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Comparative Study of Dropouts in the Yakima High Schools

Edna V. Miller Bailey
Central Washington University

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A COMPARATIVE STUDY OF DROPOUTS
IN THE YAKIMA HIGH SCHOOLS

A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education

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

by
Edna V. Miller Bailey
August 1960

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APPROVED FOR THE GRADUATE FACULTY

Donald G. Goetschius, COMMITTEE CHAIRMAN

T. Dean Stinson

Maurice L. Pettit

DEDICATION

This thesis is
affectionately dedicated
to my son,
JOHN RODGER

ACKNOWLEDGMENTS

My sincere appreciation is expressed to Milton L. Martin, superintendent of Yakima Public Schools, for permission to use school files and literature; Ted J. Murphy, principal of Dwight D. Eisenhower High School, for interest and encouragement; and Don Davidson, principal of A. C. Davis High School.

Indebtedness to my graduate committee is acknowledged to Doctor Donald G. Goetschius, chairman and assistant professor of Education; Doctor Maurice L. Pettit, professor of Education; and Doctor T. Dean Stinson, associate professor of Education.

For faith in me, encouragement and unlimited assistance with family responsibilities, I am exceedingly grateful to my husband, John Clifford, and to my mother, Mrs. Martha A. Miller.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . .	1
The Problem	1
Statement of the problem	1
Definitions of Terms Used	2
Dropout	2
In-residence district students	2
Non-high district students	2
Organization of the Study	2
Limitations of the Study	3
II. REVIEW OF THE LITERATURE	5
III. METHODS OF APPROACH AND MATERIALS USED . . .	9
IV. SUMMARY OF FINDINGS	21
V. CURRICULUM PLANNING BY YAKIMA SCHOOL DISTRICT TO ELIMINATE DROPOUTS	24
VI. RECOMMENDATIONS	29
BIBLIOGRAPHY	31
APPENDIX A Map of Yakima	33
APPENDIX B Scaled Down Sample of Statistical Form Used	35
APPENDIX C Special Education Department Brochure	37

LIST OF TABLES

TABLE	PAGE
I. Ages of Total Sample	13
II. Range of Intelligence Quotients for Sampling	15
III. Areas of I. Q. Distribution	16
IV. Distribution of Grade Enrollees According to District	16
V. Non-high District and In-residence District Dropouts per Quarter	17
VI. Reasons Given for Not Continuing School . .	20

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Recently much criticism has been aimed at the American public school system. It was not the purpose of this study to consider the variety of criticisms nor why our secondary schools, in particular, are involved, but to consider why many young people fail to take advantage of the available educational opportunities. With increased public interest and financial support, better educated parents, and the increasing amount of education demanded by the employing public, educators are and must be concerned with any potential dropout who might be profitably retained in school until graduation.

The writer, while performing the duties of attendance counselor, noted that there appeared to be a higher dropout among the non-high district students who enter the Yakima Public Schools than among the in-residence students.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to find and to compare causes for dropouts from the non-high district students with those from the in-residence students; (2) to compare non-high district students and in-residence students as to age, days of

attendance and absence, grade point average, intelligence, grade, dropout quarter, reason for dropout, graduation previous spring or re-entry in the fall, and previous subject or grade failure; and (3) to review the present Yakima secondary school curriculum.

II. DEFINITIONS OF TERMS USED

Dropout. The term dropout refers to any student who withdraws from school before graduation.

In-residence district students. The term in-residence district students refers to all students who reside within the designated boundaries of School District Number Seven.

Non-high district students. The term non-high district students refers to all students who reside in districts providing no high school. These districts pay tuition for their high school students at any nearby school of the student's choice.

III. ORGANIZATION OF THE STUDY

This analytic study, made from records on file in District Number Seven high schools, includes non-high district students and a comparable number of in-residence students selected from the program cards. In order to

obtain a representative sampling, every fifth card was selected and data were transposed onto a master statistical chart. From this chart, tables were made in an effort to get accurate and meaningful information to support the problem, and from these, conclusions were drawn. Results from this report appear throughout the study.

IV. LIMITATIONS OF THE STUDY

This investigation is limited (1) to the high schools of Yakima, Washington, and its contributing districts, (2) to grades 10 through 12 of the high schools' population, (3) to available information on permanent record files, psychological reports, anecdotal records, and current information on attendance and program cards, and (4) to the interpretation of the interviews by the attendance counselor with the superintendent of the Yakima School District, the two high school principals, and the withdrawing students. At the time of withdrawal, the writer interviewed the student. Every withdrawing student must bring with him an explanatory note from his parents stating the reason for his withdrawal. Information gained at the interview was filed with the note.

Through a comparative study, the author attempted two things: (1) to find out whether the implications are valid that more students from non-high districts drop out of high school than do those from Yakima School District

Number Seven, and (2) to discover the reasons. This was done by (1) a review of the literature pertaining to drop-outs in other schools, (2) a classification and interpretation of data collected from the Yakima high schools' records, and (3) a review of the curriculum offered in the Yakima high schools.

CHAPTER II

REVIEW OF THE LITERATURE

No study exploring a similar situation was found; however, a great deal of concern and some research was found on the problem of secondary school dropouts. Much of this information deals with the problem in generalities, assuming that the underlying causes for leaving school are much the same throughout the country, whether the community studied is large or small.

A study at DeKalb, Illinois, provides the following reasons for withdrawal:

The principal reasons for withdrawal expressed by the girls appeared in the following order: dislike of school, marriage, failing grades, and employment. For the boys, the paramount reason given was to obtain a job. Further frequent reasons given by the boys were their dislike of school and their failing grades. These findings are similar to those of studies conducted elsewhere (9:74).

At Franklin High School in Seattle, concerned faculty members, forming special classes to take care of the potential dropouts, feel they have achieved some tangible results. Dr. Melville Kelly, past president of Shoreline school board, indicates that their study has taken them into the homes and into the community as well as into the classroom in their attempt to find answers to the student dropout problem. He states,

We have been surprised to learn that the economic factor, while it may be important in a few instances, has little to do with supplying the real answers to our question, "WHY?" Young people from spacious and expensive homes have dropped out almost as frequently and with as much regularity as young people from meager and even poverty-stricken homes. In a few instances, racial and religious factors have played their part, and quite frequently, a consistently poor academic record has created such a sense of discouragement and frustration that it has been one of the reasons why high school boys and girls drop out. . . . Our studies indicate that problems associated with home environment play an important role in pupils' decision to quit school. The sense of belonging and of being recognized is particularly important to adolescents. . . . Success experiences also are vitally important. . . . Constant failure breeds discouragement and frustration (6:12).

He explains that they are much encouraged with the results of their experimental classes. The special classes, limited to about fifteen, equally balanced with boys and girls, include a two-hour period for the study of English and social studies. Use of all available instructional aids, informal visiting between the student and the instructor, and a program adjusted to the ability of the individual student constitute much of the program.

A recent report published by LIFE magazine states that an estimated 900,000 students are expected to drop out before they graduate. The article continues:

In this decade, unless the trend is radically changed, an appalling one-third of the U.S. students will not finish high school. Many dropouts lack sufficient intelligence to do the work. But--and here lies the real tragedy--70% have at least normal I. Q's. Still the dropout remains the most ignored problem in U. S. education (7:106a)

This report suggests that of the estimated 33 million high school students who will enroll during the 1960-1970 decade, 12 million will drop out (7:106a).

Recognizing the need to identify potential dropouts early, several New York City schools have established experimental classes similar to the one in operation in Seattle's Franklin High School. The classes are designed to give the students specialized vocational guidance and remedial work before they quit school.

In these studies the students have found school suddenly comfortable. They awakened to the importance of education. This one-year program helped so much that 80% of the pupils have gone on successfully to normal high school (8:107).

Detroit has set up a sixteen-week course which LIFE describes as the only program in the U. S. to attack this neglected problem on any sizable scale. They call their program Job Upgrading. The course

. . . provides schooling, work experience and job placement. Dropouts have special classroom in 10 of the high schools and get individual attention. After six weeks many have their interest in school-- and their confidence--so restored that they go back to regular high or trade schools, either part or full time. Others get permanent jobs. . . . The remainder are put in "work experience" jobs in private businesses or public agencies to learn what work is like.

Their program has the backing of the community, as is shown in the following quotation:

Here Detroit citizens assume a major burden, taking Upgraders into their businesses, providing sympathetic supervision. Upgraders are paid for their work by the

Detroit Council for Youth Services, which gets contributions from the city, the Rotary, Kiwanis and a Detroit family foundation. . . . The 10 members of the Job Upgrading faculty are high school teachers who, concerned with the plight of dropouts, volunteered for this work. One of them, Frank James, tells of their strategems that make the program work.

"There's no room for any anger here," says James. "I tell the kids, 'You've failed--let's find out why. Next time maybe you won't fail--but maybe you will. It doesn't matter, really. Only you, yourself, do.' . . . Because these kids have rejected school, we've made Upgrading as little like school as possible. Each boy and girl has the option of leaving a class or the whole program any time. . . . Our battle is to give them back a sense of prestige, the joy of doing something well" (8:102-105).

This study exemplifies what can be done with interested and concerned faculty members and community businessmen. There is an immeasurable loss to society from inadequately trained manpower as well as a personal loss to the dropout which progresses as he grows older. Some imposing facts pointed out in the National Stay-in-School campaign bulletin support this statement. It states that by the time a man has reached his peak earning period, between the ages of 45 to 64, the high school graduate makes 30 per cent more than the man who started high school but dropped out, accruing approximately \$30,000 more during this period (10:15).

This literature provided valuable information but made no comparison between students from districts not having a high school and students from a district with a coordinate grade-junior-senior high school program organized under one central administration.

CHAPTER III

METHODS OF APPROACH AND MATERIALS USED

In an effort to have a scientific and meaningful study, the writer used actual cases in the high schools, and the data were obtained from the records on file in the high schools of the Yakima Public Schools. Interviews with the superintendent, the two high school principals, and the students withdrawing from school contributed to the information used. Literature and other materials were used to support the evidence included in this investigation.

The study attempted to determine whether more students from non-high districts drop out of high school than do those students from Yakima School District Number Seven and, if so, to discover the reasons. This was done by (1) a review of the literature pertaining to dropouts in other schools, (2) a classification and interpretation of data collected from the Yakima high schools' records, and (3) a review of the curriculum offered in the Yakima high schools.

Non-high districts contributing to the Yakima public high schools are Castlevale, Union Gap, and Broadway. These districts will be referred to as Area One, Two, and Three, respectively, and are so designated on the map included in Appendix A.

Area One, Castlevale, borders Yakima School District at Englewood Avenue on the south and extends east to Sixteenth Avenue and north to the Yakima River. This district, an extension of Yakima with fruit orchards, has many mobile family units.

Area Two, Union Gap, has an irregular boundary including a part of Eighteenth Avenue at Pioneer Lane, an area below Lower Ahtanum Road, cutting back on East Washington Avenue to Rudkin Road and then north to East Mead Avenue and east to the Yakima River, encompassing the town of Union Gap. This district is composed of some transient population although the town has many permanent residents.

Area Three, Broadway, is bounded on the north by West Mead Avenue with the exception of a four-block area, on the east by the Union Pacific Railroad tracks, and on the south by the Union Gap School District. Its families, for the most part, come from a lower income bracket than do most of those in the Eisenhower district.

The Yakima School District is divided into two sections--A.C. Davis Senior High School, located in the eastern part of the district at Walnut and Seventh Avenues, and the Dwight D. Eisenhower Senior High School, located at Fortieth and Arlington Avenues to the west. At the present time, non-high district students are requested by school administrators to attend the Eisenhower school.

Buses to this school are provided by the contributing districts for the transportation of such students.

The population chosen for this study on dropouts was the total enrollment of the two Yakima high schools. Because the greater number of non-high district students are enrolled at Dwight D. Eisenhower High School, most of the sampling was taken from its files. The total sampling included 166 students; 83 from the non-high district enrollment and 83 from the in-residence student enrollment. To obtain this sample, each fifth card from the student program card file was selected.

Data collected were obtained and limited to available information on permanent record files, psychological reports, anecdotal records, and current information on attendance and program cards. All students were interviewed by the attendance counselor at the time of their withdrawal, and this information was also available.

A master statistical chart (See Appendix B) was drafted with the following information recorded for each student:

1. Age to nearest birthday;
2. Days of attendance and absence;
3. Grade point average;
4. Intelligence quotient;
5. Grade;

6. Dropout quarter;
7. Stated reason for dropout;
8. Graduation previous spring or re-entry in fall;
9. Previous subject or grade failure; and
10. District in which student lived.

After the general information was collected, the students were no longer identified by name but by number on the chart.

The first category considered was the age of the students in the two divisions (non-high district and in-residence district). The distribution of ages is charted on TABLE I. The average for the non-high district student was 16.6 years; the average for the in-residence student 15.9 years. This indicates that it takes the non-high district student approximately nine months longer to attain the same status in school as the students who actually reside within the Yakima school district.

Column two on the master chart contained the record for attendance and absence. Average attendance for each non-high district student was 142.08 days for the year as compared with 167.1 days for in-residence students. The total possible days attendance was 180 days. This indicates 8.5 per cent better attendance for the in-resident students. Likewise, absences for the non-high district students were correspondingly higher, with 21 per cent

TABLE I
AGES OF TOTAL SAMPLE

Student's Age	Non-high District	In-residence District
14	0	4
15	5	28
16	38	23
17	24	23
18	15	5
19	1	0
Total	83	83

absenteeism as compared with 7.14 per cent absenteeism among the in-residence students.

As the tardinesses recorded were only for those tardinesses not excusable, a true picture was not available. Therefore, this information was discarded.

Column three provided information for the grade point averages. Non-high district pupils' grade point average was 2.07; in-residence district pupils' grade point average was 2.54, showing .47 higher average achievement for the latter than for students from contributing districts.

Column four gave the range of intelligence quotients as is shown on TABLE II. This range revealed that the in-residence students scored 4.5 points higher than the other group on the average score. The median score for non-high district students was 99, for in-residence students, 104.5. One score was not available for a non-high student; no score was assumed. The distribution for the in-residence scores had a wider distribution; that is, there were more lower scores and, likewise, more higher scores than shown by the non-high district scores. The breakdown into below average, average, and above average intelligence grouping provides an interesting observation. TABLE III shows this distribution. The modal score for the in-residence students

TABLE II

RANGE OF INTELLIGENCE QUOTIENTS FOR SAMPLING

I. Q. **	Non-high District	In-residence District
131-135	0	1
126-130	2	1
121-125	0	7
116-120	4	10
111-115	6	7
106-110	14	12
101-105	7	18
96-100	19	10
91-95	13	7
86-90	11	3
81-85	5	3
76-80	1	2
71-75	0	1
66-70	0	1
Total	82*	83

*One non-high district student's I. Q. not available.

**Group-tested by the California Mental Maturity Test.

clustered in the 101-105 range while that for the non-high district students fell at the 91-95 range.

TABLE III
AREAS OF I.Q. DISTRIBUTION

Area	Non-high district	In-residence district
Below Average 66-90	17	10
Average 91-109	53	47
Above average 110-135	12	26
Total	82*	83

*One I.Q. not available.

Columns five and ten are combined to give the number of enrollees per grade from each district. TABLE IV shows that there are 69 sophomores, 60 juniors, and 37 seniors

TABLE IV
DISTRIBUTION OF GRADE ENROLLEES ACCORDING TO DISTRICT

District	Grade 10	Grade 11	Grade 12	Total
Broadway	19	10	9	38
Union Gap	10	14	9	33
Castlevale	6	5	1	12
Yakima	34	31	18	83
Total	69	60	37	166

in the survey. This number from each grade closely parallels the proportionate enrollment in each grade of the high schools.

The Yakima Public Schools operate on a 180-day year with two semesters, each divided into two quarters. State reports require an attendance report for each quarter; therefore, the files are kept on this basis. TABLE V represents the withdrawal for each quarter of the school year for the two groups.

TABLE V
NON-HIGH DISTRICT AND IN-RESIDENCE DISTRICT DROPOUTS
PER QUARTER

Grade	Non-high district				In-residence district			
	Qtr.1	2	3	4	Qtr.1	2	3	4
10	2	5	0	1	0	1	1	0
11	2	1	1	0	1*	0	1	0
12	0	3	1	0	0	0	1	2
Total	4	9	2	1 - 16	1	1	3	2 - 7

*This student died, but because the records must be handled as a regular withdrawal, he was included in this study.

Highest dropout quarter for the non-high district students was the second; for the in-residence students, the third. Total dropouts for the year were 16 and 7,

respectively. The results indicated that 19 per cent of the sampling from Areas One, Two, and Three, and 8 per cent of the sampling from the Yakima district were drop-outs. Only one student re-entered during a later quarter. Two students from the non-high districts and one from the in-residence district were recommended and attended the Youth Study Class. These students are not considered as dropouts because their attendance during the time they spend at the Youth Study Class is kept at the high school where they were originally enrolled. Thus, the total population does not change.

Column eight was included to show the relationship to column seven, which gives the student's reason for leaving school. Fifteen seniors from the contributing districts and 18 seniors from the Yakima district graduated in the spring. Of the total sample, 24 sophomores and 19 juniors re-entered school in the fall from the non-high districts as did 31 sophomores and 24 juniors from the Yakima district.

Column seven contains the reasons students gave for leaving school. These reasons, plotted on Table VI, include: (1) quit school; (2) moved to other places but re-entered school; (3) marriage; (4) work; (5) Youth Study Class; (6) military service, (7) health, (8) reasons unknown; and (9) death.

Some of the above information was gained after the start of school the following fall; items two and nine, therefore, may seem to contradict material offered previously. Item five identifies students enrolled at the start of school in the Youth Study Center who the previous year were in regular attendance in the high schools.

Column nine was a tabulation of previous course failures and whole grade failures. Course failures recorded from the record cards of the non-high district pupils were 89 as against 47 course failures for the in-residence students. One previous year failure was recorded for a non-high district student; none was noted for the in-residence students. No grade school records were on file for five non-high district students.

The foregoing information will be summarized in the next chapter.

TABLE VI
REASONS GIVEN FOR NOT CONTINUING SCHOOL

Reason Given	Non-high District	In-residence District
Quit	3	1
Moved and entered school	11	4
Marriage	2	0
Work	1	1
Youth Study Class	2	0
Military Service	2	0
Health	0	1
Unknown	4	1
Deceased	0	2
Total	25	10

CHAPTER IV

SUMMARY OF FINDINGS

The writer throughout this study has attempted to arrive at a scientific approach to the causes of dropouts in the Yakima Public high schools, relating them to the non-high district students and the in-residence students. There was no single study applicable to this specific situation, but other studies were reviewed and the curriculum of the Yakima District was evaluated for purposes of showing the educational opportunities offered to students in their high schools.

Some conclusions resulted from this research. The non-high district students are approximately nine months older than the in-residence students. This could be possible for any or a combination of the following reasons:

1. repetition of more courses failed;
2. entrance into school later in the fall;
3. lower economic status in outlying districts;
4. school missed for seasonal fruit work;
5. lack of money for school fees, book rentals, clothes and other incidentals; and
6. financial assistance needed to assist their family to live through the winter.

Further study would be needed to establish these as fact.

The transient families, moving often, cause loss of continuity in school work. The fact that students from this group have more course failures would tend to substantiate this. Likewise, the re-entry in the fall after previously withdrawing from school the preceeding year would add support. Undoubtedly, these and other factors are involved in the length of time it takes for non-high district students to complete twelve years of schooling, making them older at graduation.

There appears to be little connection between the level of I. Q. and a student's success or failure in these high schools. While the non-high district student has a somewhat lower I. Q. and more absenteeism--contributing factors for more course failures--the difference in the grade point average of the two groups is negligible. The student with a lower I. Q. in the in-residence district tends to remain in school longer before either graduating or dropping out. At the same time, the reasons for leaving school differ little. Credit may be due to the planning of the special education department, to special curriculum consultants, to other school guidance and administrative personnel contributing holding power over the potential dropout.

The planning and administration of school policies and study programs keep students in school longer in the

Yakima high schools than the national average. Nationally, in 1956, 60 per cent graduated from high school, indicating that about 40 per cent were dropouts as against 29 per cent in both groups in the Yakima high schools in 1959 (10:14).

Further study in a few years would be necessary to measure the high school's holding power in Yakima public high schools, given the increased attention now being focused on their educational program.

CHAPTER V

CURRICULUM PLANNING BY YAKIMA SCHOOL DISTRICT TO ELIMINATE DROPOUTS

Since studies have pointed out that school failures may occur to students at any level of intelligence, the Yakima School District has a varied high school curriculum planned to motivate and to help the student achieve success whatever his level of ability. Broadly interpreted, the philosophy of the Yakima Public School District is that every child is entitled to a free public education according to his needs. The degree to which he learns depends upon his ability and his motivation.

This program begins in the formative years at the elementary level and continues throughout the secondary. Alert teachers and principals, with skills, aids, and services available for early identification of any deviant behavior from the accepted norm, can use the facilities and personnel provided by the district. These include the services of a school psychologist, curriculum consultants, guidance consultants, special rooms for specialized training, tests, and other methods of individual measurement.

For a detailed overview of the special educational service, a brochure (Appendix C) has been prepared by

Mr. Thomas D. Rowland, psychologist and director of the special education department for the Yakima Public Schools. This has been an increasingly successful program with the backing of the public, as Mr. Rowland indicates in his "note of appreciation" (Appendix C).

Students not handicapped are offered a multi-track system whereby those of differing abilities and interest can be segregated into more homogeneous learning groups within the grade. This system is mobile. If a student proves he can achieve at a higher level, his program is re-organized so he can enter a faster learning group. Likewise, if a student cannot succeed where he has been placed, change is made to a slower learning group on the recommendation of the teacher and the counselor.

The slowest group, remedial in nature, provides the basic factors youth needs to live in an adult world and transact simple business functions. For many of these people no grade can be given; however, if the teacher feels that a student is working up to his ability, he can be given an 'S' grade, which means satisfactory. Four such grades earn him a certificate of attendance rather than a diploma. This is recognized by the employing public as meaning that the holder has put forth effort up to his capability. The slow or basic class work is not of the calibre recognized by colleges as meeting their

requirements for entrance. The certificate of attendance usually ends the student's formal education in the public school but allows him to train for special vocations.

In regular classes, containing the majority of the students, the work is geared to normal level of achievement. The above-average students or those planning for college are programmed into the college preparatory classes. Careful counseling and selecting of students places them in science, English, foreign languages, and mathematics. Honor groups are selected in areas planned to challenge the most gifted. Participants are determined by their ability, previous performance in school, and teacher recommendations.

College level classes, such as Math. Analysis, are offered; these courses may be substituted for similar freshman college requirements. An accelerated program is offered to the qualifying student, who may complete his prescribed education earlier than his classmates.

In 1958, the Yakima Public School District initiated a program of acceleration for students with senior class standing who ranked scholastically in the upper ten per cent of their class. There are three optional plans. Plan one is for the student to graduate from high school in January and immediately begin his college work at the Yakima Valley Junior College. Plan two is for the student

to graduate at the regular time with the opportunity to elect part-time study at both the high school and the junior college. Plan three is to take the regular high school senior requirements. The student, with the counsel of his parents, chooses the best plan for him.

When this program was introduced, twenty students were given the chance to participate. Seven elected Plan Two, one student chose Plan One, and thirteen students remained under Plan Three.

In an interview at Yakima, Washington, on June 28, 1960, Mr. Ted J. Murphy, principal of the Eisenhower High School, enthusiastically reported:

Recent interviews with last year's [1959] participants revealed many merits of the program. It offered a preview of college life; it brought home the realization that college classes will present great competition; it forced the participant to make new contacts and tended to dispel some of the homesickness which is experienced by most college students. The program helped to eliminate the fear of adjustment to a college class and taught the necessity of accepting a greater personal responsibility for their own education.

Results of this program will be more meaningful in future years.

Those students who cannot find their place in even so varied a curricula are helped by a Youth Study Center class. Upon recommendation of a board of review, consisting of the Superintendent, the high school principals, the Director of Special Education, the Guidance Consultant,

and the Psychologist, boys can be assigned to this class, an ungraded group whose teacher gives individual help with each boy's studies. Some of the stipulations are:

A boy cannot be considered by the board until he has been interviewed by the Youth Study Center Instructor and has submitted to a psychological examination. Boys are returned to the regular school program by the action of the board on the recommendation of the Y.S.C. instructor (Appendix C, Sect. G:6).

Educators in the Yakima Public Schools are involved in a continuous study to seek other effective methods, instructional materials, physical plants, and trained personnel to prevent early dropouts and to give the students the best education.

Not only those in Yakima Public Schools have been making studied attempts to prevent dropouts, other educators feel the need to keep students in school through the first twelve years.

Harold C. Hand, professor of Education at the University of Illinois, pays tribute to the dedicated high school educator in his Principles of Public Secondary Education:

The fact that the holding power of the American high school has doubled during the past century and is still increasing seems to suggest that most teachers believe in universal secondary education and have tried to take at least some of the steps which put it into effect in all of our schools (4:106).

CHAPTER VI

RECOMMENDATIONS

As a result of this study, the following recommendations are suggested for lowering the dropouts in the Yakima Public High Schools:

1. More student-parent-teacher-counselor consultations in the junior high school to produce better planning for high school studies and activities;
2. Follow-up student-parent-teacher-counselor consultation during the first semester of the student's sophomore year;
3. Cooperation and co-planning of curriculum with non-high districts and the Yakima School District;
4. Provision for suitable activities and helping students at the sophomore level to make discriminating choices;
5. Establishing adequate guidance personnel to enable classroom teachers to refer to specialists any deviant and/or unusual student;
6. Additional vocational subjects adapted to those with special interests;
7. Continued research and experimentation on the best procedure for teaching the slower learner, the gifted, and the mass of average students in the comprehensive high school; and
8. Continued re-evaluation of curriculum varied enough to meet the needs of students at all levels and of differing abilities.

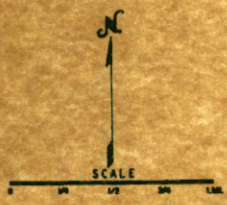
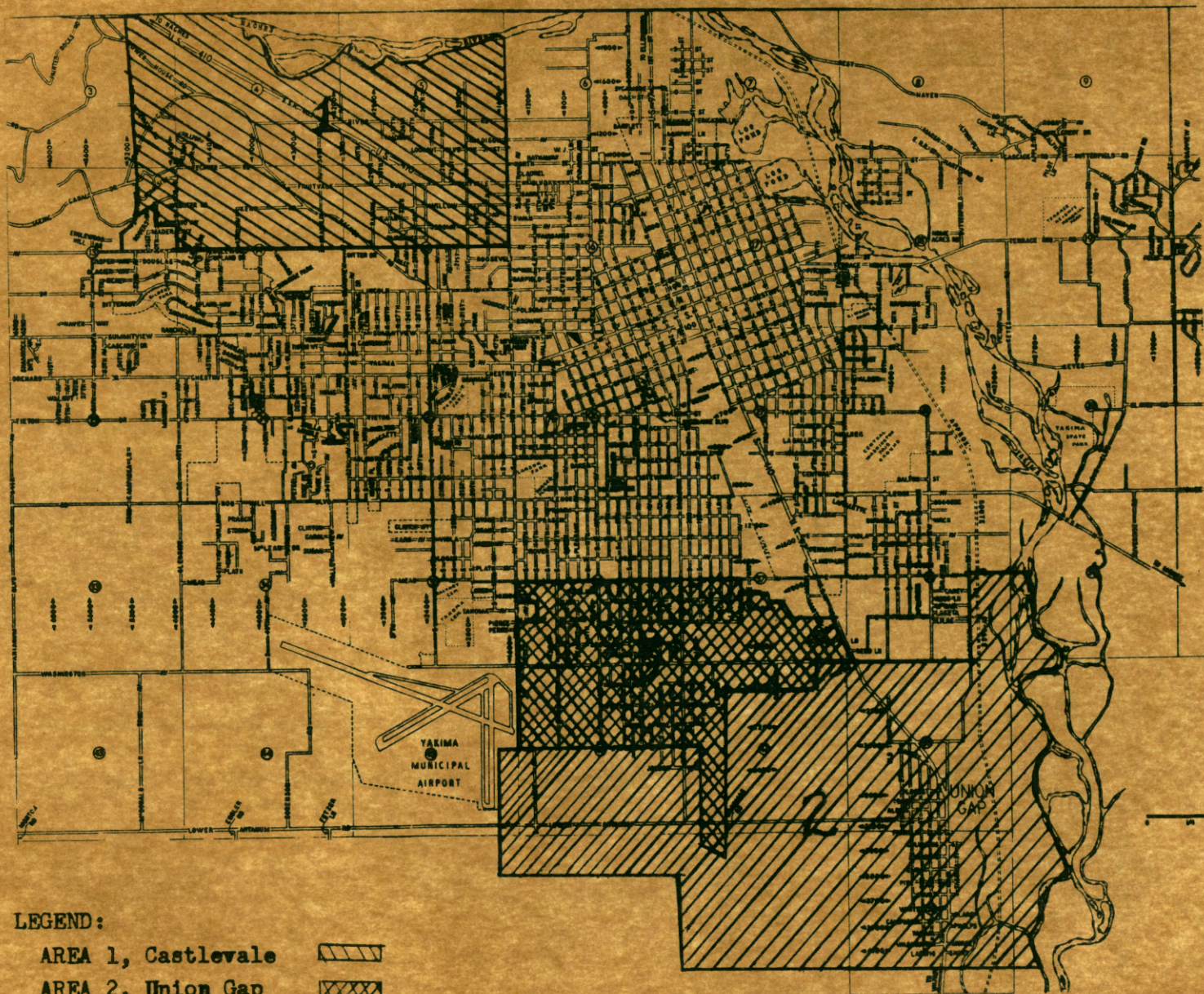
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APPENDIX A

MAP OF YAKIMA



LEGEND:

- AREA 1, Castlevale
- AREA 2, Union Gap
- AREA -3, Broadway

MAP OF YAKIMA

APPENDIX B

**SCALED DOWN SAMPLE OF
STATISTICAL FORM USED**

APPENDIX C

**SPECIAL EDUCATION DEPARTMENT
BROCHURE**

SPECIAL EDUCATION DEPARTMENT
YAKIMA PUBLIC SCHOOLS
YAKIMA, WASHINGTON

PHILOSOPHY

We believe in the right of every child to a free public education according to his needs. Some children are less strong. Some suffer from diseases or injuries which leave their bodies weakened. These children need strong, understanding parents. Through the special education program we desire to help these parents and serve their children. Teachers in the Special Education Department, with special training, attempt to provide the best understanding and service possible for all exceptional children.

A NOTE OF APPRECIATION

The success of the Special Education Department can be attributed to the interest in handicapped children on the part of the Board of Education, District #7, and the Superintendent. The people in the State of Washington have demonstrated their interest in that the legislature has consistently appropriated funds to help in the education of handicapped children.

The local program has witnessed immeasurable help of a physical and financial nature from people, individual and groups, of the community. No program can exist without this interest. This program has been successful in that it has devoted, trained and experienced personnel. The coordination of the program for the handicapped by the State Department of Public Instruction has been most helpful.

Thomas D. Rowland, Psychologist
Director of Special Education
Yakima Public Schools

M. L. Martin
Superintendent of Schools
Yakima, Washington

THE OBJECTIVE OF SPECIAL EDUCATION

Special education does not differ from general education with respect to its reason for being. Essentially, its objective is to equip the child with the knowledges and skills which are necessary for living a full, productive and independent life. Some of these knowledges are formal, such as the "three R's", social studies and science. Others have to do with developing vocational interests and skills. Still others concern cultural and avocational interests. Just as the regular school program is interested in developing academic skill, good citizenship and the ability to get along socially, so also is special education.

Special education has a particular interest in providing equal educational opportunity for children with handicaps. This is not to be interpreted to mean that special education takes the position that all children should be provided with the same program or that all children should be expected to achieve the same degree of excellence in academic proficiency. Rather, the view of special education is that all children should have an opportunity to receive maximal benefit from an educational program in terms of their individual handicaps.

GENERAL TECHNIQUES OF SPECIAL EDUCATION

In order to achieve the objectives discussed above it is necessary to do several things. The first is to assess the nature and extent of the pupil's handicap. The second is to provide the necessary special facilities which may help the child learn in spite of his handicap. Finally, special teaching methods and modified curricula are required.

Generally the handicapped child must be given a great deal more individual help and attention than the normal pupil. In order to meet this need, class size is reduced. The special class has approximately half the number of pupils as in a regular class. Small sized classes allow the teacher time to use special equipment and apply special techniques which are more time consuming.

SPECIAL EDUCATION IN YAKIMA

Special education in Yakima is a five-fold program. The first phase is to provide for the assessment of the child's handicap. This may involve either a psychological evaluation or a medical evaluation or both. In addition, the study of the child frequently includes hearing, speech and visual examinations. The second aspect of the program is to provide special facilities to accommodate the handicapped pupil. This includes provision of special classrooms, teachers, speech therapists, physical and hydro therapy. The third phase of the program is to provide a consulting service to the regular classroom teacher. This involves conducting psychological, hearing, speech and visual examinations and providing the classroom teacher with information about the child so that she may better work with him in her room. The fourth phase is the operation of a referral service. This service enables children who need further evaluation and help to be referred to the appropriate community and private agencies. The final aspect of the program is to coordinate school and community agency activities for the benefit of the youngster with problems.

THE PROGRAM, AN OVER VIEW

The Special Education Department operates fourteen special rooms, fifteen special classes and several special services. Special rooms are provided for children with orthopedic, visual and hearing handicaps. The bulk of the program is devoted to the mildly retarded child. Eight rooms accommodate these children. Two half-day classes are operated for the purpose of helping the severely retarded children. In addition, there is one room for cerebral damaged children. The first three classrooms are at Hoover School, and the last three groups are at the Child Relations Center. The remaining classes are located in school buildings throughout the city. An additional class for adolescent boys with academic and/or social problems is located near the A. C. Davis High School. Speech therapists work actively in the various schools throughout the district and a visiting teacher service is provided for the home-bound child. Facilities for administering physical and hydro therapy are at Hoover School.

Diagnostic services are provided at the Child Relations Center and at Hoover School. These include facilities for psychological, hearing, speech and visual examinations. These examinations are given handicapped children who are placed in special rooms, as well as children who remain in the regular room. Recommendations regarding teaching techniques, seating and counseling activities are based upon the test results.

OPERATIONAL PROCEDURES

1. Sources of Referral

Children whose residence is in School District #7 are generally referred to the Special Education Department by their school principal, physician or parents. Itinerant special education personnel will make referrals after consultation with child's principal. Other agencies interested in referring children may do so by contacting the Child Relations Center. In any event, no child is seen by the Special Education Department unless the child's parents or guardians are first involved.

2. Procedure for Referral

Before the principal or physician makes a referral, it is first necessary to contact the child's parents and solicit their cooperation and interest. The parent must call for an appointment for himself prior to the child's being seen. After the child's problem has been discussed with the parent, an appointment is made for the child. At this time various evaluational examinations are made. These may be psychological, speech and hearing or visual tests. After the examination the child may be placed in a special educational facility, referred to another agency or to persons who may be able to give additional help such as a physician, or returned to his regular school with recommendations for remedial or corrective procedures.

3. Procedure for Assignment

A. Orthopedic Room Assignment to this facility is based upon a joint decision by the Special Education Department and the physician in charge of the case. It is the Special Education Department's function to

consider the child's age, mental potential, general readiness or achievement level and special handicaps, and provide an educational program within these limitations. The physician's function is to determine the child's physical capacity for instruction and make recommendations with regard to special physical considerations. Children above the achievement level of elementary pupils or below the age of beginning first graders will not, in most cases, be assigned to this facility.

B. Physical Therapy and Hydro Therapy No child is given treatment without a physician's order. Regular contacts with the physician must be maintained so that treatment remains compatible with the child's physical condition. Where the therapist feels that the child is not responding to treatment because of suspected low mental potential or adjustment problems, a psychological evaluation may be requested. The Special Education Department and the physician may, upon consideration of these findings, recommend that therapy be discontinued.

C. Visually Handicapped Room Children are assigned to this room on the basis of psychological evaluation and a statement by an eye specialist that the child's vision is sufficiently impaired to require special instruction. Actual assignment is based upon the child's age, mental potential, achievement or readiness level and handicap. Children who are significantly older, larger or have a higher achievement level than that obtained by most elementary pupils may not be assigned to this facility. In like manner, children who are chronologically or mentally too young for academic work will be deferred until they are ready.

D. Hard of Hearing Room Assignment to this room is again a function of the Special Education Department and physician. Children whose hearing is sufficiently impaired to interfere with normal classroom progress may be assigned to the Hard of Hearing Room if audiometric and psychological evaluations indicate that such assignment is necessary for satisfactory academic progress.

E. A child may be provided with home instruction if participation in the regular school program will be detrimental to his health. A physician must state in

writing the fact that such a program is necessary and indicate any limitations on the amount of instruction which may be dictated by the pupil's physical conditions. The nature of instruction must be determined by the Special Education Department. The amount of instruction as well as its level and nature will be governed by the child's mental potential and achievement level, as well as by the time demands being made on the home-bound teacher.

F. Special Service Rooms Assignment to these rooms is made on the basis of psychological examination, achievement to date and the observations of teachers and principals. Such assignments are determined by the child's mental level, chronological age, sex and the demand for space in the various rooms. A child may be assigned to one of several types of rooms:

1. Severely retarded - This is a half-day program for boys and girls at the Child Relations Center. Older children attend the afternoon session; younger children attend the morning class.

2. Moderately retarded to mildly retarded children attend classes in terms of their chronological age, sex and achievement level.

- (1) Primary rooms - ages 7 - 11
- (2) Intermediate boys - ages 11 - 14
- (3) Intermediate girls - ages 11 - 14
- (4) Junior High School boys and girls - ages 13 - 16

3. Children with known neurological impairment and whose psychological evaluations indicate difficulty in working in the regular school program are assigned to the class for Cerebral Damaged Children at the Child Relations Center.

G. Youth Study Center This class was established for high school boys who have been removed from the regular school program because of an inability to adapt. Assignment to the class is not made by the Special Education Department, but rather by a board consisting of the Superintendent of Schools, the high school principals, the Director of Special Education, the Guidance Consultant and the Psychologist. A boy cannot be considered by the board until he has been interviewed by the Youth Study Center instructor and

has submitted to a psychological examination. Boys are returned to the regular school program by the action of the board on the recommendation of the Y. S. C. instructor.

4. Procedure for Referral for Re-evaluational Purposes

A. Teachers and Principals If it is felt that additional information about a child is required or if changing circumstances have created new problems, a principal may refer for a re-evaluation by following the same procedure that he used in making the original referral. In those cases where re-evaluation is a recommendation by the person who originally examined the child the parents should be contacted by the principal and requested to make an appointment with the Special Education Department.

B. Teachers of Special Classes Teachers of special classes may request re-evaluations if:

(1) It has been two or three years since the child was last examined.

(2) There is reason to believe that the child has made significant progress since the last evaluation and a different placement is being considered.

(3) Little or no progress has been made since the last evaluation and a different placement is suggested, or if there is a need to obtain additional information for instructional purposes.

(4) Unusual changes in the child's physical, emotional or mental life have taken place. This may be due to illness, injury, radical changes in home conditions, etc.

The special class teacher should contact the Director of Special Education, the Psychologist or the Guidance Consultant regarding the value of additional testing.

5/19/59