of land on which Negro schools were built and that was the site upon which the Booker T. Washington School was located. The group decided to investigate the purchase of four additional acres adjoining this one. In three days with the help of Mr. John M. Moore the teachers borrowed \$240.00 from the First State Bank, Bryan, Texas, using \$150.00 to pay for the land. Under the consolidation, they were given a Vocational Agriculture teacher, the late Mr. Walter McDaniel, and a Defense teacher, Mr. Albert Love. These two teachers assisted the parents in tearing down and moving the buildings to the new site. They also assisted in the construction of the new building.

At this writing there are no figures available as to the total population of the district. However, a recent survey¹ shows that there are 367 Negroes who live within the district. These persons represent 120 families living in 112 households. There are 3.5 persons per household and 3.2 persons per family. Of the 120 families mentioned, 80 have lived a major portion of their lives within the district, while 40 have lived within the district less than six years. The school population is not stable as is revealed by the fluctuation in the school registers from year to year. The Negro population is concentrated within fourteen widely separated school

1. Survey by writer and teachers.

districts which have consolidated now to be one Kurten Consolidated Common School District #10, with a total area of approximately 239 square miles.

The main agricultural products of these districts are cotton and dairying. The present trends are toward more intensive cultivation of fewer acres per person, and wider expansion of the dairy and poultry enterprises.

The property valuation of the district for 1950-51 is \$2,165,513.00, and the tax rate is eighty five cents per hundred dollar valuation; twenty five cent bond tax and sixty cents maintenance tax, which gives it a possible \$18,406.86 of local tax for the operation of the two schools, one White and one Negro, in the district.

The school district is a reservoir for laborers from the cotton fields of West Texas and Arkansas. These workers, children included, leave their homes about the first week in October and return a few days before the Christmas holidays, thus usually three months of the school year have passed before a majority of the school children are enrolled. This fact alone could account for the retardation and overage in the school.

Leaders within the school district agree that there is ample room for agricultural expansion.

Description of the John M. Moore School

The original school, a frame building, was destroyed by a fire on January 4, 1950. Since that time the district has

TABLE I

NUMBER OF STUDENTS ON THE TEACHER'S REGISTERS
AT THE JOHN M. MOORE SCHOOL*

Year	No. of Students	Gain Over Previous Year	Loss From Previous Year
1942-43	134	0	0
1943-44	138	4	0
1944-45	168	30	0
1945-46	169	1	0
1946-47	164	0	5
1947-48	125	0	39
1948-49	130	5	0

* Figures obtained from County Superintendent's Office
Bryan, Texas.

voted a \$50,000.00 bond issue to build a new brick fireproof building consisting of eight classrooms. The school has just been completed, and is located on a five acre site, eight miles east of Bryan off Highway 21. The majority of the children live in the fourteen school districts, and all are transported to school by bus.

Physical Plant

The John M. Moore School is the only school within the district serving the Negro population. In addition to the classrooms, there are inside rest rooms, a basketball court, a hot lunch room, and playground equipment.

Curriculum

The administrative duties of the school are carried on by the principal, who serves as a full time teacher and secretary. There are at present eight teachers employed in the school.

The requirement for graduation from the school prior to 1948 was the completion of the Standard Vocational Curriculum¹ as suggested by the State Department of Education with one exception; public speaking was not required. No provisions were made for elective courses due to the limited teaching personnel.

1. Texas State Department of Education. Standards and Activities of the Division of Supervision, p. 47.

Table II outlines the courses by years prior to 1948.

TABLE II
COURSE OF STUDY OF THE JOHN M. MOORE SCHOOL
PRIOR TO 1948-49 SCHOOL TERM

First Year	Second Year	Third Year	Fourth Year
English	English	English	English
Junior Business	World History	American History	Civics
General Mathematics	Algebra	Plane Geometry	Economics
Homemaking	Homemaking	Homemaking	Homemaking
Agriculture	Agriculture	Agriculture	Agriculture

Since 1949, the school has been reduced to a nine grade elementary school. The requirements now are completion of one unit of English, one unit of General Science, one unit of General Business, and one unit of General Mathematics.

This type of curriculum was adopted to comply with State requirements and to provide those courses necessary for High School and College entrance. One purpose of this study is to determine whether this type of curriculum has met the needs of the students who have already left the school.

Philosophy of the School

Although it has not been officially adopted by the school officials, the teachers, parents and children of the John M. Moore School have proposed a philosophy of the school:

The John M. Moore School is an institution of learning for all the people of the communities it serves. The general welfare of the community will determine the curriculum pursued. The curriculum based on the needs will of necessity, be somewhat individual. The instructional program will follow tried values and methods. Extensive reading will be stressed, learning to think rather than the accumulation of facts will receive much stress in the training program.

The principal of the school should be the organizer, and the school plant should be utilized by all the people of the community including school children, out-of-school youth, and adults.

Instructional improvement and professional growth of teachers will be stressed rather than the replacement of teachers from year to year.

We hope then that the people served by this institution will learn to live and to develop their capacities to the fullest.

CHAPTER III
EDUCATIONAL STATUS OF GRADUATES
AND DROP-OUTS

The education of rural children is of enormous significance, not only to the social and economic welfare of rural America, but also to the entire nation.

Much of the manpower of industrial areas is furnished by rural sections of the country. The bloodstream of the nation is also renewed by persons born and reared in the rural areas. Urban areas are dependent upon the farm for its food and fibre, as well as many other fundamental resources. The buying power of the farmer plays an important role in the national economy. It does make a difference whether farm people are good producers, have good incomes, maintain a good standard of living or whether the opposite is true. It is also imperative that this group of people be given educational opportunities comparable to that furnished the people of urban areas.

Rainey¹ says, "The farm youth is at a much greater disadvantage than the village youth." The graduates of the

1. Rainey, Op. cit., p. 108.

John M. Moore School are for the most part rural children who help to make up that vast number of children whose education has been neglected for so long. Educators and laymen have shown a sudden awareness of the importance of rural school education, which has resulted in numerous recent studies.

This study is attempting to locate the problems of the youth of this school in order to make future planning more objective in its approach, and to arouse interest among those persons responsible for its administration.

Table III reveals that less than two out of every hundred of the scholastic enumeration since 1942 have stayed in school until graduation. There are other significant findings which are explained in the table itself.

TABLE III
 ENUMERATION COMPARED WITH NUMBER OF DROP-OUTS
 AND GRADUATES BY YEARS SINCE 1942

Year	Number on Teachers' Registers	<u>Drop-Outs</u>		<u>Graduates</u>	
		Number	Percent of Total	Number	Percent of Total
1942-43	134	13	9.7	2	1.49
1943-44	138	15	10.86	2	1.44
1944-45	168	5	3.57	0	0
1945-46	169	7	4.14	4	2.36
1946-47	164	12	7.31	2	1.21
1947-48	125	8	6.40	5	4.00
1948-49	130	8	6.13	4	3.07
AVERAGE	146.8	9.71	6.87	2.7	1.93

If the age grade distribution and the number who entered certain grades had been available this table would have had much more significance. However, an overall loss of an average of 6.87 per cent of the total census enumeration would indicate a much higher percentage if only the grades of the high school were considered too. The percentage would no doubt have been larger if the losses in the

elementary grades below the eighth grade had been included.

Bell asserts that:

If future citizens in a democracy fail to receive from their schools the training necessary to function as such it is difficult to imagine from what other source in our present social scheme this training is to come. It is altogether pertinent therefore to ask the question: "To what extent have our youth who are out of school, been educated?"¹

The question asked above is partially answered in Table IV. The survey revealed further that out of the graduates who answered the questionnaire only six had any further schooling since leaving high school. Of these six, none had been in school long enough to complete the courses being pursued; two had their education interrupted by the recent war, but have resumed study, the other four were classified as sophomores and freshmen. All graduates who had not continued their education gave "graduated" as their reason for leaving school.

One conclusion is that the completion of high school in the minds of most of these pupils is synonymous with completing their education.

1. Bell, Op. cit., p. 55.

TABLE IV
 CLASSIFICATIONS OF ALL SCHOOL LEAVERS
 WHO ANSWERED QUESTIONNAIRE

Year	Grades of School Leavers					Sub- Total	Grad- ates 12th	Total
	8th	9th	10th	11th				
1942-43	1	5	5	2	13	2	15	
1943-44	6	2	5	2	15	2	17	
1944-45	2	0	3	0	5	0	5	
1945-46	0	4	2	1	7	4	11	
1946-47	2	4	5	1	12	2	14	
1947-48	2	6	0	0	8	5	13	
1948-49	4	2	1	1	8	4	12	
Totals	17	23	21	7	68	19	87	

25.0% of the drop-outs left when promoted to or while in 8th grade.

33.8% of the drop-outs left when promoted to or while in 9th grade.

30.8% of the drop-outs left when promoted to or while in 10th grade.

10.2% of the drop-outs left when promoted to or while in 11th grade.

Thirty six and eighty four hundredths of the graduates sought help on their occupational problems from teachers while they were in school, while more than 65 per cent relied on some other person or agency outside of the school for this help.

After leaving school only 15.78 per cent of the graduates depended on the public schools and colleges for help on their occupational problems. This indicates that the work of the school has not been very effective in the occupational life of its students.

A very important factor in making a choice of an occupation is the interest of the person.

L. S. Howard, in his book entitled, The Road Ahead, has this to say about the choice of an occupation:

To make a successful choice, the student must know why he prefers a certain vocation and must have an interest in the field he selects. If his preference is not already clear to him, the student should employ every objective measure he can to assist him in finding it.¹

The students of the John M. Moore Training School (Tabor School District) are entitled to an authentic picture of the kind of occupational world they are destined to enter when the classroom is left behind.

1. Howard, L. S., The Road Ahead, p. 292.

TABLE V
REASONS DROP-OUTS GAVE
FOR LEAVING SCHOOL

Reasons Given	Number	Per Cent
Married	16	23.52
Financial	26	38.23
Armed Forces	14	20.58
Other*	12	17.64
Total	68	99.97

* Includes those unable to keep up; illness, self or family; and no answer.

These findings indicate that almost three out of ten dropped out of school for financial reasons and more than two out of ten left because of marriage. The number who left because of being drafted into the Armed Forces indicates overage-ness or retardation or both. The extent to which overage-ness on the part of the females who left during the period was not ascertained.

Almost nine out of every ten of the drop-outs who left the school during the period studied got help on their occupational problems from sources not connected with the public school. The remainder listed the principal and teachers of the school as being sources of help.

Here again the failure of the school to render guidance services is evident. Seventy three and fifty two hundredths per cent of the drop-outs not only had not sought any assistance from the public schools, but were unaware that the schools of some localities are furnishing this service.

TABLE VI
SOURCES OF HELP ON OCCUPATIONAL PROBLEMS
SINCE LEAVING SCHOOL GIVEN BY ALL
YOUTH STUDIED

Source	Number	Per Cent
No One	60	68.96
Public Schools	9	10.34
Other Schools	4	4.59
Other Sources	14	16.09
Totals	87	99.98

The above table shows clearly that 85 per cent of the former students of the John M. Moore Negro School have not asked for, and in all probability have not received any assistance from the school whose tentative philosophy states that the school is an institution of learning for all the people it serves.

After being out of school from one to seven years, 51.47 per cent of the drop-outs still are undecided about their occupation. One out of every four did not decide what his occupation would be until he or she was employed and actually on the job.

This indicates that they were not certain of the fields of work they desired and were accepting the jobs they got as being the job they wanted.

More than nine out of ten of these drop-outs made their choice of an occupation either since leaving school; prior to their present job; or while on their present job. This is a clear indication that the present program of the school is not fitting the students, or at least, not giving the needed services, for the world of work to which they will go as out-of-school youth and adults.

A glance at all youth who answered the questionnaire shows the ineffectiveness of the guidance services for only 13.79 per cent, or a total of twelve students, had made any choice concerning an occupation while in school. Table VIII

shows in detail when these young people, graduates, and drop-outs, made their occupational choices.

TABLE VIII
WHEN OCCUPATIONAL CHOICE WAS MADE BY ALL YOUTH

Time Choice Was Made	Number	Per Cent
Still Undecided	41	47.12
Before Entering High School	12	13.79
Since Leaving High School and Prior to Present Job	10	11.49
While on Present Job	19	21.86
Other	5	5.74
Totals	87	99.97

CHAPTER IV

LOCATION OF GRADUATES AND DROP-OUTS

Hundreds of thousands of America's young people who are now in the labor market could better serve their own and society's interests by remaining longer in school. But for the reasons given in the preceding chapter, they have left their classrooms, and are in active competition with adults for the jobs which in our most prosperous times are hardly enough to go around.¹

The youth of the John M. Moore School make up a portion of this labor group, and it is appropriate that we find out something about them - the kind of jobs they hold, the number gainfully employed, the wages they receive, the lead given to their present jobs, the jobs they want and the jobs they get, with whom they are living, how they are distributed geographically, and their marital status.

Table IX shows the employment status of the youth, graduates, and drop-outs who have left the school during the period studied. Nine of the twenty six who are employed full time

1. Bell, H. M., Youth Tell Their Story, p. 103.

are farmers, either in partnership with their fathers, or are farming as owners, sharecroppers, or a combination of both. No attempt was made to determine the number of each. Three of the fourteen employed part-time are also engaged in farming. Eight of these students, two drop-outs, and six graduates are in school full time. All of the students who are unemployed and not seeking work are either housewives or girls who are still at home with their parents. The four who are in the Armed Forces of the United States are all drop-outs.

TABLE IX

EMPLOYMENT STATUS OF ALL YOUTH STUDIED

Employment Status	Number	Per Cent
Full Time	26	29.88
Part Time	14	16.09
Unemployed and Seeking Work	10	11.49
Unemployed and Not Seeking Work	23	26.46
In School Full Time	8	9.19
Armed Forces	4	4.59
Other*	2	2.29
Totals	87	99.96

* Other includes those who failed to answer the questionnaire.

The status of these students is further revealed in Tables X and XI. It will be noted that 86 per cent of the unemployed youth (full time) are drop-outs, and all of those employed part-time are drop-outs. None of the graduates are in the Armed Forces.

TABLE X
EMPLOYMENT STATUS OF DROP-OUTS

Employment Status	Number	Per Cent
Full Time	23	33.82
Part Time	14	20.58
Unemployed and Seeking Work	4	5.82
Unemployed and Not Seeking Work	19	27.92
In School Full Time	2	2.91
Armed Forces	4	5.82
Other	2	2.91
Totals	68	99.78

TABLE XI
EMPLOYMENT STATUS OF GRADUATES

Employment Status	Number	Per Cent
Full Time	3	15.78
Part Time	-0-	-0-
Unemployed and Seeking Work	6	31.57
Unemployed and Not Seeking Work	4	21.05
In School Full Time	6	31.57
Armed Forces	-0-	-0-
Totals	19	99.97

It will be noted that more graduates are unemployed and seeking work than drop-outs in spite of the much greater number of drop-outs over graduates.

These young people who are employed full time got their jobs through members of their family or by personal application while looking for a job. Only three of the eighty seven former students were registered with an employment agency which indicated that they are not acquainted with the work done by these agencies.

TABLE XII
DESIRED AND ACTUAL OCCUPATIONS OF GRADUATES

Occupation	Desiring Specific Field of Work		Employed in Specific Field of Work	
	No	Per Cent	No	Per Cent
Professional	9	47.36	-0-	-0-
Male	1	5.26	-0-	-0-
Female	8	42.10	-0-	-0-
Clerical	2	10.52	-0-	-0-
Male	-0-	-0-	-0-	-0-
Female	2	10.52	-0-	-0-
Undecided and Other	8	42.10	1	5.26
Male	1	5.26	-0-	-0-
Female	7	36.84	1	5.26
Totals	17	99.98	1*	5.26*

* Employed as domestic servant.

Even though 47.36 per cent of the graduates desire jobs classed as professional, none are actually engaged in the work desired. This is due partly to their not being in school long

enough to complete the courses prescribed. While the percentage wanting this type of work may seem large at first glance, it only represents 10.3 per cent of all youth included in this study. This percentage is only a little above the national average of the persons engaged in professional pursuits. A subsequent study of these youth may give entirely different results.

Two of the drop-outs desired specific occupations and are preparing for them by attending trade schools. These occupations are carpentry and auto mechanics.

The weekly wages received by drop-outs who are employed full time ranged from fifteen to forty dollars, the average being twenty nine dollars and nineteen cents. Nine of those who were employed full time, were engaged in farming and gave no amount as being the weekly wage received. Of those who were employed part time, the wages received weekly ranged from nine dollars to twenty six dollars, the average being nineteen dollars and fifty four cents. Three of these were farmers who gave no amount as being weekly wage received. Twelve out of the thirty seven who are employed either full or part time are engaged in farming. This represents approximately 33 per cent.

The weekly wage received by the graduates who are employed full time ranged from twenty to thirty dollars. The average wage received was twenty five dollars.

Seemingly there is no relation between the amount of education received and the wages these young people were earning because the average wage received by drop-outs was four dollars and nineteen cents higher than the wages received by graduates. This may be due to the types of jobs held by these young people, and also to the availability of jobs in the particular locality.

Table XIII shows the marital status of the drop-outs of the school. More than half of the female drop-outs were married, less than half of the males had found wives. Fifty two and ninety four hundredths per cent of all of these drop-outs were still single as this study was made.

TABLE XIII
MARITAL STATUS OF THE DROP-OUTS

Status	Number	Per Cent
Married	32	47.05
Male	14	20.58
Female	18	26.47
Single	36	52.94
Male	21	30.88
Female	15	22.06
Totals	68	99.99

TABLE XIV
MARITAL STATUS OF GRADUATES

Status	Number	Per Cent
Married	6	31.57
Male	1	5.26
Female	5	26.31
Single	13	68.61
Male	1	5.26
Female	12	63.15
Totals	19	99.98

The tables above show that among other things, drop-outs are marrying at a slightly faster rate than are the graduates.

To further understand these school leavers, it is necessary to get an accurate picture of the present geographical distribution of these students. This study reveals that out of the nineteen graduates, three live on farms; five live in Texas cities and towns; one is in a city outside of Texas; five are in Texas colleges; one is in a college outside of Texas; four are living in rural areas but not on farms.

The fact that almost one third of these students are in cities and towns indicate that occupational adjustments need to extend beyond the community.

The drop-outs in this study were found to live mostly in rural areas. Out of the sixty eight studied, thirty four were on farms; twenty were in cities and towns; four were in the Armed Forces of the United States; ten were living in rural areas but were not on farms. The school should note its responsibility lies largely with large percentages (78.1) of its students who do not receive any additional scholastic training. A continuous and tactful effort should be put forth to be of greater service to these school leavers.

In the John M. Moore School there are no records of the number of children who are gainfully employed. The office of the County Judge reports that he had never been requested to issue work permits to Negro children.¹ This only indicates the non-conformity to the State law which requires work permits issued by the County Judge to children between the ages of twelve and fifteen who work during the school year and who upon the sworn statement of parents or guardian that it is necessary for the support of the family. It should be the concern of someone to see that this particular law is adhered to for this fact alone may be the greatest cause for absentees

1. Informal (but affirmed) Statement to Writer, July 10, 1950.

at school, which in turn might be the greatest contributing cause for dropping out of school.

CHAPTER V
APPRAISAL OF SCHOOL SUBJECTS
BY GRADUATES

There are many problems which call for satisfactory solutions in the determination of the curriculum of the schools of the United States. One of the best sources of information on curricular problems will be found in youth who have been subjected to the offerings of the school and who subsequently have had to face the problems of adulthood. These young people should be able to furnish valuable information to those who are interested in curricular revision or curricular reorganization.

Of the graduating group, five girls voted for home economics; seven cited junior business training; five gave arithmetic a vote as being most helpful. One of the two boys in this group gave vocational agriculture credit for being a useful subject.

TABLE XV
 SUBJECTS VOTED AS BEING USEFUL IN THE
 OCCUPATIONAL LIFE OF GRADUATES*

Subject	Number	Per Cent
Home Economics	13	68.42
Junior Business Training	7	36.84
Arithmetic	5	26.31
All Subjects	4	21.05
Total Graduates	19	

It is apparent from the data in Table XV that Junior Business Training and Home Economics are considered as most useful in the lives of these young people. It is significant also that more than two out of ten of these young people considered all subjects offered as being useful, while approximately sixteen out of twenty did not feel that such subjects as geometry, algebra, American History, general science, and economics are helpful. The four who voted all subjects as being useful are students in college.

* Some voted for more than one subject.

When asked, "What subjects or kinds of education which you did not have do you now think would have helped you in your occupational life since leaving school?" ten of the graduates thought that typing and shorthand would have been of assistance to them; two thought that foreign languages would have been useful; the others named art, cooking for boys, applied mathematics, music; five either said "none" or gave no answer.

TABLE XVI

SUBJECTS WHICH WOULD BE USEFUL NOW HAD THEY
BEEN OFFERED WHEN THE GRADUATES WERE
IN SCHOOL

Subject	Number	Per Cent
Typing and Shorthand	10	52.63
Foreign Language	2	10.52
Other*	7	36.84*
No Answer	5	26.31

* Includes cooking for boys; art; applied mathematics; biology; music, and practical courses in all fields.

These answers would infer a business curriculum that included typing and shorthand. Some of the students who are in college realize that shorthand would make note-taking easier.

In making suggestions for the betterment of the school program, the greatest need felt by the graduates was better transportation facilities for the children of the district.

The graduates suggested that we improve our High School curriculum, or send the students to another High School. They also stated that school should be held during the periods when children are idle.

Appraisal From Drop-Outs

The data obtained from the questionnaires seemed to indicate that the drop-outs included in the study benefitted most by arithmetic - 42.64 per cent having voted for it. English received twenty two of the voted; home economics received twelve. Some of the students stated that none of the subjects taken had been of any value in their occupations. American history, world history, and the other subjects included in the curriculum received no more than two votes.

Table XVII gives the exact votes given to each subject in the curriculum by drop-outs.

TABLE XVII
 SUBJECTS VOTED AS BEING USEFUL IN THE
 OCCUPATIONAL LIFE OF DROP-OUTS*

Subject	Number	Per Cent
Arithmetic	29	42.64
English	22	32.35
Home Economics	16	23.52
Vocational Agriculture	11	16.17
None of Subjects	9	13.23
Other Subjects Combined	7	10.29
Total Students Voting	68	

*Students voted on one or more subjects.

In this study none of the students named algebra or geometry, yet several of the students were exposed to these courses.

Another interesting finding, was that ten of the eleven boys who had found vocational agriculture helpful were actually attempting to wrest a living from the soil.

TABLE XVIII
 SUBJECTS WHICH WOULD BE USEFUL NOW HAD THEY BEEN
 OFFERED WHEN THE DROP-OUTS WERE IN SCHOOL

Subjects	Number	Per Cent
Typing and Short-hand	15	22.05
Trades	4	5.62
Music	3	4.41
Homemaking - All Jobs	7*	10.29
Tractor Operation and Repair	2	4.41
Spanish	2	2.94
None	38	55.88
Total Students Voting	68	

*Includes child care, budgeting, home beautification.

Over half of these drop-outs did not recognize anything lacking in the education they had received, and are seemingly satisfied with it. The other portion not only found lacking factors but defined them. Some of the courses which were named are now in the curriculum of the High School which receives the children of our district.

When asked for suggestions for making the school better, forty of the drop-outs either did not answer or wrote "none" in the space provided. The other suggestions in the order of frequency which they were mentioned were:

1. Improved transportation facilities
2. School in summer
3. Something other than books
4. Training for specified jobs
5. Moving school to center of district
6. Other suggestions mentioned in Table XIX

TABLE XIX
SUGGESTIONS FOR MAKING THE SCHOOL BETTER
GIVEN BY DROP-OUTS

Course or Service Needed to Improve School	Number	Per Cent
None	40	58.82
School in Summer Months	3	4.41
Improvement of Transportation	6	8.82
Better Teachers and Equipment	3	4.41
Recreational Center	2	2.94
Add Other Courses	5	7.35
Other	9	13.23

It will be noted particularly that the drop-outs recognized that transportation to and from school is an important factor. It will also be noted that three of these former students suggested that school be held during the summer months.

CHAPTER VI

SUMMARY

The degree to which graduates and drop-outs achieved success is significant to administrators, teachers, and parents. It is also significant to the community as a whole. The success of these former students reflect the degree to which the school and the environmental factors of the home, school, and community have helped or hindered these individuals in their struggle to achieve whatever success has been theirs.

The person responsible to a large extent for the shaping of the lives of children - the teacher - can come into her task with a better insight into what the individuals entrusted to her care are likely to become. For they are acquainted with the students of yesteryear, their living situations, ambitions, thwarted and realized, and their opinions of conditions in general. When this information has been assembled and presented in an easily understood form, it becomes a valuable tool to those persons who are wanting to do something to make the school life more meaningful, curricular or otherwise.

This study was begun with this idea in mind; to learn from the students themselves their opinions on various aspects

of life since they have been out of school that could have been made better by the school.

The history of the school and school district was considered basic in a study of this kind. It was felt that through the history of the community, certain cultural patterns have been set which are the controlling influences in the lives of the population which has served to do better or deter the educational opportunities offered to the young people of the community. The present status of this school and its students must be considered in light of their history.

The findings of this study have been based on these main factors:

1. Educational status
2. Occupational status
3. Appraisal of the work of the school

The individuals themselves furnished, through the medium of a questionnaire, the main source and authority for the conclusions reached in this study.

The primary aim in gathering this data was to secure from the former students themselves their reactions and views on how well the school had in the past served the purpose for which it was at first established and is now maintained.

CONCLUSIONS

From the results obtained in this study, the following conclusions have been reached:

1. Only one and ninety three hundredths per cent of the total census enumeration for the period studied was graduated from the school. And almost two thirds of these graduates have received no further schooling.
2. A large percentage of the students who dropped out of school did so because of financial conditions.
3. This school is characteristic of the schools throughout the state of Texas¹ in that it does not offer any appreciable amount of vocational education and training .
4. The school board, the superintendent, the principal, and the teachers cannot continue to neglect the ever increasing demands for

1. Bryant, Ira B., "Vocational Education in Negro High Schools in Texas," Journal of Negro Education; Vol 18, No. 1, 1949, p. 91.

a more practical vocational program in the school for the Negro youth of the community.

5. All of the men and women, boys and girls who were employed regularly were performing jobs which required little or no skill and consequently paid low salaries. These jobs included:
 - a. Farm laborers
 - b. Domestic servants
 - c. Filling station attendants
 - d. Workers in the creameries
6. Only one of the nineteen graduates was actually engaged in the type of work desired.
7. These students studied, wanted the school to offer more of the courses which would better fit them to take jobs. Several wanted better school facilities and appointments.
8. The school plant itself leaves much to be desired relative to its physical appointments and facilities.

RECOMMENDATIONS

Based on the conclusions presented above, the following recommendations are offered:

1. That this school make an attempt to locate potential drop-outs long before they leave school, by using methods set up by guidance experts to discover certain personality patterns which may have definite testing relationships to the problem. Sociological procedures may also prove effective in discovering why students leave school. It may discover that the group organization patterns of classrooms, neighborhoods, and playgrounds may also have a direct relationship to school-leaving before the course has been completed.
2. That adult classes be organized to study better systems of planning and operating farms so as to insure a better standard of living and thereby make it unnecessary to keep children out of school to help earn the living for the family.

3. That the school place more emphasis upon vocational guidance making surveys to:
 - a. determine needs for further study in this field
 - b. determine occupational opportunities in the immediate and nearby communities
 - c. undertaking a thoroughgoing evaluation of the curriculum offered by the school.
4. That all persons who are responsible for the welfare of the school be made aware of the findings of this study.
5. That classes for out-of-school youth be organized to study job opportunities, and how to improve the jobs already being performed. Occupational information would perhaps cause some students to choose vocations in which they would have more success.
6. That a thoroughgoing study be made of the school with reference to its proximity to other school districts and to the possibility of becoming annexed to or consolidated with them so as to have a school unit large enough to perform more of the functions needed in schools.

7. That, although not included in the findings of this paper, aid be sought from local, state, and federal sources to provide the community with a physical and health education program to meet the needs of these people.

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A P P E N D I X

JOHN M. MOORE SCHOOL

Route 2, Box 67

Bryan, Texas

July 8, 1951

Dear _____:

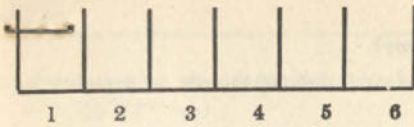
I am attempting to secure information from former students of the John M. Moore Negro School. This information will be used in a study I am making of the school and the students who have left either as graduates or otherwise during the years of 1940 to 1949.

I want to assure you that all information given to me in the enclosed questionnaires will be kept strictly confidential. Will you please help me by answering the questionnaire and returning it to me as soon as it is convenient for you to do so?

Thanking you very kindly for your cooperation.

Yours very truly,

F. D. Batts



The Implementation Commission of the National Association of Secondary-School Principals

POST - SCHOOL INVENTORY

Mr. Present
 Name Mrs.* Address
 Miss (Print in capitals) Street and Number

* Married Girls (Write maiden name here) City State

Phone (If no phone, write "none") Date (Date this is filled in)

Directions: Please answer the following questions carefully. Most of the questions can be answered by placing a check "X" in the appropriate square. On some the answers will have to be written. These questions can be answered in one or two words or a few short sentences. Please write plainly.

All replies will be treated as strictly confidential.

1. What is your present employment status?
 (Check "X" one)
- 1 Employed full-time (30 or more hours per week)
 - 2 Employed part-time (less than 30 hours per week)
 - 3 Doing housework at home, not otherwise employed, and not seeking outside employment.
 - 4 Unemployed, and seeking work
 - 5 Unemployed, and not seeking work
 - 6 Going to school full time
 - 7 Taking compulsory military training (Under Selective Service Act)
 - 8 Serving a regular enlistment in the Army, Navy, Marines, or other armed forces of the U. S.
 - 9 Other (Explain)

2. In what employment or placement agencies are you now registered, if any?
 (If not registered in any agency now, write "none.")
- (1) Name
 Address
- (2) Name
 Address
3. How many months of full-time schooling have you had since you left high school?.....

4. At what schools or colleges have you studied or taken training since you left high school, if any?

NOTE: If you have taken any training since you left high school, fill in the following information for each school from which you took work. Be sure to indicate any training you are taking at the present time. If you have not taken any training since leaving high school, cross out the table below and go on to Item 5.

Name and address of school	Name of course taken	Dates attended	Type of attendance Check "X" one	Reason for leaving (If still attending give expected date of leaving instead.)
First school attended		From: To:	1 <input type="checkbox"/> Full-time 2 <input type="checkbox"/> Part-time 3 <input type="checkbox"/> By mail	
Second school attended		From: To:	1 <input type="checkbox"/> Full-time 2 <input type="checkbox"/> Part-time 3 <input type="checkbox"/> By mail	

5. What regular jobs have you held since you left high school, including your present job, if any?

NOTE: Fill in the following information for each regular job you have held since you left high school. Be as complete as possible.

Name and address of employer	Kind of business	Name of job or kind of work	Dates	Reason for leaving
EXAMPLE: Clover Stores Co. 333 So. Main St. Stockton, Kansas	Retail Grocery	Sales clerk	From: Mar. 1942 To: Jan. 1945	Offered better job
First Job:			From: To:	
Second Job:			From: To:	
Third Job:			From: To:	
Fourth Job:			From: To:	
Fifth Job:			From: To:	
Sixth Job:			From: To:	

Note: Continue on the back of this form if more space is needed.

6. How many months of full-time (30 OR MORE HOURS A WEEK) employment have you had since you left high school including months served in the armed forces of the U. S.?

NOTE: If you do not have a job at present, skip items 7 to 12 and go directly to item 13 at the top of the next page.

7. Describe briefly the specific duties of your present job:

8. Did your employer put you through a period of training when you first started working on your present job?

1 Yes. For how long?

(Describe)

2 No

9. How many hours a week do you work on your present job?

(Indicate the average number of hours if the number varies from week to week).

10. What is your present average weekly wage?.....

(Include extras such as tips, commission, meals, lodging, etc. Indicate average wages if wages vary from week to week.)

11. Are you employed by a member of your family, or by a friend of your family, or by a relative?

(Check "X" one)

1 Yes (Explain)
 No

12. Through what source did you learn about the "opening" that led to your present job?

(Check "X" one)

- 2 Member of your family, a friend or relative
3 School authorities
4 Private employment agency (to whom you paid a fee)
5 Public employment agency (such as State Employment Service)
6 Personal application while looking for a job
7 Other (Explain)

13. What is your present marital status?

(Check "X" one)

- 1 Single
- 2 Married
- 3 Other

14. With whom do you live now?

(Check "X" one)

- 1 Parents or relatives
- 2 Boarding with non-relatives
- 3 In own household
- 4 Other (Explain)

15. What do you expect is going to be your regular occupation?

.....
(Be specific, as airplane mechanic or airplane pilot, not aviation; typist, stenographer, private secretary, not clerical. If you are still undecided, write "undecided" here.)

16. When did you decide definitely on what you now expect is going to be your regular occupation?

(Check "X" one)

- 0 Still undecided
- 1 Before entering Senior High School
- 2 During Senior High School
- 3 Since leaving high school and prior to present job
- 4 While on present job
- 5 Other (Explain)

17. With whom did you talk at high school, if with anyone, who helped you with your occupational problems?

18. From what sources chiefly have you sought advice about your occupational problems since leaving school?

(Check "X" those who have been of most help to you)

- 0 No one
- 1 Public School officials
- 2 A school attended since leaving high school
- 3 YMCA, YWCA, and similar sources
- 4 Public employment service agency
- 5 Private employment agency
- 6 Parents, relatives, or adult friends of the family
- 7 Workers on jobs you are interested in
- 8 Employer or supervisor
- 9 Immediate personal friend
- 10 Movies
- 12 Other (Explain).....

19. Which subject that you took in high school has been of most value to you in your occupational life since you left high school?

Note: By "occupational life" is meant everything received to do with getting jobs, doing the work required on those jobs, deciding and planning for a life's work, and actually carrying out the plans for life's work.

.....
(If no subject has helped you, write "none" here.)

20. What subjects or kinds of education which you DID NOT HAVE do you now think would have helped you in your occupational life since leaving school?

21. If there are any suggestions you care to make which might help the school be of greater service to you or the young people now in the school, please write them here.

22. Why did you leave high school?

- 1 Graduated
- 2 Other (Explain).....

NOTE: Will you kindly check over the questions to make sure that you have indicated or written an answer for each question. Be sure that your name, address, phone number, and the date this blank was filled in are written clearly on the top of first page.

PLEASE RETURN THIS INVENTORY FORM TO THE HIGH SCHOOL OFFICE AT ONCE. THANK YOU.