

1941

Factors influencing the holding power of the school

Joseph Rotella

Follow this and additional works at: <http://scholarship.richmond.edu/masters-theses>

 Part of the [Education Commons](#)

Recommended Citation

Rotella, Joseph, "Factors influencing the holding power of the school" (1941). *Master's Theses*. Paper 1084.

This Thesis is brought to you for free and open access by the Student Research at UR Scholarship Repository. It has been accepted for inclusion in Master's Theses by an authorized administrator of UR Scholarship Repository. For more information, please contact scholarshiprepository@richmond.edu.

FACTORS INFLUENCING THE HOLDING
POWER OF THE SCHOOL

A THESIS

By

JOSEPH ROTELLA

PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SCIENCE IN EDUCATION

UNIVERSITY OF RICHMOND, VIRGINIA

AUGUST, 1941.

LIBRARY
UNIVERSITY OF RICHMOND
VIRGINIA

ACKNOWLEDGEMENTS

The writer wishes to express his appreciation to the following, without whose assistance this study would not have been completed:

To the Research Department of the Virginia State Board of Education for furnishing data of value in the final conclusion of this thesis.

To high school principals for information pertaining to pupils who have withdrawn from their respective schools.

To the parents and individual students who so kindly and willingly gave whatever information was available.

To Dr. Merton Carver, Professor of Psychology, for the inspiration and guidance he so willingly afforded me in carrying out this project.

TABLE OF CONTENTS

- I. Introduction.
 - A. School Attendance and Social Adjustment.
 - B. School Attendance and Survival Rates.
 - C. Outline of Present Investigation.
- II. Social Factors Influencing the Holding Power of the School.
 - A. Unity of the Family.
 - B. Family Mobility.
 - C. Economic Status.
 - D. Size of Family.
- III. Educational and Psychological Factors Influencing the Holding Power of the School.
 - A. Age-grade distribution and retardation.
 - 1. Age-grade distribution.
 - 2. Academic rating.
 - 3. Problem of retardation.
 - B. Intellectual Status.
 - C. Reasons given by the seventy-three subjects for dropping out of school.
- IV. Social Adjustments of the Seventy-Three Subjects.
 - A. Vocational and Employment Status.
 - B. Interests and Leisure Activities.
- V. Conclusions and Recommendations.
 - A. Summary of Conclusions.
 - B. Recommendations.

CHAPTER I

INTRODUCTION

The holding power of the school is justified and bolstered by many factors which stem from our faith in formal education. This is quite generally regarded as a basic method not only for acquiring ideas and techniques, but for the development of personality and the qualities of good citizenship. Formal education is part of our mores. It is an indispensable social adjustment to the increasing demands of our specialized and technological society. Nevertheless, in spite of the pressure of public opinion, the dependence of modern society upon formal education, and the efforts of the law and of the school to keep children in attendance long enough for them to enjoy the advantages of a formal education, there are still too many children who pass on to the status of adults without adequate training through the agency of the school.

One must suppose, therefore, that there are other forces working in opposition to the cultural ideal in regard to formal education. These forces may be thought of as residing in the community, in the school, and in the make-up of individuals. It is the purpose of this paper to investigate certain factors which may be important in weakening the power of the school in spite of the support the school now enjoys in our society. Before going further with the present subject, however, let us review briefly the status of the problem of school attendance in relation to social adjustment.

A. School Attendance and Social Adjustment:

Only a few studies of social adjustment which have a bearing on our problem will be mentioned. During the depression years the National Child Labor Committee found that more than two million boys and girls of ages ten to seventeen were employed in 1930, and more than one-fourth of these were under sixteen years of age. This Committee also discovered that three million children between the ages of seven and seventeen were not attending school at

all.¹ In 1932 Minehan, disguised as a vagrant, found that 120 boys out of a total of 504 wandering homeless youth never got beyond the sixth grade, while 231 failed to reach the eighth. Only 26 out of the 504 had finished high school.² Thrasher observed that "most boys in gangland quit school as soon as the law allows them, either to loaf or find a job."³ An analysis of penal commitments in the State of Virginia for 1938 revealed that only 22.6 per cent of the inmates had completed the seventh grade as compared with 65 per cent for the state as a whole.

(1) Sidel, James E. "Education vs. Economy." The American Child. Vol. 14. September 1932. P. 2.

(2) Minehan, Thomas. Boy and Girl Tramps of America. Farrar, 1934. P. 262.

(3) Thrasher, Frederic M. The Gang. Rev. Ed. Chicago, University of Chicago Press, 1936. P. 374.

We cannot say that there is a causal relationship between lack of schooling and criminal tendencies, but it appears rather significant that the majority of penal inmates are retarded in school and tend to drop out earlier than the average youth.⁴ An individually conducted study of 13,000 young people in the State of Maryland as regards their social adjustments and their schooling revealed that those who left school at the lower grade levels in particular were for the most part unemployed and generally maladjusted.⁵ These facts may reflect more on the kind of schooling received than on their length of stay in school, but the fact remains that many of them dropped out of school rather early in life.

(4) Virginia State Department of Education. "Expanding Education to Meet the Needs of Rural Community Life in Virginia." A statement prepared in the State Department of Education for the Commission Appointed by the Governor in 1939 to study the Curriculum of Virginia Public High Schools." (Bulletin - V. 22 No.5) Richmond, Virginia, The Department, 1940.

(5) Bell, Howard M. Youth Tell Their Story. American Council on Education, 1938.

A report issued recently by the Virginia State Board of Education indicated that out of 52,315 pupils enrolled in the fifth, sixth and seventh grades, 4,380^{6.} dropped out prematurely.

B. School Attendance and Survival Rates:

As a setting for our problem it is helpful to consider certain trends in school attendance and survival rates. There is an array of studies which shows that school survival rates are steadily increasing. Thorndike reports that from 1900-1904 only 20 per cent of those entering elementary school reached the ninth grade and only 17 per cent reached the twelfth,^{7.} while Kline points out that in 1929 fully 70 per cent of those entering elementary school reached the ninth year level.^{8.}

-
- (6) Virginia State Department of Education. "A Study of the Drop-Outs from the Fifth, Sixth and Seventh Grades." (Mimeographed Release, Aug. 18, 1940. Richmond, Virginia. The Department, 1940.)
- (7) Thorndike, Edward L. "Elimination of Pupils from School." (U.S. Off. of Educ. Bulletin, 1907, No.4.) Washington, D. C. U. S. Government Printing Off.
- (8) Kline, E. J., "Significant Changes in the Curve of Elimination Since 1900." Journal of Educ. Research V. 26, P. 208 - 216. April, 1933.

More recently, Foster assures us that the young people of this country are receiving half again more schooling than those of four decades ago considering simply the age of leaving school.⁹ Gratifying as this trend may be, we must recognize that it is not decisive. Nearly half of our adult population never finish elementary school.¹⁰ The problem created by those who do not remain long enough for the kind of training which we expect our schools to bestow is urgent and serious.

C. Outline of Present Investigation:

The present investigation is an attempt to analyze and appraise some of the factors that influence the holding power of the school. Two broad groups of factors are considered: those relating to the family background of children who leave school prematurely and those dealing with the educational status of the children themselves. Seventy-three subjects are included in this investigation. They are boys and girls who have dropped out of Battlefield Park High School during the years 1935 through 1940. All of the subjects discontinued their formal schooling at some point between the fourth and eleventh grades inclusive.

(9) Foster, E. M. "School Survival Rates." School Life, V. 22 P. 13 - 140. Sept. 1936.

(10) Pressay, S. L., Janney, J. E.; Kuhlen, R. G., "Life: A Psychological Survey," P. 67.

Table I: Number of broken homes due to divorce, separations or death of one or more parents.

<u>Classification</u>	<u>Number</u>
Number of Families included in the study	45
Families broken by divorce or separation	5
Families broken by the death of one parent	13
Families broken by the death of both parents	2
Total number of broken families	20

Data given by Pressey enables us to conclude that the percentage of such families in rural areas is around 4.2 per cent, and in the metropolitan areas about 5.5 per cent. It appears therefore, that family disunity operates as a background factor in causing children of such families to leave school prematurely. This can be understood in terms of the additional burdens which would necessarily fall on the children of such families and the general dislocations which such added responsibilities would create. The fact that 50 per cent of the families studied do not fall into the classification we have just considered, indicates undoubtedly that other factors are also involved.

(10) Pressey, S. L.; Janney, J. E.; Kuhlen, R. G.
 "Life: A Psychological Survey," P. 31.

8. Family Mobility:

When families move about children must necessarily cut short their stay in a particular school. In order to appraise this factor in the present study the birth place and length of residence in Hanover County of the parents of the seventy-three subjects were investigated. Table II indicates that slightly over half of the parents were born in Hanover County.

Table II: Birth Place of Parents:

<u>Place</u>	<u>Fathers</u>	<u>Mothers</u>	<u>Total</u>
Hanover County	25	23	53
Henrico County	5	2	7
New Kent County	4	6	10
Richmond (City)	2	8	10
Goochland County	3	1	4
Carolina County	2	0	2
Orange County	1	0	1
Out of State	3	0	3

The extent to which these parents and the others who migrated into Hanover remained anchored to the county can be seen in Table III. Putting the facts in Table II and III together we may conclude that discontinuation

in school is not closely associated with excessive moving about of the parents, since the mobility rate of the families concerned is relatively low.

Table III: Length of time which parents not born in the county have lived in Hanover County.

<u>Duration</u>	<u>Fathers</u>	<u>Mothers</u>	<u>Total</u>
1--4 years	4	3	7
5--9 "	2	4	6
10-14 "	2	3	5
15-20 "	5	1	6
20-24 "	4	3	7
25-29 "	3	3	6

C. Economic Status:

The economic status of these families in reference to jobs, occupations, wages and such is indicated in Table IV. Even though the average annual income of the 27 wage earners (fathers) investigated is somewhat above the average income of the marginal families reported in Virginia. It is to be noted that two highway patrolmen included in this study have an average income of twelve hundred dollars a year, while the truck drivers have an annual income of seven hundred twenty dollars, otherwise, the average annual income

of these wage earners is somewhat in keeping with the income of those families reported in the state survey as having marginal status.¹¹

Table IV: Economic Status of the Families Studied:

<u>Family Status</u>	<u>Number</u>	<u>Average Annual Salary.</u>
Fathers working as farmers	14	\$ 360.00
Fathers working as day laborers	7	432.00
Fathers working as patrolmen	2	1200.00
Fathers working as truck drivers	4	720.00

It is of interest to note that in eleven of the families the mothers were working in steam laundries, restaurants, and tobacco factories. In five other cases the mothers had been previously employed outside the home at the time of the interview. Fifteen of the unmarried brothers of the children who had left school were working at the time of the interview. Six of this group were day laborers, three were truck drivers, and two were workers on construction jobs.

(11) Garnett, William E. "Does Virginia Care? Some Significant Population Questions." (V.P.I. Va. Agric. Exper. Station. Mimeo Report No. 3) Blacksburg, Va., V.P.I., 1936.

The average weekly wage of these young men was eight dollars. Eleven of the girls from these homes were working for weekly wages; two in a printing office, and the remaining in cigarette factories.

Since the majority of these families have a relatively low economic status, we may conclude that economic pressure in the home operated as a factor in withdrawal from school. This observation is in agreement with that of Minehan who found economic factors to be very important in his study of the amount of schooling enjoyed by "boy and girl tramps of America."¹²

D. Size of Family:

The much greater ratio of children to adults in the South as compared with other sections of the country has made the problem of educating southern youth one of great magnitude.

(12) Minehan, Thomas. "Boy and Girl Tramps of America" Farrar and Rinehart, 1934. p. 262.

Table V in this study will show that the larger the family the greater the tendency for children to drop out before the completion of their secondary education.

Table V: Relationship Between Size of Family and "Drop-Outs"

No. Children Per Family	Family Frequency	Total	"Drop-Outs"
2	3	6	1
3	5	15	2
4	8	32	7
5	6	30	9
6	7	42	13
7	7	49	15
8	6	48	16
9	3	27	10

An analysis of Table V shows that of the 73 students included in this study, 70 came from homes with four or more children in them. In families of 6, 7, 8, and 9 children, the frequency of "drop-outs" was 54 or 32 per cent of 166 children. This part of the study, therefore, would indicate that other factors being equal, there is a greater tendency for children who come from large families to withdraw before completing their secondary education than for children who come from smaller families.

A large percentage of children included in this study are, in the majority of cases, members of large families and are, therefore, deprived of many educational advantages which children from a smaller family might enjoy.

According to a report of the Advisory Committee on Education,¹⁵ there was found 603 children per one thousand adults in the southeastern part of the nation comprising such states as Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, and Louisiana, as contrasted with 336 children per one thousand adults in the far West including the states of Nevada, Washington, Oregon, and California. This would indicate that the productive workers of the southeastern states carry a burden of child care in education which is about 80% greater than that carried by the adult population of the southeastern states.

⁽¹⁵⁾ Advisory Committee on Education. "Report". Washington, D.C., U. S. Government. Print. Off., 1938. p. 25.

These figures become more startling when we consider that in substantially every state in the Union the adult group in the rural population is carrying an adult load in terms of number of children to be educated that is far in excess of the load carried by the educational group in the various urban areas of the country.

CHAPTER III

EDUCATIONAL AND PSYCHOLOGICAL FACTORS INFLUENCING
THE HOLDING POWER OF THE SCHOOLA. Age-grade distribution and retardation.

1. Age-grade distribution:

Table VI shows the grade distribution of the 47 boys and 26 girls included in this study at the time of their withdrawal.

Table VI: Grade distribution at time of withdrawal

Age	Grade Status								Total
	4	5	6	7	8	9	10	11	
12		1	2						3
13		1	1						2
14	1		2	2					5
15	1	2	1	1	2		1		8
16		3	2	4	1	2	1		13
17			4	3	1	14	2	1	25
18			1	4	6	4	1	1	17
TOTAL	2	7	13	14	10	20	6	2	73

This table clearly indicates that a larger number of these children were below the grade norm for their age. Only 4 of the 73 pupils were in the

normal grade for their age. The remaining 69 children were one or more grades below the grade norm for their age. In other words, the great majority of pupils included in this study had not made the advancement expected under average conditions.

2. Academic rating:

Table VII below indicates the academic rating of the group included in this study at the time of their withdrawal.

Table VII: Academic rating at the time of withdrawal.

<u>Rating</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Passed all subjects they were taking	3	4	7
Passed more than half the subjects	5	6	11
Passed half the subjects	8	8	16
Passed less than half the subjects	19	5	24
Failed all subjects	12	3	15
<u>TOTAL</u>	<u>47</u>	<u>26</u>	<u>73</u>

A close analysis of table VII will show that only 7 of these students were actually passing all their work at the time of their withdrawal. Eleven were doing mediocre work in that they were passing more than one-half

of the subjects taken, while 85 were either marginal or failing completely. It is reasonable, therefore to conclude that retardation is probably a second factor contributing to the withdrawal of these children from the Battleground Park School.

This observation concurs with that reported by the Virginia State Board of Education to the effect that 91 per cent of the "drop-outs" repeated one or more grades in their school experience, and that 12 per cent of these dropping out in the seventh grade had been in that grade previous to the present session.
14.

3. Problems of retardation:

The problem of retardation deserves further comment. One of the greatest problems in the system of education is that of retardation of school children which becomes a tax burden on the one hand, and seriously discourages the child on the other.

(14) Virginia State Department of Education. "Study of "drop-outs," from the Fifth, Sixth, and Seventh Grades." (mimeographed Release August 18, 1940.) Richmond, Va., The Department, 1940.p. 1.

In the country as a whole over one-third of the pupils who enter elementary school reach high school, and of these only about one out of every seven graduate. In a pamphlet entitled "The Program for Improvement in Instruction" issued by the Virginia State Department of Education in 1940, 4,223 children in the fifth, sixth, and seventh grades were held back during the year 1937-1938, and twenty-four per cent of this number had previously repeated one grade.¹⁵

B. Intellectual Status:

In order to make a comparison between academic rating, mental ability rating, and the holding power of the school, the intelligence tests of 51 students were examined. (The tests of only 51 were available at the time of the investigation.)

(15) Virginia State Department of Education. "Study of 'drop-outs,' from the Fifth, Sixth, and Seventh Grades." (Mimeographed Release August 18, 1940.) Richmond, Virginia, The Department, 1940, p. 2.

The distribution of intelligence quotients based on the Otis Classification Test is shown below in table VIII.

Table VIII: Distribution of 51 pupils according to their group intelligence quotients

I. Q.'s--Based on the Otis Classification Test						
I. Q. range	passed all work	passed over half	passed half	passed less than half	failed all	total
60-64	0	0	0	5	4	9
65-69	0	0	0	3	3	6
77-74	0	0	0	3	2	5
75-79	0	1	2	1	0	4
80-84	0	2	3	1	0	6
85-89	2	2	5	0	0	9
90-95	5	3	4	0	0	10
95-99	1	0	0	0	0	1
100-104	1	0	0	0	0	1
105-105	0	0	0	0	0	0
TOTAL	7	8	14	13	9	51

An analysis of this table reveals the astounding fact that 15 of these students, according to Pintner's Classification rating, are rated by tests as feeble-minded, 9 classed as borderline, 15 as backward, and only 12 as normal. If we assume, as many do, that a child whose I. Q. is 70 or below cannot be

expected to finish the fifth grade, it is not surprising to find such children incapable of continuing in the conventional program of the school beyond this level.

The important role of low general intelligence in weakening the holding power of the conventional school is observed by many writers. Mitchell reports that the number dropping out in the high school level increases rapidly with decrease in intelligence.¹⁶

Table IX summarizes Mitchell's findings:

Table IX: Rating of intelligence and school survival
(after Mitchell)

I.Q.	Number Admitted	Number Dropping Out	Per cent Dropping Out
129	7	0	0
116-127	112	4	3
104-115	234	23	8
92-103	435	131	30
80-91	257	163	63
68-80	41	27	66

Terman also shows that the average child falling in the I.Q. range of 60 to 69 leaves school at the

[16] Mitchell, Claude. "Prognostic Value of Intelligence Tests," J. Educ. Research, Vol. 29, p.577-591, April, 1935.

fifth grade level, and that 75 per cent of this group are gone at the seventh grade level. About 75 per cent of children coming within the I.Q. range of 80 to 84 leave school at the ninth year level.^{17.}

A pamphlet entitled, "The Program for Improvement of Instruction," issued by the Virginia State Board of Education lists various reasons for dropping out of school but low intelligence is not given as a direct cause. We have good reasons to believe, however, that low general intelligence weakens seriously the holding power of the school. Moreover, this factor is basic in the problem of retardation, discouragement, and other related factors.

(17) Terman, L. M., "The Intelligence of School Children," Boston, Houghton Mifflin, 1919.

C. Reasons given by the seventy-three subjects for dropping out of school:

Table X summarizes reasons for withdrawal given to the writer through interview with students and parents.

Table X: Reasons given for withdrawal from school

	Boys	Girls	Total
Failure to make grades	12	6	18
To earn own money	14	3	17
Financial difficulties	6	4	10
To help at home	2	7	9
Indifference	7	0	7
School difficulties	5	1	6
Illness	0	2	2
Too far to walk	1	1	2
To get married	0	2	2
TOTAL	47	26	73

The reasons given in Table X and their frequency compare closely with those listed for the State as a whole. For example, if we group the second, third, and fourth reasons in Table X; namely, to earn money, financial difficulties, and to help at home, under economic difficulties, we find that 36 or almost fifty per cent of the entire group of 73 gave economic conditions as their reasons for withdrawal.

If we combine farm work, home duties, and economic difficulties, given in the State study published in 1940, as economic reasons, it will be found that 54 per cent of the "drop-outs" in the state of Virginia give economic difficulties as their reason for discontinuing school. A further study of Table X indicates that school difficulties and failure to make the grade are two very important items which are assigned as causes by the seventy-three subjects. There are 55 per cent of the total group who claim they stopped school because they were either failing the grade or because they were having some kind of trouble in the school. Some could not get along with the teacher; others admitted that they could not do the work; a few said that they could not learn as fast as they should; two admitted that they had to stop school because of illness; two admitted that they stopped because they had too far to walk, and two girls admitted that they stopped school to get

married. Real reasons and assigned reasons are sometimes two very different things. We cannot afford, therefore, to overemphasize these questionnaire data, but they are of interest.

CHAPTER IV

SOCIAL ADJUSTMENTS OF THE SEVENTY-THREE SUBJECTS

Schools are sometimes accused of showing no interest in what happens to pupils after they drop out or even graduate. Certainly more follow-up studies should be made which would enable a school to appraise its work in relation to the later-life adjustments of its pupils. Limitation in time, money and personnel for follow-up investigations, rather than the lack of interest, constitute the principal reasons why more such work is not done.

The author sought, however, to investigate two aspects, vocational and leisure time activities, which together afford some insight into the social adjustments of the seventy-three cases included in this study.

One point is of special note in this connection; the pupil's attitudes toward the economic situation in which he finds himself in relation to his home and the necessity of securing some sort of employment, which, if possible, will ensure a certain degree of economic security.

The older the student, the more clearly he senses the economic instability of his family, the more dangerous is poverty, or its prospects to his emotional health. When a pupil becomes sensitive to the need of his family and for his earning a livelihood, and perhaps cooperating in the support of his family, attendance at school becomes a hardship, since it serves only to delay the time when he will be able to get out on his own. Such students become worried about the prospect of finding work, as well as the economic status of their family. These anxieties are often reflected as conflicts with the established program of the school.

A. Vocational and Employment Status:

In spite of the fact that a large percentage of the students in this study gave financial difficulties as their reasons for dropping out of school, it is of interest to note in Table XI that only eighteen per cent of the entire group had been continuously employed in a gainful occupation. Table XI also reveals that eleven per cent had been continuously

unemployed, while twenty-six per cent, though previously employed, were unemployed at the time of the interview.

Table XI: Employment Status

<u>Status</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Continuously employed	9	5	13
Employed at time of interview but previously unemployed	10	4	14
Employed part time	15	6	19
Continuously unemployed	5	3	8
Unemployed at interview but previously employed	11	8	19
<u>TOTAL</u>	<u>47</u>	<u>26</u>	<u>73</u>

We have here a group of students who have been sensitive to the needs of their families. As a result they have left school to go to work. However, the majority of them are not engaged in what might be called a gainful occupation. In fact, several have not been able to find any job. Evidently the school has taught these children how to write a letter of application, but has not taught them how to find or hold a job. Such a situation contributes readily to a feeling of failure which may weaken permanently the ego structure of the individual.

B. Interests and Leisure Activities:

During the year 1939-39, 2,404 out of the total number of 3,269 students reported by the State Board of Education as having dropped out of school during 1937-38 were investigated by teachers in their community. The purpose of this "follow-up" was to determine the recreational interests of this large group. The report indicates that 907 gave reading as the major leisure activity, 518 gave group games as their major interests, while dancing, moving pictures, hunting, sewing, and base ball were listed as other outside activities engaged in by this group.^{18.}

Table XII summarizes the findings regarding the leisure activities of the pupils under discussion.

Table XII: Recreational activities.

Type of activity	Boys	Girls	Total
Moving Pictures	8	10	18
Dancing	3	7	15
Hunting	15	0	15
Base ball	12	0	12
Music	4	2	6
Reading	0	4	4
Sewing	0	3	3
TOTAL	47	26	73

----(18') Virginia State Department of Education.
 "Study of drop-outs from the fifth, sixth,
 and seventh grades." August 18, 1940.
 Mimeograph Release. Page 3.

A close study of Table XII does not verify the results obtained in the state study to which we have just referred. Our results give first place to Moving pictures. Dancing comes second, and among boys, hunting third and base ball is given fourth place. It is significant that the motion picture seems to hold first place in both sexes. Is this an escape from a world which these young people are finding too hostile, because they are too poorly equipped to make an adequate adjustment to it? Only further study can definitely answer this interesting and important question.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Summary of Conclusions:

1. The causes of school maladjustment should not be sought exclusively in the classroom. The fact that the child's father has been unemployed for months, that his mother is an invalid, that the neighborhood had a poor environment or that the father and mother are financially in need of assistance or that the family unity is broken may be circumstances of greater bearing on the holding power of the school than any one factor that may center in the classroom.

2. There is a close relationship between the economic and social advantages of the homes studied and the amount of schooling the children from these homes receive.

3. Low intelligence and retardation stand out as the most important factor in causing the seventy-three subjects studied to withdraw from Battlefield Park High School. Practically ninety per cent of the students were retarded in their school work, while only a small majority were achieving a full measure of success in the work they were taking at the time they withdrew from school.

B. Recommendations:

1. The responsibility which the school should assume in meeting the needs of those pupils who have been eliminated and cast upon society without adequate training is apparent in some measure from the results of this study. The school must provide for individual differences in capacities, aptitudes, and interests through individualized instruction. When the needs of these pupils are met in a more satisfactory manner the holding power of the school will be greatly increased. Such a program should include experiences on an appropriate

level, involving arts and crafts, elementary agriculture, and home making. Such opportunities would not only hold children in school longer, but what is vastly more important, they would provide important media for the development of character, citizenship and useful skills.

2. The school should develop a comprehensive system of vocational guidance that will help weak and confused pupils as well as the more able to make the most of their abilities and opportunities. At present too many pupils of limited ability leave the school prematurely to loaf, drift, or struggle in a system of social forces which they do not understand, and to which they cannot adjust themselves. With an apparent increase of pupils of low academic ability and of pupils from homes of low economic status, a program of guidance would seem more urgent than ever, together with a diversified curriculum. So far as possible the guidance work of the school should correlate with the guidance activities of the home, the church and other social

agencies in the community. The need of such correlation is especially apparent in the area of occupational adjustment.

3. The Compulsory Education law of Virginia should be strengthened. The law requiring compulsory attendance which now includes all children from seven to fourteen inclusive should be changed to include all children from seven to sixteen. Moreover the law as it now stands exempts children who live more than one and one-half miles from a school or from a bus. Should not this distance be at least two miles? It is known that many children who could legally absent themselves from school on the grounds of distance do attend. Increasing the distance to two miles would substantially reduce the rate of non-attendance due to the legal exemption of distance.

4. New materials of instruction and greater variety and flexibility in methods of learning are definitely needed. For the type of pupils included in this study there should be considerably less

emphasis on abstract material, and much more on visual, auditory, and concrete materials. The school should provide more opportunities for the pupils to do things with their hands and to participate in cooperative group projects.

5. Perhaps the school should seek to aid those students who are compelled to leave prematurely because of economic reasons. For example, some type of cooperative arrangement between employers and the school administration for part time work and part time schooling might prove feasible in a number of cases.

6. If the school of today is to grapple with the situation indicated in this study, the school must embrace a social philosophy which will integrate the purpose and offerings of the school with the individual differences of its pupils, and their needs in relation to the demands of society.

APPENDIX A

BIBLIOGRAPHY

1. Advisory Committee on Education. "Report". Washington, D.C., U. S. Government Print. Off., 1938.
2. Counts, George S., The Social Foundation of Education. Scribner, 1934.
3. Garnett, William E., "Eoes Virginia Caro", (Micrographed Report No. 3), V.P.I. Va. Agric. Exper. Station, Blacksburg, Virginia, 1936.
4. Griffiths, Charles H., Fundamentals of Vocational Psychology. Macmillan, 1924.
5. Hildreth, Gertrude H., Psychological Service for School Problems. World Book Company, 1930.
6. Individual Records of Battlefield Park High School (Hanover Co., Va.), (1935-39 inclusive).
7. Minehan, Thomas, Boy and Girl Tramps of America. Ferrar and Minohart, 1934.
8. Mitchell, Claude, "Prognostic Value of Intelligence Tests.", J. Educ. Research, Vol. 23, April, 1935.
9. Pintner, Rudolph, Intelligence Testing, Holt, 1927.

BIBLIOGRAPHY
(Continued)

10. Frensey, S. L., Janney, J. E., Kullen, R. G.,
Life: A Psychological Survey, Harpers, 1939.
11. Terman, Lewis M., Measuring Intelligence.
Houghton Mifflin, 1937.
12. Thorndike, Edward L., The Psychology of
Wants, Interests and Attitudes. D. Apple-
ton Century Company, 1935.
13. Thorndike, Edward L., Prediction of Vocation-
al Success. The Commonwealth Fund, 1934.
14. Thorndike, Edward L., The Measurement of
Intelligence. Bureau of Publications, Co-
lumbia University, 1925.
15. Thrasher, Frederick M., The Gang., Revised
Edition, 1936.
16. Va. State Dept. of Education. "A Study of
"Drop-Outs," (Wimeographed Release) August 18,
1940.
17. Va. Supt. of Public Instruction. Annual Re-
port of, (Bulletin V. 22, No. 3.) Richmond,
Virginia. The Dept., 1939.