

THE WITHDRAWALS IN VERMILLION COUNTY
TOWNSHIP HIGH SCHOOLS FROM
1934 TO 1937

By
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CHAPTER I

STATEMENT AND DEFINITION OF PROBLEM

The Statement of Problem. The problem, "Withdrawals from Township High Schools in Vermillion County," was presented to the author one day while he was studying the files in the office of the county superintendent. A large number of withdrawals were apparent. Obviously, there were reasons for these students leaving school. What those reasons were and the environment which may have been responsible for them was to be of interest to all those associated with the public schools.

Since there are six high schools in Vermillion County under the control of the township trustee and of about equal size, the data should present a rather complete picture of the situation in this county. These high schools are Cayuga, Dana, Hillsdale, Newport, Perrysville, and St. Bernice.

Definition of the Problem. The term "withdrawal" in this study means any pupil who has left school permanently. If a pupil has transferred to another school, or has re-enrolled in the same school at a later date, he has not been considered as a withdrawal.

Gathering the Data. The period of four years from 1934 to 1938, inclusive, was chosen because the economic

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situation of the country was more or less stable during those years. This period might be called the post-depression era, and data gathered during this time would be more consistent than it they were gathered during both the depression and after depression periods.

In order that these data would be as complete as possible, the author held an interview with the principal of each of the high schools. At this interview, the permanent record cards and school registers were carefully considered to find all cases of actual withdrawal. In cases of doubt expressed by the principal concerning the withdrawal of some student, that student was not listed. Undoubtedly, there were some of these who never transferred; however, since no accurate statement could be made, it was thought best to not consider them in this study.

From the permanent record card the following data were secured: (1) age of pupil at time of withdrawal; (2) grade placement in school at that time; (3) year of withdrawal; (4) occupation of parent or guardian; (5) average or general scholarship; (6) scholarship in particular subject fields of English, mathematics, social studies, and science (the four major fields for these high schools); (7) extra-curriculum activities engaged in by the withdrawal.

In addition to this information, a statement of the reason for the withdrawal was given by the principal, if he

had known the student for any period of time. When the principal was unable to make such a statement, some teacher who had known the pupil quite well was interviewed, and his reason was noted. These school officials were encouraged to give a frank and considerate cause for the withdrawal.

To make the study more complete, statements from as many of the students as possible were gathered. Some of these were obtained by personal interviews wherever possible, while others were acquired by correspondence. However, the results from these were not very complete, for they represent only a portion of the pupils in the study. Constant shifting of the population made it impossible to contact some, and others would merely refuse or fail to express their reasons.

Treatment of Data. A great number of tables were prepared from these data and are presented in the next chapter. These tables express in a comparative way a picture of the background and actual school life of these individuals. These comparisons are intended to throw light upon the short comings of our school systems as well as to present possible solutions for the reduction of mortality rate in our schools due to withdrawal. Wherever possible the per cents are included along with the numbers in the table.

B. Related Studies

Miss Mabel A. Buckner¹ in "The Study of Pupil Elimination in the New Haven High School" attempted to answer the question: Why do pupils leave school before graduation? She found that the factors influencing elimination were varied and complex. Pupils who had arrived at the age at which compulsory education ceased left in the greatest numbers, the most of them leaving between the ages of fifteen and seventeen. Poor scholarship appeared to be a prominent factor, as there was a high correlation between the number of failures and the number of pupils leaving school. When the pupils themselves were interviewed it was found that the situation was so complex that the reason given by the pupil was very apt to be superficial, an excuse more than a reason. Of the nineteen reasons given by the pupil the four with the highest frequency were: (1) wanted to go to work; (2) family needed financial help; (3) not interested in school; and (4) did not get along well in studies. Difficulty with teachers was the least frequently mentioned.

Mr. J. K. Van Denberg² attempted to measure the pupils of New York City and make a comparison between the type of pupil who left with the type who remained in school. He

¹Mabel A. Buckner, "Study of Pupil Elimination in New Haven High School," The School Review, A Journal of Secondary Education, September, 1931. pp. 532-541.

²J. K. Van Denberg, The Elimination of Pupils from Public Secondary Schools. Teachers College Contributions to Education, No. 47. New York: Teachers College, Columbia University, pp. 133-3.

found that early elimination was closely associated with the following factors: (1) late entering age; (2) having younger brother or sister; (3) childhood free from serious illness; (4) boys selecting business as an occupation and girls selecting stenography; (5) a disbelief in the value of a high school course; and (6) an uncertainty as to length of stay or a determination to quit early. He came to the conclusion that the economic status of the pupil, however, had little to do with the length of stay in high school.

Thorndike³ and Ayres⁴ were of the opinion that the retarded pupils are much more often eliminated than one who is with his own group. Holley⁵ thought that the elimination was influenced the most by factors outside of the school, though it must be remembered he did not study factors within the school.

Reavis⁶ in his study, "Factors Controlling Attendance in Rural Schools," came to the conclusion that the controlling factors in the attendance of country children were the distance the children were from school, the progress they made through the grades, and their success in doing school tasks.

³Bulletin No. 4, 1907. United States Bureau of Education.

⁴Leonard P. Ayres, "Laggards in Our Schools," New York, 1909.

⁵C. E. Holley, "The Relation Between Persistence in School and Home Conditions," Fourteenth Year Book of the National Society for the Study of Education. 1914, pp. 96-100.

⁶George H. Reavis, Factors Controlling Attendance in Rural School, (Teachers College Contributions to Education, New York: Teachers College, Columbia University, 1921), pp. 1-69.

He also believed that he had found evidence that the educational interest of the community is only slightly less important as a factor in school attendance than is the kind of a teacher. And since such interest is of a cumulative nature, the attitude of the patrons toward school should receive more attention and encouragement.

In a study of the non-attendance in the Chicago schools, Abbott and Breckinridge⁷ summarized their opinions on the matter of compulsory education and truancy in the following: While educational opportunities are being provided, the child and parent may have to be compelled by law to take advantage of them; defects in legislation and administration of the compulsory education laws deprive many children of the education supposedly secured by law; that work permits for children between the ages of fourteen and sixteen be done away with; that children between the ages of sixteen and eighteen who are not at work be required to attend continuation schools regularly, to avoid suffering because of idleness; that school visitors be employed to render service tending to bring the home and school together to eliminate the causes leading to truancy and non-attendance; and that non-attendance is a problem of poverty.

⁷Edith Abbott, and S. P. Breckinridge, "Truancy and Non-attendance in the Chicago Schools." The University of Chicago Press, 1914. pp. 1-472.

Rather recently statistics were presented by Foster⁸ on the survival rates of pupils. He found that the survival of eighth grade to first year of high school increased from 80 per cent in 1927 to 95.3 per cent in 1935. The prediction is that of 1000 pupils in the fifth grade in 1930-31 probably 398 will graduate in 1938. Survival rates for the normal high school for the country as a whole indicate that of the 100 pupils in the first year in 1934-35, the fourth year will find 59 left in 1937-38.

⁸E. M. Foster, "Statistics School Survival Rates," School Life, United States Department of Interior. March, 1938. (Vol. XXIII, No. 7) pp. 265-266.

CHAPTER II

PRESENTATION OF DATA

A. The Period of the Study

In making this study, the period beginning with the fall of 1934 and ending with the spring of 1938 was chosen, for the author felt that the economic conditions surrounding the schools in question were rather stabilized during this time. A time previous to that would have been affected by the depression or post-depression influences. It would seem that the year 1937 leads in the number of withdrawals, having 26.4 per cent of the total of 196.

Number of Withdrawals. All of the high schools in this study are township schools; therefore they are of about the same size, none of them being very large. Since the total enrollment hardly exceeds 4,155, the number of withdrawals should be rather small. During the period studied, 196 actual cases of withdrawal were recorded. These were pupils who were known to have actually left school. There might be a few others that never entered school elsewhere, but the schools in this study have no record to the contrary, so these pupils have not been included.

The actual number of withdrawals from each school is presented in Table I. Perrysville High School leads with 44, which represents 6.09 per cent of its total enrollment

TABLE I

DISTRIBUTION OF WITHDRAWALS BY YEARS AND SCHOOLS

School	1934-35	1935-36	1936-37	1937-38	Total
Cayuga	5	3	9	19	36
Dana	--	5	4	10	19
Hillsdale	10	8	7	17	42
Newport	8	3	6	15	32
Perrysville	8	23	5	8	44
St. Bernice	2	7	6	8	23
Total	33	49	37	77	196
Per Cent	17.3	25.0	18.6	39.1	100.0

(722) for the period studied. The Hillsdale High School ranked second with 42 withdrawals, 8.05 per cent of its total enrollment of 524. The least number (19) withdrew from Dana. This represented 3.38 per cent of the enrollment of 562. The author is of the opinion that the larger number of withdrawals listed at Perrysville might be accounted for by the fact that he was personally acquainted with records and pupils listed and was more able to determine status of the doubtful cases, whereas in the other schools the officials had only records to go by.

There seems to be no school that has any consistent number of withdrawals from year to year. From Table I we find that during the year 1935-36, Perrysville had 23 pupils quit, 15 more than the next high number. It would seem that there might be years where this type of pupils appears and then there will be a greater number of withdrawals than during the following year. Verifications of this statement seem likely in the fact that during 1937, where the greatest total numbers withdrew, only 8 dropped out at Perrysville, while in several of the other schools the number increased. The actual cause of the fluctuations from year to year could not be accurately determined by the author.

Occupations of Parents or Guardians of Withdrawals.

Since Vermillion County is largely an agricultural county, it would be expected that the parents or guardians of the pupils

who have withdrawn would be farmers. (Table II) In determining the various occupations, the author recorded the ones listed by the students as found on the permanent record cards in the principals' offices. In many cases the occupation was indicated merely as a laborer. These cases were considered as unskilled and appear as that in the table.

It is known that a large number of these unskilled are working on WPA, and since there are 70 in this group as compared with 73 farmers, we realize that a large number of the withdrawals are from homes where the economic situation is unquestionably a problem. No other occupation appears as predominate. Since farmers quite often require the help of their children, the attendance of their children will naturally be irregular. This undoubtedly leads to encouraging him to quit school before he has graduated. Again, the children of the unskilled laboring group are probably needed in assisting in the making of a living. Tenant farmers and laborers are known to be a roving class of people. This statement can be well established by a study of the changes made each spring by our farming population. This constant transfer from school to school on the part of the children without a doubt eventually leads to an ever changing interest in school and that in turn may lead to the loss of any interest in school as shown in Table II.

TABLE II
THE OCCUPATIONS OF PARENTS OR GUARDIANS OF WITHDRAWALS

School	Farmer	Rail- roader	Un- skilled	Miner	House- keeper	Brick worker	Total
Cayuga	5	4	21	1	3	2	36
Dana	8	2	8	1	-	-	19
Hillsdale	15	2	17	3	1	4	42
Newport	13	2	9	2	2	4	32
Perrysville	27	1	7	2	5	-	42
St. Bernice	5	6	8	2	2	-	23
Total	73	17	70	11	13	10	194
Per cent	37.6	8.8	36.1	5.6	6.7	5.2	100.0

Only one community studied presents marked digression from the farming group to any other occupation: That community is Cayuga, which reported but five farmers as twenty-one unskilled laborers. In all the other communities, farming led or was a very close second. Such, then, is the picture of the occupational background of our withdrawals.

Statistics from the Second Series, 1930 Census on the subject "Persons Engaged in Gainful Occupations in Vermillion County" presented 1,612 in agriculture (19.3 per cent of total number employed); 2,397 in mining (28.7 per cent of total); 234 brick workers (2.8 per cent of total); and 382 housekeepers (4.5 per cent of total). No data were available on the unskilled class as such, though 221 were listed under industry not specified. However, this number does not necessarily include the unskilled laborer. Since the mining district is in Clinton township to a great extent and since that district is not included in this study, the figures for such industry do not affect the results of the study. Statistics for each township were not available.

Age of Withdrawals. Indiana has a compulsory school attendance law requiring all students to remain in school until they reach the age of sixteen years. Attendance officers are hired to enforce this law. The author has no intention of presenting any data that would illustrate the laxness of these officers. The ages as presented are those indicated on

the permanent record cards. The record shows, however, (Table III) that twenty-two of the total of 196 did quit before they reached the age of sixteen. In several of these cases the county superintendent has issued permits which allowed them to withdraw. Some however, had no such permission but had been overlooked by the official. Perhaps the outstanding feature, though it should be expected, was that 111 pupils withdrew at the age of sixteen. Seemingly many of the pupils were only waiting for the legal age to roll around in order that they might withdraw without incurring the wrath of the attendance officer. It would appear hopeful, however, that quite a few did remain until they were seventeen and eighteen before withdrawing. Of the total, four gave it up when they were twenty. Most of the four were pupils who found it almost scholastically impossible to ever graduate, so finally had to quit.

Many of the pupils who did quit when sixteen had little interest in school and were problems in discipline as well as in academic work. Since none of the schools was able to present a varied type of curricula to meet his interests, it is doubtful whether the proposed legislation to raise the compulsory age to eighteen years would really be a help to either the pupil or the school.

How to creat interest in school for the benefit of those who otherwise are discouraged has always been a problem

TABLE III

DISTRIBUTION OF AGES OF THE WITHDRAWALS

School	13	14	15	16	17	18	19	20	Total	Per cent of Enrollment
Cayuga	-	-	-	24	7	3	-	2	36	4.03
Dana	-	-	1	6	8	3	-	1	19	3.38
Hillsdale	-	-	4	26	6	5	1	-	42	8.05
Newport	1	1	1	22	5	2	-	-	32	4.09
Perrysville	1	4	8	20	10	1	-	-	44	6.09
St. Bernice	-	-	1	13	4	3	1	1	23	3.43
Total	2	5	15	111	41	16	2	4	196	
Per cent	1.0	2.6	7.6	56.7	20.9	8.2	1.0	2.0	100.0	

especially for the township school. The lack of equipment and teaching force to make possible varied curricula for exploration becomes one of the school's greatest problems. With the realization of this, and with the determination to improve the situation, may come a partial solution of the problem, and more and more pupils will be held in school and will be encouraged to engage in some useful enterprise.

Grade Placement of Withdrawals. In normal circumstances the pupil who is of the legal age to leave school would be in the junior year. The problem of the retardation of pupils is one which is still debatable. The fact that some pupils have been held back because of scholastic deficiency undoubtedly has caused many to become disinterested in their work and to leave school early. They seem to feel that they are social as well as school misfits. How to care for them, keep up their interests, and still not lower the efficiency standards for the other pupils, is a question all of these schools must solve.

A glance at Table IV will show that evidently many of the withdrawals were in this retarded group. The junior high years have suffered the most--the seventh grade with three, the eighth grade with forty, and the ninth grade with fifty-nine. This is a total of 102 of the possible 196. This is the period of greatest change and of the greatest discouragement. Many of these people reached sixteen years of age

TABLE IV

DISTRIBUTION OF WITHDRAWALS BY GRADES AND SCHOOLS

School	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
Cayuga	-	7	8	12	9	-	36
Dana	-	6	4	5	3	1	19
Hillsdale	1	8	13	16	4	-	42
Newport	1	9	11	5	5	1	32
Perrysville	1	5	14	12	12	-	44
St. Bernice	-	5	9	4	4	1	23
Total	3	40	59	54	37	3	196
Per cent	1.5	20.5	30.1	27.5	18.9	1.5	100.0

during this time and took the line of least resistance by dropping out.

Even in the sophomore year this feeling of uncertainty and doubt enters, as we find fifty-four more left during this year. That the junior and senior years have greater holding power is evident, for only thirty-seven quit when in the eleventh and three in the twelfth year. Of course the weeding-out process was very well completed by the eleventh year; but again the varied program of electives offered a more interesting program for those remaining. The cases of withdrawal during the twelfth year all presented the same picture--the pupils were older than their classmates and they lacked a few credits required for graduation. Facing the problem of taking an additional year's work in order to graduate and finding his own group graduated, the pupil accepted some type of work as preferable to school.

This again emphasises the need for the school program to be enriched to the extent that these pupils may become interested in some activity. The author is acquainted with several instances in which he encouraged pupils to remain in school even though they were disinterested and after reaching the senior high school they found themselves and remained to graduate.

Scholarship of Withdrawals. A study of the scholarship is to be presented in two parts: namely, (1) the average scholarship and (2) the scholarship attained in certain fields. The purpose of this is to give a picture of the average rating of these pupils in all their subjects, and if possible to show in what fields they were the most and the least proficient.

In arriving at the average mark, all the marks recorded on the permanent record cards were recorded. The method of marking in the different schools varied very little, all of them using the letter system. These marks have been translated into a common system, with the aid of each school official, of a five-letter scheme--A, B, C, D, and F.

Pupils who are not interested in school will not have a very high average scholarship. To do one's best, one must be interested. A review of the reasons for withdrawing reveals that very few of these pupils had much interest in their work. The findings, then, on scholarship are almost predictable. The actual circumstances, as expressed in Table V, are that nearly one-half of the pupils made a D average while in school; a little more than one-sixth of them were failures; while only about one-two hundredth were outstanding scholars. From the author's teaching experience he feels that the number of failures would have been even greater had it not been that teachers hoped to encourage some of the pupils to remain in school by passing them, hoped that they

TABLE V

GENERAL SCHOLARSHIP OF PUPILS STUDIED

School	A	Per cent	B	Per cent	C	Per cent	D	Per cent	F	Per cent	Total	Per cent
Cayuga	-	-	2	5.5	12	33.2	18	49.9	4	11.4	36	100.0
Dana	-	-	2	10.5	4	21.0	6	31.5	7	37.0	19	100.0
Hillsdale	1	2.4	4	9.5	15	35.7	16	38.1	6	14.3	42	100.0
Newport	-	-	3	9.4	10	31.3	17	53.2	2	6.1	32	100.0
Perrysville	-	-	3	6.8	4	9.1	28	63.6	9	20.5	44	100.0
St. Bernice	-	-	3	13.0	5	21.7	8	34.8	7	31.5	23	100.0
Totals	1	0.4	17	8.7	50	25.5	93	47.4	35	17.9	196	100.0

would find themselves and become interested in doing better work. In most cases this experience was disappointing, as their hopes were not realized.

The figures indicating low scholarship were more astounding when we realize that 90.8 per cent of all the withdrawals had a mark of C or less. This low standard might have been the incentive for leaving school.

Though the average or general scholarship proved to be low, a further study of the various fields was made to determine, if possible, what subject seemed particularly difficult. Only those subject fields are presented which all students in all the high schools are required to take. They are English, mathematics, social studies, and science. The findings for each school are presented in separate tables in the Appendix.

From the composite (Table VI), showing the number of pupils making certain marks in each subject field, it is found that mathematics and English caused the most scholastic difficulties. Of these two, English has the greater number of extremely low grades, D's and F's. In actual number of failures, English and social studies have the same number, while science has the least.

Referring to the number of pupils who made marks of C or less, we find that mathematics contributed 180; English,

TABLE VI
SCHOLARSHIPS OF WITHDRAWALS IN SPECIAL FIELDS

	A				B				C				D				F				Total
	Eng.	Math.	S.	Sci.	Eng.	Math.	S.	Sci.	Eng.	Math.	S.	Sci.	Eng.	Math.	S.	Sci.	Eng.	Math.	S.	Sci.	
Cayuga	-	-	-	-	2	2	2	1	14	11	9	13	15	21	21	19	5	2	4	3	144
Dana	-	-	1	-	2	1	-	2	5	5	4	4	6	8	7	6	6	5	6	7	75
Hillsdale	1	1	1	2	5	4	5	7	11	15	4	13	17	16	14	13	7	7	8	6	157
Newport	-	-	1	-	3	4	2	6	8	9	7	9	17	16	13	15	4	3	3	2	122
Perrysville	1	1	-	-	2	2	1	2	5	8	7	10	27	23	14	23	9	10	9	9	163
St. Bernice	-	-	-	-	3	2	2	4	4	4	5	1	10	10	9	3	6	7	7	2	79
Total	2	2	3	2	17	15	12	22	47	52	36	50	92	94	78	79	37	34	37	29	740
Per cent of all grades	.3	.3	.4	.5	2.3	2.0	1.6	2.9	6.3	7.0	4.9	6.8	12.4	13.0	10.5	10.7	5.0	4.5	5.0	3.8	
Total per cent of each letter grade	1.3				8.8				25.0				46.6				18.3				100.0

176; science, 158; and social studies, 151. Since the author has taught English and mathematics for thirteen years, he feels this is very typical of the experiences he has had. More pupils seem to have pronounced difficulty in the English work than in the other fields.

While a mark of A was received in all the subject fields, the number of A's was very limited--2 each in English, mathematics, and science, and 3 in social studies. No subject would appear to offer an easy road to any of these pupils.

In general, it was noted at the time data were gathered that in many instances a pupil's marks were approximately the same in all the fields. As can be noted from Table VI, this balance is consistent, a fluctuation of only 16 being the largest margin in the number making a particular letter grade.

Low scholarship, then, is a definite characteristic of these 196 withdrawals, and undoubtedly was a major factor in causing them to leave school.

Extra-curriculum Activities. A widely varied activities program is an asset to the school. Schools are realizing this more and more, and, although teaching force and building space are very limited in the township schools studied, a program planned to help as many as possible is rapidly being developed.

Among the major activities are basket-ball, baseball, track, and music. In recent years new activities have sprung up and are growing rapidly. Some of these are dramatics

clubs, language clubs, future farmer organizations, home economics clubs, radio, and amateur entertainments. At the present time athletics lead in the power of appeal; however, music and dramatics are beginning to open up new vistas for these high-school pupils. The regrettable feature of these organizations is that the same pupils tend to be the active members in all of the clubs. There doesn't seem to be any activity that has a universal appeal.

The results from the investigation of the extra-curriculum activities of the withdrawals present a verification of the above statement. Of the 196 pupils studied, only 35 participated in any outside activity. Of these 35, 26 were in athletics, 5 in music, 3 in dramatics and 1 in some other form of club work. The school has failed to reach them even in this field of non-scholastic activity. Such a situation presents a problem to the schools--to help these pupils find something in which they will become interested either scholastically or extra-curricularly. Undoubtedly the extra-curricular activity can be used as an attraction to the pupil and has some value as holding power in the school.

The enrollment of the schools for the present year (1938-39) was taken and the number of pupils engaged in one or more extra-curricular activity was determined. It was found that of 871 students enrolled, 532 of them were

TABLE VII

THE EXTRA-CURRICULUM ACTIVITIES OF WITHDRAWALS IN ALL SCHOOLS

Activity	Cayuga	Dana	Hillsdale	Newport	Perrysville	St. Bernice	Total
Athletics	7	4	7	2	2	4	26
Dramatics	-	2	-	-	-	1	3
Clubs	-	-	-	1	-	-	1
Music	-	1	-	2	-	2	5
Total	7	7	7	5	2	7	35

engaged in activities'. This represents 61.1 per cent of the group. When compared with the withdrawals, in which 18.3 per cent were engaged in activities, there appears to be a very definite holding power in an activities program.

Reasons for Withdrawing. It is questionable whether a person, when he is interviewed, really presents a reason for doing what he does or just offers an excuse. In some cases, he will have a definitely formed reason, but very likely, after the event has become history, he doesn't really know why he did it. Such would be true of these pupils. The author began interviewing a few and found very few of them that really knew of any particular reason why they left school. Most of them said they guessed they were just not interested, though they had no reason for that lack of interest. Since farmers and laborers are such a migrating people, it proved impossible to contact very many of these pupils and the author feels that the number of contacts he did make offers no adequate information.

However, inquiry was made of the school as to why, in its estimation, the pupil withdrew. This helps to give a clearer picture of the home conditions of many of the withdrawals. In a few cases of marriage, the pupil told the principal it was done to improve her economic and home environment. The school can do little for those folks, but in the

TABLE VIII

THE REASONS FOR WITHDRAWALS AS PRESENTED BY SCHOOL OFFICIALS

Reason	Cayuga	Dana	Hills- dale	Newport	Perrys- ville	St. Bernice	Total	Per cent
Marriage	9	4	11	6	3	1	34	17.3
Disinterested	18	5	12	11	30	12	88	44.9
Failure in school	3	8	5	2	7	3	28	14.3
Quit to go to work	4	-	9	4	3	2	22	11.2
Unclassified	2	2	5	9	1	5	24	12.3
Total	36	19	42	32	44	23	196	100.0

case of the girls, enriched home economics may become a help.

Again we find the desire to improve economic conditions in the group of twenty-two who quit to go to work. True, a few indicated they would rather work than go to school, but most of them had a desire for a better living.

Failure in school took its toll. Twenty-eight pupils were definitely failures, and it seemed they realized that there was little the school could do for them while they failed, so they just dropped out. In several of the cases the principals reported that the pupil was mentally incapable of carrying the work. In one case of this kind, the parents requested the school to carry the pupil until he reached sixteen, at which time they would remove him from school.

Thus, it seems, the disinterested pupil who reached the legal age, the pupil who gets married, and the scholastic failure make up the bulk of the withdrawals. Whether the school can eventually take care of the first group remains to be seen. Those who married seemed to do so in order to have an opportunity to leave school. They preferred that new life to remaining; so it seems little can be done for either of the other groups, though the failing pupil could be encouraged in part-time activity. On the whole, these schools are facing a loss of 4.7 per cent of their pupils through withdrawals in the past four years. How to reduce this "mortality" rate will be an interesting problem.

B. Conclusions

The results of this study will in no way be indicative of the situations in all high schools. However, as for the township high schools of Vermillion County, the author believes a fairly accurate picture has been drawn. No problems can be solved by the data presented. Schools may, however, realize the need for caring for their pupils to the extent that the number of withdrawals will become very small.

A statement of the conclusions which may be accurately drawn are as follows:

1. No particular school has had a very marked degree of elimination greater than any of the others.
2. The greatest number of the withdrawals is from the farming group; the unskilled laboring group offers the second largest number.
3. The greatest number withdrew upon reaching the age of 16.
4. Of the pupils who remain after they are 16, most of them graduate from high school.
5. A large number of the pupils withdrew before the end of their sophomore year.
6. The scholarship of the group as a whole is below average and includes many failures.
7. English and mathematics are of greatest scholastic difficulty for this group.

8. Very few of these pupils engage in any extra-curriculum activity.

9. Lack of interest in school was the predominate reason for withdrawing, with marriage in second place.

CHAPTER III

APPENDIX

A. Bibliography

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B. Supplementary Tables

TABLE IX

TOTAL ENROLLMENT OF STUDENTS IN THE
VARIOUS HIGH SCHOOLS OF THE COUNTY

School	1934-35	1935-36	1936-37	1937-38	Total
Cayuga	244	240	210	200	894
Dana	128	145	143	146	562
Hillsdale	135	128	132	129	524
Newport	192	195	195	201	783
Perrysville	190	173	170	189	722
St. Bernice	167	168	167	168	670
Total	1,056	1,049	1,017	1,033	4,155

TABLE X

OCCUPATION OF WITHDRAWALS' PARENTS OF
CAYUGA HIGH SCHOOL

Occupation	Number	Per cent
Brick Worker	2	5.6
Farmer	5	13.8
Railroader	4	11.4
Fruit Grower	-	--
Painter	-	--
Housekeeper	3	8.2
Miner	1	2.7
Unskilled Labor	21	58.2
Total	36	100.0

TABLE XI

OCCUPATION OF WITHDRAWALS' PARENTS OF
DANA HIGH SCHOOL

Occupation	Number	Per cent
Brick Worker	-	--
Farmer	8	42.1
Railroader	2	10.5
Fruit Grower	-	--
Painter	-	--
Housekeeper	-	--
Miner	1	5.3
Unskilled Labor	8	42.1
Total	19	100.0

TABLE XII

OCCUPATION OF WITHDRAWALS' PARENTS OF
HILLSDALE HIGH SCHOOL

Occupation	Number	Per cent
Brick Worker	4	9.5
Farmer	15	35.7
Railroader	2	4.8
Fruit Grower	-	--
Painter	-	--
Housekeeper	1	2.4
Miner	3	7.1
Unskilled Labor	17	40.5
Total	42	100.0

TABLE XIII

OCCUPATION OF WITHDRAWALS' PARENTS OF
NEWPORT HIGH SCHOOL

Occupations	Number	Per cent
Brick Worker	4	12.3
Farmer	13	40.7
Railroader	2	6.3
Fruit Grower	-	--
Painter	-	--
Housekeeper	2	6.3
Miner	2	6.3
Unskilled Labor	9	28.1
Total	32	100.0

TABLE XIV

OCCUPATION OF WITHDRAWALS' PARENTS OF
PERRYVILLE HIGH SCHOOL

Occupation	Number	Per cent
Brick Worker	-	--
Farmer	27	61.4
Railroader	1	2.3
Fruit Grower	1	2.3
Painter	1	2.3
Housekeeper	5	11.3
Miner	2	4.5
Unskilled Labor	7	15.9
Total	44	100.0

TABLE XV

OCCUPATION OF WITHDRAWALS' PARENTS OF
ST. BERNICE HIGH SCHOOL

Occupation	Number	Per cent
Brick Worker	-	--
Farmer	5	21.7
Railroader	6	26.0
Fruit Grower	-	--
Painter	-	--
Housekeeper	2	8.7
Miner	2	8.7
Unskilled Labor	8	34.9
Total	23	100.0

TABLE XVI

AGE OF STUDENTS AT TIME OF
WITHDRAWAL IN CAYUGA HIGH SCHOOL

Age	Number	Per cent
13	--	--
14	--	--
15	--	--
16	24	66.6
17	8	22.2
18	2	5.6
19	--	--
20	2	5.6
Total	36	100.0

TABLE XVII

AGE OF STUDENTS AT TIME OF
WITHDRAWAL IN DANA HIGH SCHOOL

Age	Number	Per cent
13	-	--
14	-	--
15	1	5.3
16	6	31.5
17	8	42.1
18	3	15.8
19	-	--
20	1	5.3
Total	19	100.0

TABLE XVIII
AGE OF STUDENTS AT TIME OF
WITHDRAWAL IN HILLSDALE HIGH SCHOOL

Age	Number	Per cent
13	-	--
14	-	--
15	4	9.4
16	26	62.4
17	6	14.2
18	5	11.8
19	1	2.2
20	-	--
Total	42	100.0

TABLE XIX

AGE OF STUDENTS AT TIME OF
WITHDRAWAL IN NEWPORT HIGH SCHOOL

Age	Number	Per cent
13	1	3.1
14	1	3.1
15	1	3.1
16	22	68.8
17	5	15.7
18	2	6.2
19	-	--
20	-	--
Total	32	100.0

TABLE XX
AGE OF STUDENTS AT TIME OF
WITHDRAWAL IN PERRYVILLE HIGH SCHOOL

Age	Number	Per cent
13	1	2.3
14	4	9.1
15	8	18.1
16	20	45.6
17	10	22.6
18	1	2.3
19	-	--
20	-	--
Total	44	100.0

TABLE XXI

AGE OF STUDENTS AT TIME OF
WITHDRAWAL IN ST. BERNICE HIGH SCHOOL

Age	Number	Per cent
13	-	--
14	-	--
15	1	4.4
16	13	56.4
17	4	17.4
18	3	13.0
19	1	4.4
20	1	4.4
Total	23	100.0

TABLE XXII
GENERAL SCHOLARSHIP OF WITHDRAWALS
FROM CAYUGA HIGH SCHOOL

Grade	Number	Per cent
A	-	--
B	2	5.5
C	12	33.2
D	18	49.9
F	4	11.4
Total	36	100.0

TABLE XXIII

GENERAL SCHOLARSHIP OF WITHDRAWALS
FROM DANA HIGH SCHOOL

Grade	Number	Per cent
A	-	--
B	2	10.5
C	4	21.0
D	6	31.5
F	7	37.0
Total	19	100.0

TABLE XXIV

GENERAL SCHOLARSHIP OF WITHDRAWALS
FROM HILLSDALE HIGH SCHOOL

Grade	Number	Per cent
A	1	2.4
B	4	9.5
C	15	35.7
D	16	38.1
F	6	14.3
Total	42	100.0

TABLE XXV
GENERAL SCHOLARSHIP OF WITHDRAWALS
FROM NEWPORT HIGH SCHOOL

Grade	Number	Per cent
A	-	--
B	3	9.4
C	10	31.3
D	17	53.2
F	2	6.1
Total	32	100.0

TABLE XXVI
GENERAL SCHOLARSHIP OF WITHDRAWALS
FROM PERRYVILLE HIGH SCHOOL

Grade	Number	Per cent
A	-	--
B	3	6.8
C	4	9.1
D	28	63.6
F	9	20.5
Total	44	100.0

TABLE XXVII
GENERAL SCHOLARSHIP OF WITHDRAWALS
FROM ST. BERNICE HIGH SCHOOL

Grade	Number	Per cent
A	-	--
B	3	13.0
C	5	21.7
D	8	34.8
F	7	30.5
Total	23	100.0

TABLE XVIII
SCHOLARSHIP IN THE SPECIAL FIELDS IN
CAYUGA HIGH SCHOOL

Grade	Eng.	Math.	Social Studies	Sci.	Total	Per cent
A	--	--	--	--	--	--
B	2	2	2	1	7	4.9
C	14	11	9	13	47	32.7
D	15	21	21	19	76	52.8
F	5	2	4	3	14	9.6
Total	36	36	36	36	144	100.0

TABLE XXIX
SCHOLARSHIP IN THE SPECIAL FIELDS IN
DANA HIGH SCHOOL

Grade	Eng.	Math.	Social Studies	Sci.	Total	Per cent
A	--	--	1	--	1	2.0
B	2	1	--	2	5	6.0
C	5	5	4	4	18	24.0
D	6	8	7	6	27	36.0
F	6	5	6	7	24	32.0
Total	19	19	18	19	75	100.0

TABLE XXX
SCHOLARSHIP IN THE SPECIAL FIELDS IN
HILLSDALE HIGH SCHOOL

Grade	Eng.	Math.	Social Studies	Sci.	Total	Per cent
A	1	1	1	2	5	3.2
B	5	4	5	7	21	13.3
C	11	15	4	13	43	27.4
D	17	16	14	13	60	38.2
F	7	7	8	6	28	17.9
Total	41	43	32	41	157	100.0

TABLE XXXI

SCHOLARSHIP IN THE SPECIAL FIELDS IN
NEWPORT HIGH SCHOOL

Grade	Eng.	Math.	Social Studies	Sci.	Total	Per cent
A	--	--	1	--	1	0.8
B	3	4	2	6	15	12.3
C	8	9	7	9	33	27.0
D	17	16	13	15	61	50.0
F	4	3	3	2	12	9.9
Total	32	32	26	32	122	100.0

TABLE XXXII
SCHOLARSHIP IN THE SPECIAL FIELDS IN
PERRYSVILLE HIGH SCHOOL

Grade	Eng.	Math.	Social Studies	Sci.	Total	Per cent
A	1	1	--	--	2	1.2
B	2	2	1	2	7	4.3
C	5	8	7	10	30	18.4
D	27	23	14	23	87	53.4
F	9	10	9	9	37	22.7
Total	44	44	31	44	163	100.0

TABLE XXXIII
SCHOLARSHIP IN THE SPECIAL FIELDS IN
ST. BERNICE HIGH SCHOOL

Grade	Eng.	Math.	Social Studies	Sci.	Total	Per cent
A	--	--	--	--	--	--
B	3	2	2	4	11	14.0
C	4	4	5	1	14	17.7
D	10	10	9	3	32	40.4
F	6	7	7	2	22	27.9
Total	23	23	23	13	79	100.0

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