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A Study of Pupil Elimination in the Public High Schools of San Juan County, New Mexico

Grace Barker Wilson

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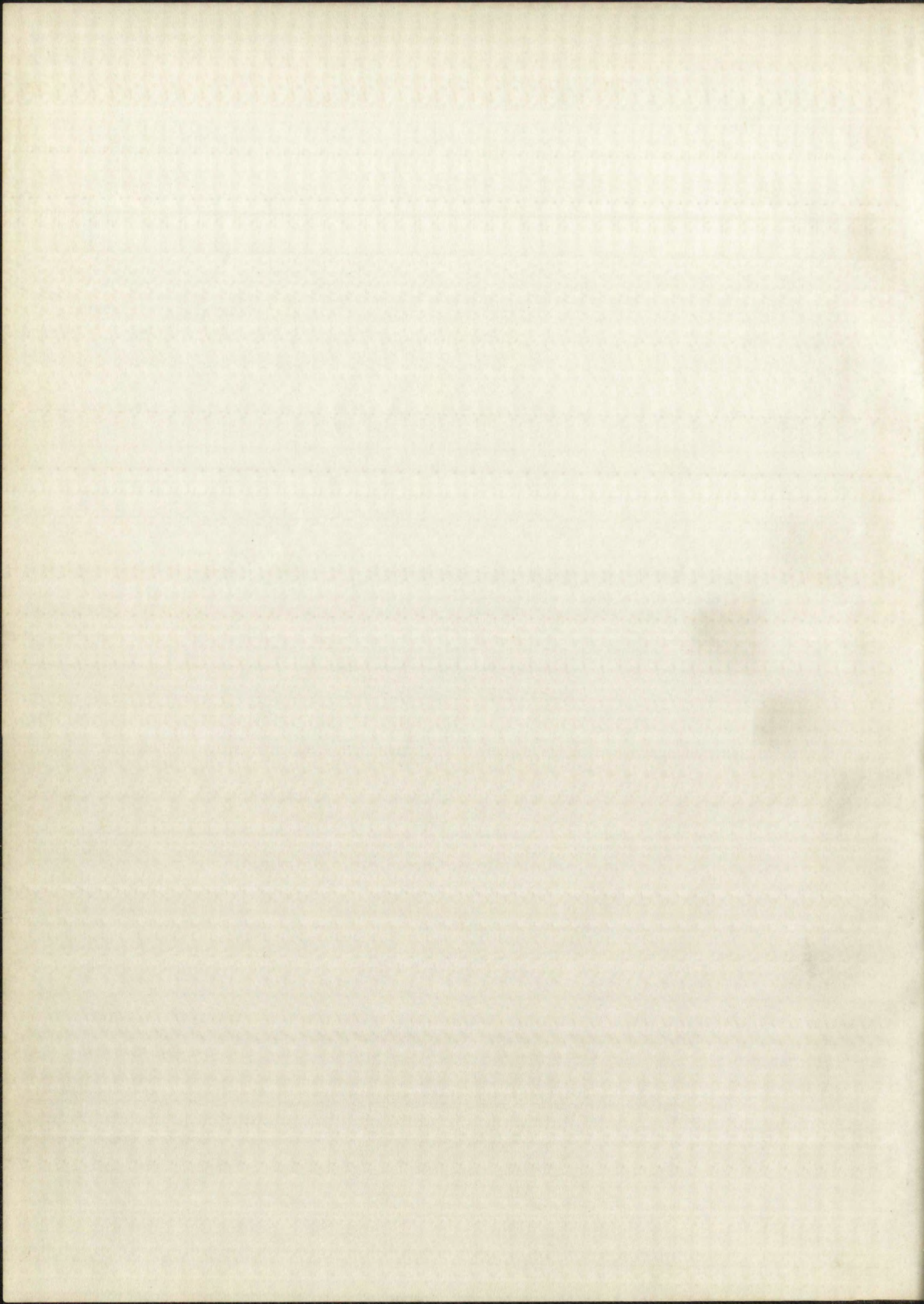
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A STUDY OF PUPIL ELIMINATION IN
THE PUBLIC HIGH SCHOOLS OF
SAN JUAN COUNTY, NEW MEXICO

By
Grace Barker Wilson

A Thesis
Submitted in Partial Fulfillment of the
Requirements for the degree of
Master of Arts in Education

University of New Mexico

1939

TO THE
HONORABLE
MEMBERS OF THE
HOUSE OF REPRESENTATIVES
IN SENATE CHAMBERS

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This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

George R. Hammon
DEAN

Aug. 30, 1939
DATE

Thesis committee

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CHAPTER I

A JUSTIFICATION FOR THE STUDY OF ELIMINATION

In view of the current interest in the elimination of pupils from the public schools, the question arises, can the schools justify themselves in seeking to hold the pupils longer. In a close search for some authoritative statements an overwhelming amount of theory was found, but almost nothing of really concrete import.

General statements. In a recent magazine article Brownell said:

The purpose of education is to help parents and other agencies in society to guide children and young people so that each individual may discover his abilities and develop them to the fullest extent, for the well-being of the individual himself and so that he may be as desirable a member of society as possible, from the social, moral, civic, and economic points of view.¹

Kilpatrick² states that the rising generation must be more socially intelligent than we are, and should be

¹ S.M. Brownell, "Some Basic Principles of School-Public Relations," Education, 58:595, June, 1938.

² William Kilpatrick, and Others, The Educational Frontier (New York: D. Appleton-Century Company, 1933), p. 163.

given contact with life situations. He continues that it is reasonable to expect the school to orient the student in the life of which he is a part. The student should participate in the organization and control of situations to develop the democratic way of life.

These are splendid ideals, but the question still remains, do the facts justify us in giving these as reasons for seeking to decrease the elimination from our schools?

Retaining for better citizenship. John W. Studebaker, United States Commissioner of Education, says, "Dictatorship is impossible where there is mass understanding of problems people face as citizens."³ He sees the schools as the place where people acquire this understanding. Harold Spears expresses the same idea in the statement, "Democracy depends on citizens, and citizenship depends on schools."⁴

³ J.W. Studebaker, "Education for Democracy,"
The Nation's Schools, 17:23, March, 1936.

⁴ Harold Spears, Experiences in Building a Curriculum. (New York: The Macmillan Company, 1937), p. 175.

While Paul R. Hanna puts it in this way, "Education is needed for living in this economically inter-dependent world." ⁵ And, R.S. Copeland⁶ asks whether the behavior as a result of what is taught in school meets the requirements of community life in America, with the implication that if it does not, then it gives a point of departure for adjusting the school.

Specific reasons. A few positive statements were found, which had a direct bearing on elimination. One of these was in an article on juvenile delinquency.⁷ The statement is made that the school is the main defense in the prevention of juvenile delinquency. In this instance it is a matter of actual economy, for it costs the government about \$400 a year to keep a juvenile delinquent in a reformatory, and only an average of \$100 a year to keep a youth in school.⁸

⁵ Paul R. Hanna, Youth Serves the Community (New York: D. Appleton-Century Company, 1936), p.269

⁶ R.S. Copeland, "Education and Crime," Congressional Record, April 14, 1934. p. 6609.

⁷ Martin L. Reymert, "Prevention of Juvenile Delinquency," Education Press Bulletin, 29:3, March, 1938.

⁸ R.S. Copeland, op. cit., p. 6609.

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To quote from Howard M. Bell:

The need for continuing this trend toward a higher educational level of all our youth arises from something deeper than any philosophic enthusiasm for education, and even deeper than the conviction that, in our present social scheme, only the nation's schools are equipped to provide the training in citizenship that is essential if citizens are to function in a democracy. It goes down to the bed-rock of reality--the fact that there are hundreds of thousands of youth in the United States whom circumstances have forced into the role of dawdling spectators. Against their will they are forced to watch a game they would prefer to play.⁹

Bell continues further,¹⁰ that when pupils leave school at lower grade levels, the result is both a social and an economic loss. If they get jobs they displace adults and increase the national problem of unemployment. If they do not go to work they waste a period of years. In either case society stands to lose.

A further justification is made by Bolton, Cole, and Jessup in their book The Beginning Superintendent.¹¹

⁹ Howard M. Bell, Youth Tell Their Story (Washington, D.C.: American Council on Education, 1938), p. 57.

¹⁰ Ibid., p.97.

¹¹ Bolton, Cole, and Jessup, The Beginning Superintendent (New York: Macmillan Company, 1937), p.14.

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Howard M. Bell, Report on the
(Washington, D.C.: American
p. 27.
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H. Hotten, Idid, p. 27.
Investigator (New York: American
p. 14.

The school should not seek to eliminate and abandon those who appear weak. Without guidance they are sure to lose direction and become wastrels of society. We should not seek to eliminate as many as possible, but to salvage as many as possible. The very ones who are eliminated are the ones who need most the ministrations of the school.

Horace Mann is credited with saying:

Jails and state prisons are the complements of the schools; so many less as you have of the latter so many more you must have of the former.

The attitude of educators. The attitudes of some educators as found expressed in current literature are quoted below.

Harold Rugg¹² says the solution for the problem of elimination lies in the reconstruction of the curriculum to overcome the handicaps of the present school system.

In view of the fact of so many failures in school, with the resultant dropouts, Caverly¹³ says it is

¹² Harold Rugg, "Industrialism Makes Necessary a New Curriculum," Teachers College Record, 27:603.

¹³ Ernest R. Caverly, "Shall the High School Eliminate Its Failures?" Clearing House, 12:264, January, 1938.

The school should not stay in a state of
abandon those who appear weak. It is not
they are sure to lose interest and become weak
of body. It should not seek to eliminate
many as possible, but to achieve as many as
possible. The very ones who are eliminated are
the ones who need most the ministrations of the
school.

Thomas Mann is credited with saying:

Little and often gives the opportunity of
the subject; so many less as you have of the
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12 Harold King, "Industrialism Makes Necessary a
New Curriculum," Teachers College Record, 27:193.

13 Ernest W. Cassery, "Toward the New School
Eliminate the Failure," Elementary School Journal, 44:144,
January, 1933.

definitely the responsibility of the high school to take care of the high school pupil instead of failing him. There should be an adjustment of the schools of the people to meet the needs of the children of the people, not the favored few.

A statement from Hockett and Jacobsen in Modern Practices in Education is quoted:

Rarely is the happy, interested child a discipline problem. Disorder and mis-behavior are the products of boredom.¹⁴

This statement is in accord with the fact that lack of interest was found to be one of the outstanding reasons for pupil elimination.

Paul S. Amidon¹⁵ sees in the establishment of a good guidance program, a remedy for some of the heavy elimination. He would also increase the efficiency and completeness of the pupil-accounting system. He believes the schools should think in terms of pupils and individual differences, and less in organized subject matter and

¹⁴ Hockett and Jacobsen, Modern Practices in the Elementary Schools. (Chicago: Ginn and Company, 1938) p.213.

¹⁵ Paul S. Amidon, "A Superintendent Looks at Guidance," American School Board Journal, 97:24-5, July, 1938.

definitely the responsibility of the school system in the case of the high school. There should be an adjustment of the needs of the school to meet the needs of the child, and not the other way around. Favored few.

A statement from Hookett and Johnson, Practices in Education, 1932, p. 112. This statement is in regard to the lack of interest was found in the school system for special education. It is a statement of the problem. It is a statement of the need for a change in the school system.

This statement is in regard to the lack of interest was found in the school system for special education. It is a statement of the problem. It is a statement of the need for a change in the school system. Paul S. Wilson, Good Guidance Program, 1932, p. 112. He would like to see the school system adjusted to the needs of the child, and not the other way around. The school should think in terms of the child, and not the other way around. He would like to see the school system adjusted to the needs of the child, and not the other way around.

Hookett and Johnson, Practices in Education, 1932, p. 112. Paul S. Wilson, Good Guidance Program, 1932, p. 112. Guidance, 1932, p. 112.

curriculum; and he is putting this into practice in the new system of guidance in the school in St. Paul.

Hanna¹⁶ expresses the same idea by saying that the emphasis in schools should shift from too great academic approach, to the solution of problems.

A.A. Douglass in Modern Secondary Education says:

Many studies of elimination have shown that restlessness on the part of boys and girls plays no small part in their withdrawal from school.... We are beginning to realize also, that the only way the problem is to be solved is through intelligent and sympathetic study, undertaken cooperatively by the school and the home.¹⁷

Homer P. Rainey makes a number of pertinent comments.

It is perfectly clear that the old secondary education which stressed the selective and college preparatory functions is no longer suited to modern conditions. Secondary education is not now to be regarded as a privilege for a selected minority. It is rather to be thought of as a common experience for practically all youth between 14 and 18 years of age...Never before in the history of the world has any society attempted to provide a common

¹⁶ Paul R. Hanna, op. cit. p.270

¹⁷ A.A. Douglass, Modern Secondary Education, New York: Houghton-Mifflin Company, 1938, p.256.

education at the secondary level for all of its population.¹⁸

...The prime function, therefore, of universal secondary education is to provide a liberal education for the common life of the whole population.¹⁹

...This common program of secondary education, therefore, should be as broad as life itself in a modern society. It should cover every problem that individuals face, including those of an intimate personal character as well as those that relate to the highest ends and purposes of the total state.²⁰

Authoritative comment. Attitudes toward the problem of elimination have been expressed by many of the leaders in contemporary educational thought. They seem pretty well agreed that the school with its too academic setup is to a great degree responsible for the dissatisfaction and elimination of so many pupils.

Ideals. Douglass makes the following statement:

No social institution outstrips the ideals set for it; on the contrary, it never reaches them. Were an approach to the ideal made, the immediate

¹⁸ Homer P. Rainey, op. cit., p.46

¹⁹ Ibid., p.47

²⁰ Ibid., p.50

result would be a higher standard. This, many critics of the school either fail to recognize or ignore. The constant gap between what is hoped for and what is done should be taken into account in attempting to appraise the work of a social institution.²¹

Curriculum. Ruth Strang in An Introduction to Child Study²² names the unsuitability of the school curriculum as one of the contributing factors of juvenile delinquency. She says that the present high school is entirely unsuited to three fourths of the delinquent group. She urges that education be adjusted to different levels of ability, and especially to the non-academic group of adolescents.

Guidance. Much has been written about guidance as a panacea for all high school ills. L.F. Addington²³ looks upon the concept of guidance as the real backbone of secondary education. Guidance is not to be for "problem" cases only; but for every boy and girl who

²¹ A.A. Dougless, Modern Secondary Education (New York: Houghton-Mifflin Company, 1938), pp. 764-65.

²² Ruth Strang, An Introduction to Child Study (New York: The Macmillan Company, 1938), pp. 495-97.

²³ L.F. Addington, "Fellers Need Friends", The School Executive, 57:489, June, 1938.

enroll in high school. A good guidance program should result in a minimum of maladjustment, retardation, and elimination.

When Superintendent Amidon²⁴ looked critically at the schools of St. Paul, he found the standards required were suitable for only about 5 per cent of the secondary pupils; and such standards were causing from 10 per cent to 40 per cent to fail. He decided that the idea in adjusting such a condition should not be what can the child learn, but what should he learn. The purpose then became to help the child to know his own needs, interests, and abilities, and to know educational, social, and vocational opportunities, in school and out. The idea was not to be to try to "make the man fit the clothes", but to adjust the clothes to fit the man.

After studying the group of Maryland youth, Bell²⁵ came to the conclusion that there should be educational opportunities for all youth who are capable, and who want to take advantage of such

²⁴ Paul S. Amidon, loc. cit.

²⁵ Howard M. Bell, op. cit. p.68.

enroll in high school. A good business program would result in a number of advantages, including, and elimination.

When Superintendent Anderson²⁴ looked at the school of St. Paul, he found the students received were suitable for only about 5 per cent of the secondary pupils; and such students were coming from 10 per cent to 40 per cent to fall. He decided that the idea in adjusting such a condition should not be what the child learns, but what should be learn. The purpose then became to help the child to know his own needs, interests, and abilities, and to know educational, social, and vocational opportunities in school and out. The idea was not to try to "make the man fit the clothes", but to adjust the clothes to fit the man.

After studying the growth of American youth, Bell²⁵ came to the conclusion that there should be educational opportunities for all youth who are capable, and who want to take advantage of such

²⁴ Paul A. Anderson, ibid., p. 11.

²⁵ Howard M. Bell, op. cit., p. 88.

opportunities. The school program should be adapted to their needs. A step toward accomplishing this could be made by establishing good vocational guidance programs based on an understanding of the aptitudes and limitations of the individual, acquaintance with technical requirements of specific jobs, and knowledge of available opportunities.

E. Louise Noyes²⁶ in her study of the Santa Barbara Senior High School found that early guidance in aims, vocations, health, and social attitudes tended to make youth better citizens of school, home, and community.

Dr. Caverly places responsibility for elimination directly on the schools. He says:

We must find out what these candidates for elimination can and will profit by studying,-- that is the task for educators. Then we must report to society that we have some suggestions to offer whereby every member of society may be adequately served; and society will listen and act.

...To retain each pupil until he is ready for more independent study in a higher institution, or until he is ready for employment and employment is ready for him; and when it is evident that suitable

²⁶ E. Louise Noyes, "Bringing Up Sophomores," The Nation's Schools, 22:27-8, July, 1938

opportunities. The school should be made to meet their needs. It is not enough to say that the school should be made by establishing a vocational department. It should be based on an understanding of the needs of the community of the individual, and the school should be made to meet the needs of the individual. It should be made to meet the needs of the individual.

Mr. Louis Howe, Secretary of the National Education Association, has said that the school should be made to meet the needs of the individual. He has said that the school should be made to meet the needs of the individual. He has said that the school should be made to meet the needs of the individual. He has said that the school should be made to meet the needs of the individual. He has said that the school should be made to meet the needs of the individual.

It is not enough to say that the school should be made to meet the needs of the individual. It should be made to meet the needs of the individual. It should be made to meet the needs of the individual. It should be made to meet the needs of the individual. It should be made to meet the needs of the individual. It should be made to meet the needs of the individual. It should be made to meet the needs of the individual. It should be made to meet the needs of the individual. It should be made to meet the needs of the individual. It should be made to meet the needs of the individual.

The Nation's Education, 1917, p. 121.

educational offerings are not available for every type of pupil, to study unceasingly to devise better materials of instruction, and techniques.²⁷

Howard M. Bell²⁸ comes to the conclusion:

It seems obvious that before the schools can effectively participate in any solution of the national youth problem, opportunities for attending them must be provided. In other words, it would seem that society's first job is to change the nature of "equality of educational opportunity" from that of a noble jingle to an established and effective reality.

It is becoming more and more apparent that the youth of today present a challenging problem. In view of this, the present investigation of the elimination of pupils from the public high schools of San Juan County, New Mexico, was undertaken for the purpose of trying to discover what the schools can do to improve conditions in that particular locality. In chapter VI of this study may be found a full comparison of the findings of the present investigation with the findings of other recent surveys.

²⁷ Ernest R. Caverly, "Shall the High School Eliminate Its Failures," The Clearing House. 12:263, January, 1938.

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Howard M. Hall²⁸...
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27 Ernest E. Givens...
Eliminate the...
January, 1938.

CHAPTER II

THE PROBLEM OF ELIMINATION

The general problem of this study is to survey the incidence, causes, and implications of pupil elimination in grades seven to twelve, inclusive, of the three accredited public high schools of San Juan County, New Mexico, for the years 1935 to 1938, and to compare the findings with similar findings for the state of New Mexico, and with the findings reported in other researches of a similar nature.

Specifically, the problems to be investigated are:

1. How many pupils and what per cent of pupils were eliminated?
2. Are there sex differences in the eliminated group?
3. What is the nature of the distribution of elimination by grades, and at which grade did the greatest number of eliminations take place?
4. What is the nature of the distribution of elimination by ages, and at what age did the greatest number of eliminations take place?

CHAPTER II

THE NATURE OF ELIMINATION

The general problem of this study is to survey

the incidence, causes, and consequences of public
elimination in areas subject to severe, localized, or
the false accredited public high schools of San Juan
County, New Mexico, for the years 1933 to 1935, and
to compare the findings with other findings for the
state of New Mexico, and with the findings reported in
other researches of a similar nature.

Specifically, the problem to be investigated

was:

1. How many pupils and what percentage of pupils
were eliminated?
2. Are there sex differences in the eliminated
group?
3. What is the nature of the distribution of
elimination by grades, and at what grade did the great-
est number of eliminations take place?
4. What is the nature of the distribution of
elimination by ages, and at what age did the greatest
number of eliminations take place?

5. How does elimination conform to the legal age requirements?

6. What were the principal reasons for elimination?

7. What was the general scholarship record of those who were eliminated?

8. In what subjects were the eliminated pupils failing?

9. Which subjects did the eliminated group like?

10. Which subjects did the eliminated group dislike?

11. What was the attitude of the group toward the value school had been to them?

12. What was their attitude toward graduation from high school?

13. Do any of these pupils seem to be following family patterns in dropping out of school?

14. To what occupational groups do the parents of these eliminated pupils belong?

15. What is the present employment status of these pupils themselves?

Delimitations and definitions. The reason for limiting this study to the years from 1935 to 1938 was the fact that during that time the same superintendents, and practically the same faculties were in the schools, thus reducing to a minimum the influence of teacher turnover.

5. How does elimination of the... requirements?
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13. Do any of these... high schools?
14. To what extent... family patterns in these...?
15. What is the... these eliminated pupils...?
16. What is the... pupils themselves?

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limiting this study to... the fact that during that time... and practically the same... thus reduce to a minimum... turnover.

The study included those pupils from the seventh through the twelfth grade who dropped out of school. Those pupils who withdrew to continue in other schools were not considered in this group. For the purpose of this study elimination is understood to include only those who left school before graduation, and whose transcripts have not been transferred to another school.

The results of this study have been compared with similar facts for the state of New Mexico, and with certain other studies of related type. Trends have been traced and general recommendations made.

The above factors... through the twelfth grade... those people who... were not considered in... this study... those who left school... transactions have not been... The results of this... with similar results for... with certain other... have been traced and...

CHAPTER III

PROCEDURES

Basic data were gathered from the permanent records of the offices of the respective superintendents of the three accredited high schools.

The general information included the enrollment by grade for each of the three years, the program of studies offered each year, the teacher turnover, and the number of pupils leaving school not to continue in another school. The total enrollment for the three year period was 1172. Of this number 212 pupils, or 18.08 per cent were eliminated during the same period of time.

Specific data for the 212 pupils included age and grade at the time of leaving school, attendance record, scholarship record, reason for leaving, (according to the school authorities), parent's occupation, and pupil's present occupation.

There were fifty six of these 212 dropouts who were interviewed personally in order to secure the pupil attitude toward school. Some of the interviews were held at the home of the interviewer, some at the home of the pupil, a few at the home of a neighbor, and several in the interviewer's car.

PROCEDURES

Basic data were gathered from the permanent records of the offices of the respective superintendents of the three accredited high schools.

The general information included the enrollment by grade for each of the three years, the number of studies offered each year, the transfer records, and the number of pupils leaving school and to continue in another school. The total enrollment for the three year period was 1192. Of this number 212 pupils, or 17.8 per cent, were eliminated during the same period of time.

Specific data for the 212 pupils included age and grade at the time of leaving school, attendance record, scholastic record, reason for leaving, relationship to the school authorities, parent's occupation, and pupil's present occupation.

There were fifty six of these 212 persons who were interviewed personally in order to secure the pupil attitude toward school. Some of the interviews were held at the home of the interviewer, some at the home of the pupil, a few at the home of a neighbor, and several in the interviewer's car.

Among the group of fifty six who were interviewed were pupils from each of the three schools, Farmington, Aztec, and Central Consolidated. Some of these pupils lived in the towns while some had to ride many miles on school buses. The group included pupils in each grade from the seventh through the twelfth, and in age from thirteen to twenty years.

Since the interviewer had had many years of experience in similar work in connection with administrative duties, and was also personally acquainted with a majority of the pupils interviewed, there was little difficulty in gaining rapport. The interviews were standardized as much as possible by asking the same questions at each interview. Those who were interviewed were told that the data were to be used in an educational survey, and they were assured that under no circumstances would their names be revealed. Most of them answered readily with apparent frankness, although a few seemed overly self conscious. However, the results were recorded as given. The specific questions asked were:

1. What was your reason for leaving school?
2. What subjects did you like especially?
3. What subjects did you dislike?

Among the group of thirteen who were pupils from each of the three schools, and Central Normal School, lived in the town while some had been in school. The group included pupils from the seventh through the twelfth grades, thirteen to twenty years.

Since the interviewers had no previous experience in similar work in conducting interviews, and was also inexperienced, the majority of the pupils interviewed, the interviewers' difficulty is evident. The interviewers were standardized as much as possible in the questions at each interview. Those who were interviewed were told that the purpose of the educational survey, and they were assured that no circumstances would be held against them of their answers readily with regard to the survey. Although a few seemed overly anxious, the results were recorded as given. The questions asked were:

1. What was your reason for leaving school?
2. What subjects did you like best?
3. What subjects did you dislike?

4. Do you think school has been of any help to you?
5. Would you like to have finished high school?
6. Have you been working since leaving school?
7. At what are you working now?

The number of interviews was necessarily limited because of the great amount of time required for the individual cases. It was felt, however, that because of the homogeneity of the white population in San Juan County, the group of fifty six out of 212 was a fairly representative sampling.

In order to establish that the situation in San Juan County is more or less typical for the state as a whole, statistics for the county have been compared with those of the state of New Mexico for the same period of time. These statistics were taken from the Biennial Reports of the State Superintendent of Public Instruction for the years 1934 to 1936, and 1936 to 1938. Further comparisons were made with the findings in the report of the American Youth Commission¹ and other studies of a similar nature.

¹ Howard M. Bell, Youth Tell Their Story (Washington, D.C.: American Council on Education, 1938.)

4. Do you think general has been of any help to you?
5. Would you like to have a general high school?
6. Have you been working after leaving school?
7. At what are you working now?

The number of interviewers was necessarily limited because of the great amount of time required for the individual cases. It was felt, however, that because of the homogeneity of the white population in the South, the group of fifty six out of six was a fairly representative sample.

In order to establish the situation in the South, it is noted on the subject of the state as a whole, statistics for the country have been compared with those of the state of New Mexico for the same period of time. These statistics were taken from the Statistical Reports of the State Department of Public Instruction for the years 1935 to 1936, and 1937 to 1938. Comparisons were made with the figures in the reports of the Southern Youth Commission and other studies of a similar nature.

CHAPTER IV

THE GEOGRAPHICAL, INDUSTRIAL, AND EDUCATIONAL

BACKGROUND OF SAN JUAN COUNTY

"For most of us life begins at home. And, to a large extent, we are what our homes have made us."¹

Since it is an accepted fact that surroundings have a great influence on conduct, it was thought advisable to give a brief description of San Juan County as a background for this study.

SAN JUAN COUNTY

Geographical background. San Juan County is located in the northwest corner of New Mexico. It contains 5,730 square miles, about one half of which is Indian Reservation. The census for 1930 lists the population, including the Indians, as 14,701. However, the present population is estimated at a somewhat larger figure.

¹ Howard M. Bell, Youth Tell Their Story (Washington, D.C.: American Council on Education, 1938), p.17.

THE GEOGRAPHICAL BACKGROUND OF THE
INDIAN RESERVATION IN THE
SOUTHWESTERN UNITED STATES

"For most of the life of the reservation, and to a large extent, we have been a land of the past. Since it is an ancient land, it has been a land of the past. It has a most interesting and valuable to give a brief description of the land. County as a background for the study."

Geographical Background
located in the northwestern corner of the reservation. contains 6,730 square miles, and is a land of the past. is Indian Reservation. The present population is 1,000. population, including the Indian population, is 1,000. the present population is 1,000. larger figure.

The first settlements were made in the San Juan basin late in the 1860's, when cattle and sheep men began moving in to take advantage of the good grazing country.²

In 1887 San Juan County was created out of the western part of Rio Arriba County.³ In this same year the first corporate project for irrigation was organized. Since the San Juan River flows across the northern part of the county and furnishes an abundant supply of water, irrigation companies have multiplied their operations until, at the present, practically all the land lying adjacent to the river on the north is under irrigation.

In 1905 a branch of the Denver and Rio Grande narrow gauge railroad was completed from Durango, Colorado to Farmington.

Industries. At the present time the principal industries along the river are fruit raising, truck farming, and the production of grain and alfalfa; while cattle and sheep raising are important on the plateaus and in the mountains. In 1930 there were

² J.H. Vaughan, History and Government of New Mexico (State College, New Mexico: C.L. Vaughan, 1931), pp. 205-6

³ Charles F. Coan, A History of New Mexico (Chicago: The American Historical Society, Inc., 1925), Vol.1, p.465.

The first settlements were made in the San Juan basin late in the 1800's, when cattle and sheep men began moving in to take advantage of the good grazing country.²

In 1894 the Santa Fe railroad was extended out to the western part of Rio Arriba County.³ In this same year the first corporate project for irrigation was organized. Since the San Juan River flows across the northern part of the county and supplies a considerable supply of water, irrigation companies have multiplied south of the river until, at the present, practically all the land lying adjacent to the river on the south is under irrigation. In 1905 a branch of the Denver and Rio Grande

narrow gauge railroad was completed from Durango, Colorado to Farmington.

Industry. At the present time the principal industries along the river are fruit raising, truck raising, and the production of wool and alfalfa. While cattle and sheep raising was important on the plateau and in the mountains. In 1920 there were

² J. E. Vaughan, History and Development of New Mexico (Santa Fe, New Mexico: J. E. Vaughan, 1921), pp. 203-4.

³ Charles E. Coen, A History of New Mexico (Albuquerque: The American Historical Society, Inc., 1923), pp. 111, 112.

listed 1,422 farms taking in 131,401 acres of land, valued at \$946,404. At that time 2,879 people were engaged in farming this land. Dairy products amounted to \$76,503, while the livestock industry produced \$2,709,657.⁴

The chief handicap to large scale production of farm crops is the lack of transportation facilities for marketing them. From Shiprock through Farmington and Aztec north to Durango, Colorado there is a splendid oiled highway. The road to Gallup and the one across to Cuba are always rough, but in spite of that trucks must take commodities in and out. For many years the poor roads leading from the county kept it practically isolated from the rest of the state until it seemed almost more a part of Colorado than of New Mexico.

There are hundreds of square miles of coal land in the San Juan Basin, but again, lack of transportation has kept this undeveloped except for local consumption.

The Rattlesnake Oil Field, owned and operated by the Continental Oil Company, is on the Navajo Reservation

⁴ Rand McNally Commercial Atlas and Marketing Guide (Chicago: Rand McNally & Company, 1939), Seventieth Edition, p.269.

near Shiprock. Natural gas is piped from San Juan County for use in Santa Fe and Albuquerque.

People. A majority of the white people in San Juan County are Anglo-Americans, although there are Spanish-Americans in the northeastern part around Blanco. In general, the people have settled in scattered groups along the rivers. There are only two incorporated communities in the county, Aztec, the county seat, and Farmington, the largest town and business center. Throughout the county there are a number of churches such as may be found in any county in New Mexico, with the largest groups being the Catholics and the Mormons.

Schools. San Juan is frequently listed as one of the counties with the highest per cent of illiteracy. Since this estimate includes the Reservation Indians who are under federal control, it does not present a true picture of the education in the county. In 1930 the actual per cent of illiteracy, excluding the Indians was 2.4.⁵

⁵ The Fifteenth Census of the United States, 1930, Vol. III, Part 2, p.240.

The school system is similar to that in other parts of New Mexico. There are rural schools scattered throughout the county, while two municipal districts, (Farmington and Aztec), and one independent district, (Central Consolidated at Kirtland), maintain four year high schools accredited by the State Board of Education. It was from these three schools that the data for this study were collected.

NEW MEXICO AND SAN JUAN COUNTY COMPARED

Although this study primarily concerns San Juan County and its particular problems, it is believed that the children studied, the school situations, and the general conditions are more or less typical for New Mexico as a whole.

In industry. The industrial setup in the state and county is practically the same: agriculture, cattle raising, mining, trading, transportation, but very little manufacturing. Only in Albuquerque and possibly two or three other cities in New Mexico, can there be found situations approximating really urban conditions. New Mexico is still rural, and according to the 1930 census 41.3 per cent of her population was engaged in agricultural pursuits.

The school system is a result of the efforts of the Mexican government, and one of the main objectives of the school system is to provide a basic education for all children. The school system is organized into three levels: primary, secondary, and higher education. The primary school system is the first level of education, and it is compulsory for all children between the ages of six and twelve. The secondary school system is the second level of education, and it is compulsory for all children between the ages of twelve and fifteen. The higher education system is the third level of education, and it is optional for all children who have completed secondary school. The school system is a result of the efforts of the Mexican government, and it is one of the main objectives of the school system to provide a basic education for all children.

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School enrollment. In making a comparison of the school population in the county and state, it was felt that a truer picture would be shown if the school enrollment for the entire county were used in Tables I, II, and III instead of just the three schools included in this study.

A comparison of the age distribution of school enrollment for New Mexico and San Juan County is shown in Table I. By using the number of pupils twelve years of age and above, as given in the Biennial Reports of the State Superintendent of Public Instruction, it was found that in the state the proportion of twelve year olds in school was 3 per cent greater than in San Juan County, but San Juan had 2.6 per cent greater proportion of sixteen year olds in school. From seventeen years old on up the difference is less than 1 per cent either way.

In grade distribution there was also found to be a negligible difference in per cent between San Juan County and New Mexico as a whole. The greatest difference occurred in grade seven where the state had 2.3 per cent greater comparative enrollment than San Juan County. However, the difference drops to less than .5 per cent in grades eleven and twelve. It is recognized that merely a comparison of age groups in school, and grade

School Enrollment. In making a comparison of the

school population in the county and state, it was felt

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enrollment for the entire county were used in Table I,

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enrollment for New Mexico and San Juan County is shown

in Table I. By using the number of pupils twelve years

of age and above, as given in the Statistical Abstract of

the State Department of Public Instruction, it was

found that in the state the proportion of twelve year

olds in school was 5 per cent greater than in San Juan

County, but San Juan had 2.5 per cent greater proportion

of thirteen year olds in school. From seventeen years

old on up the difference is less than 1 per cent either

way.

In grade distribution there was also found to be

a negligible difference in per cent between San Juan

County and New Mexico as a whole. The greatest difference

occurred in Grade seven where the state had 2.5 per cent

greater comparative enrollment than San Juan County.

However, the difference from 6 years to 12 years was

in Grades eleven and twelve. It is recognized that

merely a comparison of age groups in school, and grade

TABLE I
COMPARATIVE PER CENT OF SCHOOL ENROLLMENT BY AGES
FOR NEW MEXICO AND SAN JUAN COUNTY

	1935-36		1936-37		1937-38		Average		
Age	N. Mex.	San Juan	N. Mex.	San Juan	N. Mex.	San Juan	N. Mex.	San Juan	Difference
12	21.5	18.5	22.3	18.1	21.0	19.1	21.6	18.6	3.0
13	19.9	17.0	19.0	16.9	19.6	18.0	19.5	17.3	2.2
14	18.3	18.1	17.9	19.5	17.7	19.4	17.9	19.0	1.1
15	15.1	16.3	15.3	18.4	14.8	16.7	15.1	17.1	2.0
16	10.8	14.1	11.7	14.2	11.7	13.9	11.4	14.0	2.6
17	7.3	8.3	6.8	6.4	8.1	8.7	7.4	7.8	.4
18	5.8	4.4	5.7	4.1	3.7	1.1	3.4	3.2	.2
19	1.7	1.1	1.6	1.1	1.8	1.4	1.7	1.2	.5
20	.7	.6	.7	.8	.7	.6	.7	.7-	.0
21	.2	.2	.3	.1	.3	.7	.2	.3	.1
22	.3	.3	.2	.0	.2	.0	.3	.3-	.0

COMPARATIVE PER CENT OF SCHOOL ENROLLMENT BY GRADES
FOR NEW MEXICO AND SAN JUAN COUNTY

TABLE II

	1935-36		1936-37		1937-38		Average		
Grade	N.Mex.	San Juan	N.Mex.	San Juan	N.Mex.	San Juan	N.Mex.	San Juan	Difference
7	24.8	21.1	24.8	21.2	24.2	24.5	24.6	22.3	2.3
8	21.0	20.8	21.2	21.9	21.4	18.7	21.2	20.5	.7
9	18.5	20.8	17.8	18.6	18.2	19.7	18.1	19.7	1.6
10	14.7	17.5	14.8	15.8	14.5	15.4	14.7	16.2	1.5
11	11.3	11.4	11.9	12.5	11.8	12.2	11.7	12.0	.3
12	9.4	8.1	9.2	10.0	9.7	9.1	9.5	9.1	.4

enrollment is a crude form of measure. Data for actual age-grade distribution for the state were not available.

A further point of comparison is through elimination estimated by subtraction of the enrollments, progressing from grade to grade for 1935 to 1937. (State data for 1938 are not yet available.)

In Table III it is shown that the estimated per cent of elimination for New Mexico as a whole for 1935-36 was 11.5 per cent, and that for 1936-37 it was 8.8 per cent. The average for the two years was 10.14 per cent. In San Juan County for 1935-36 the rate estimated by subtraction was 11.2 per cent, and for 1936-37 it was 12.6 per cent, or an average for the two years of 11.83 per cent.

It must be understood that this method is not accurate and cannot so be considered, since it includes transfers as well as those who dropped out permanently. It does serve, however, to indicate the general trend.

It will be noted in these comparisons that there is no great amount of difference in age and grade distribution between the county and the state. In estimated elimination the county is 1.69 per cent higher than the state.

enrollment is a crude form of measure. Data for 1938 age-grade distribution for the state are not available. A further point of comparison is the age distribution estimated by subtraction of the enrollment, projected from grade to grade for 1938 to 1939. (State data for 1938 are not yet available.)

In Table III it is shown that the estimated per cent of distribution for the period as a whole for 1938-39 was 11.5 per cent, and that for 1938-39 it was 8.5 per cent. The average for the two years was 10.14 per cent. In San Juan County for 1938-39 the rate estimated by subtraction was 11.5 per cent, and for 1938-39 it was 13.6 per cent, or an average for the two years of 11.55 per cent.

It must be understood that this method is not accurate and cannot be considered, since it includes transfers as well as those who dropped out permanently. It does give, however, an indication of the general trend. It will be noted in these comparisons that there is no great amount of difference in the age and grade distribution between the county and the state. In estimated elimination the county is 1.03 per cent higher than the state.

COMPARATIVE PER CENT OF ELIMINATION FOR NEW MEXICO
AND SAN JUAN COUNTY ESTIMATED BY SUBTRACTION

TABLE III

New Mexico Grade Enrollment									
	7	8	9	10	11	12	Total	Per cent	
1935-6	8141	6883	6056	4836	3694	3098	32,708		
Diff.	853	737	947	715	512		3,764	11.5	
1936-7	7288	6146	5109	4121	3182				
Diff.	853	737	947	715	512		3,764	11.5	
1936-7	8537	7288	6146	5109	4121	3182	34,383		
Diff.	853	737	947	715	512		3,764	11.5	
1937-8	7972	6767	5393	4413	3614				
Diff.	565	521	753	696	507		3,042	8.8	

DILL.	898	851	422	889	202		2,042	9.8	
1032A-2	5025	9292	1328	4412	2914				
	8	2	10	11	13				
1032B-1	9282	4338	9148	2108	4121	2188	84,082		
	4	8	8	10	11	13			
DILL.	828	592	842	212	212		2,294	11.2	
1032C-1	3398	9148	1108	4121	2182				
	8	8	10	11	13				
1032D-2	8141	8882	9028	4889	3924	3088	22,202		
	4	8	8	10	11	13	10,021	10.6	
New Mexico Grade Elimination									

AND SAN JUAN COUNTY ELIMINATED BY ASSOCIATION
COMPARATIVE BY CHIEF OF ESTIMATION FOR NEW MEXICO

TABLE III

TABLE III--continued

San Juan County Grade Enrollment									
	7	8	9	10	11	12	Total	Per cent	
1935-6	170	169	168	139	92	65	802		
Diff.	10	16	38	38	10		91	11.2	
1936-7	180	153	130	101	82				
Diff.	10	16	38	38	10		91	11.2	
1936-7	7	8	9	10	11	12			
1936-7	174	180	153	130	101	82	820		
Diff.	8	9	10	11	12				
1937-8	158	166	130	103	77				
Diff.	16	14	23	27	24		104	12.6	
Average	New Mexico	10.14	San Juan	11.83	Difference	1.69			

Average New Mexico 10.14							San Juan 11.93		Difference 1.79	
Dist.	10	14	22	26	34		104	12.79		
1000-10	100	100	100	100	100					
1000-14	100	100	100	100	100					
1000-22	100	100	100	100	100					
1000-26	100	100	100	100	100					
1000-34	100	100	100	100	100					
1000-100	100	100	100	100	100					
1000-104	100	100	100	100	100					
1000-12.79	100	100	100	100	100					

In these comparisons the same source of data, the Biennial Reports of the State Superintendent of Public Instruction, was used for both the state and the county. In the indices of age, grade, and elimination the difference was small enough to indicate that the situation in San Juan County is comparable for New Mexico.

Although we have used the school enrollment from all of the public schools in San Juan County to establish that the county is more or less typical of the state as a whole, the scope of this particular investigation is limited to the three public high schools in San Juan County that maintain accredited four-year high school courses. From these schools during the three year period studied 212 pupils permanently dropped out.

In these circumstances, it is not surprising that

Blanche, the wife of the late Mr. J. H. Blanche,

Inspector, was used for the purpose of the

In the history of the county, it is not surprising

was well enough known to the public, and it is

that the county is well known to the public, and it is

Although it is not surprising that the county is

all of the public, it is not surprising that the county is

that the county is well known to the public, and it is

a whole, the county is well known to the public, and it is

limited to the public, it is not surprising that the county is

County that the public is well known to the public, and it is

course, from the public, it is not surprising that the county is

stated his public, it is not surprising that the county is

CHAPTER V

ANALYSIS OF DATA

In this chapter it is proposed to show in as concrete a manner as possible, what the findings in this investigation were, and the general significance of them.

Age and grade distribution of pupils. For the purpose of analysis the 212 pupils who permanently dropped out of school from 1935 to 1938, are shown in Table IV in their age-grade distribution. They represent 18.08 per cent of the total enrollment of 1172 pupils from the seventh grade through the twelfth grade for the three year period. Of this group 116, or 54.71 per cent, were boys, and 96, or 45.28 per cent, were girls. Since the number of Spanish-Americans enrolled in the schools, and those found in this group were so few there was no point to be made in listing them separately.

Sixty-nine cases, or 32.55 per cent of the 212 pupils who dropped out were from the ninth grade. Of these forty-four were boys and twenty-five were girls. Of all those who entered the ninth grade during the three years studied 15.2 per cent dropped out

In this chapter, it is to be noted that the
concrete a number of months, when the
this investigation was, and the results of the
of them.
See also Chapter IV, p. 10.
purpose of analyzing the data given in the
dropped out of school, this was the first
Table IV in their age-grade distribution. The
represent 18.08 per cent of the total population
1178 pupils in the seventh grade, and the
grade for the first time, and the
84.71 per cent, more than, and the
were girls. Since the number of pupils
enrolled in the school, and the number of pupils
were so few, and no other data were available,
them separately.
Sixty-nine cases of pupils who dropped out of
pupils who dropped out were in the first grade,
these forty-four were boys and the
Of all those who entered the school, three
three years enrolled, 1.1 per cent, and

TABLE IV

AN AGE AND GRADE DISTRIBUTION OF THE 212 PUPILS STUDIED

AGE	CLASS						Total
	7	8	9	10	11	12	
11		1					1
12	6	2					8
13	8	10	1				19
14	4	4	13	2			23
15	4	6	19	8	2		39
16	3	1	24	13	4		45
17			7	11	10	3	31
18			3	3	8	9	23
19			2	4	3	6	15
20				2	3		5
21					2		2
22					1		1
Total	25	24	69	43	33	18	212

TABLE IV

AN AGE AND GRADE DISTRIBUTION OF THE BIG TOPS STUDY

CLASS							
AGE	7	8	9	10	11	12	Total
II		1					1
IS	2	2					4
13	2	10	1				13
14	4	4	12	2			22
15	4	6	16	6	2		34
16	2	1	22	12	4		41
17			7	11	10	2	30
18			2	2	8	2	22
19			2	4	6	6	18
20				2	2		4
21					2		2
22					1		1
Total	22	24	30	34	33	10	153

permanently during the same year in which they entered.

The age at which the greatest number dropped was sixteen years. At that age twenty-six boys and nineteen girls, or a total of forty-five, making 21.2 per cent of the entire group of 212 left school. The median age for the group was 16.35 years. There were 42.45 per cent under sixteen years, and 13.20 per cent under fourteen years of age. This appears important since the compulsory attendance law of the state requires that children attend school until they are fourteen, and unless they are working until they are sixteen years of age.¹

Reasons for leaving school. While the number and classification of those leaving are important data, the real point is to discover why they left.

The first to be considered are the reasons for leaving as given by the school authorities. Table V presents these in tabulated form. Lack of interest heads the list with 52 cases out of 212 or 24.5 per cent who dropped out for that reason. In the report of the

¹ New Mexico School Code, 1938, Sections 134 and 135, p.60.

permanently. In the same year in which the number of
The age at which the greatest number dropped was
sixteen years. At that age twenty-six per cent and thirteen
girls, or a total of forty-five, making 35.2 per cent of
the entire group of 212 left school. The median age for
the group was 15.35 years. There were 52.45 per cent
under sixteen years, and 15.80 per cent under fourteen
years of age. This appears important since the compulsory
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real point is to discover why they left.
The first to be considered are the reasons for
leaving as given by the school authorities. Table V
presents these in tabulated form. Lack of interest seems
the first with 25 cases out of 212 or 11.8 per cent who
dropped out for first reason. In the report of the

TABLE V

REASONS FOR PUPILS DROPPING OUT OF SCHOOL

Reason	Per cent of 212 dropouts as given by the school authorities	Per cent of 56 interviewed as given by themselves
Not interested	24.5	14.4
Economic	18.8	28.6
Marriage	14.2*	19.6*
Unknown	13.2	
Disliked school	10.3	12.5
Too Hard	7.1	5.3
Illness	5.2	3.6
Family trouble	2.3	
Disliked a teacher	2.3	3.6
Ran away	1.8	
More fun outside		5.3
Disliked to study		3.6
Over age		3.6

* All girls

Reason		
Not interested	1.1	
Economic	1.7	
Language	1.3	
Unknown	1.3	
Disabled school	1.0	
Too hard	1.1	
Illness	1.3	
Family trouble	1.1	
Disliked a teacher	1.0	
Ran away	1.0	
Work too outside	1.0	
Disliked to study	1.0	
Over age	1.0	

* All this

American Youth Commission² the uninterested group was 24.6 per cent of those interviewed. It is interesting to find that almost one fourth of those who dropped out both in San Juan County and in the group studied in Maryland did so because of lack of interest.

As shown in Table V of the fifty-six dropouts who were interviewed in San Juan County, 14.4 per cent gave lack of interest as their reason for quitting. Somewhere there must be failure in coordination between school offering and pupil interest.

According to the school authorities the next highest group among the 212 dropouts left because of economic reasons. These included those pupils whose parents could not afford to keep them in school, those who had to help with work at home, and those who went to work to earn money. There were forty of these altogether, or 18.8 per cent of the total 212.

In the group of fifty six who were interviewed, there were sixteen pupils, or 28.6 per cent who gave financial problems of some kind as reasons for their leaving. Two seniors in this group would not try to

² Howard M. Bell, Youth Tell Their Story (Washington, D.C.: American Council on Education, 1938), p. 66.

American Youth Commission, the uninterested persons were 24.6 per cent of those interviewed. It is interesting to find that almost one fourth of those who dropped out both in San Juan County and in the group studied in Maryland did so because of lack of interest.

As shown in Table V of the fifty-six students who were interviewed in San Juan County, 14.9 per cent gave lack of interest as their reason for leaving. Somewhere there must be failure in communication between school officials and pupils' interest.

According to the school authorities the next highest group among the fifty-six students left because of economic reasons. That includes those pupils whose parents could not afford to keep them in school, those who had to help with work at home, and those who went to work to earn money. There were forty of those interviewed, or 18.8 per cent of the total fifty.

In the group of fifty six who were interviewed, there were sixteen pupils, or 28.6 per cent, who gave financial troubles of some kind as reasons for their leaving. Two seniors in this group would not try to

finish the year and graduate because they could not afford the clothing required by our modern "democratic" commencements. In this group, also, there were several who appeared to feel that earning money was more important than attending school. They were classed as "finances", but perhaps, since their interest lay entirely outside, they should have been classed with the "uninterested" group.

Marriage was given as one of the highest three reasons for leaving. The school authorities listed thirty girls or 14.2 per cent of the entire 212 pupils as leaving to be married. Among the fifty six interviewed 19.6 per cent had left to be married. The point in this seems to be that some girls only fifteen years old, and some from the eighth grade left school to become wives and mothers. A few definitely improved their financial status by marrying, but many others only made bad matters worse.

Another important fact is that twenty-eight of the 212 who left, or 13.2 per cent, were listed as "reasons unknown". Some of those so listed were under legal age. A careful follow up of the dropouts would have determined the reason for their leaving at least, and possibly something could have been done about it.

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Another important fact is that twenty-eight of the 212 who left, or 13.2 per cent, were listed as "reasons unknown". Some of these so listed were under legal age. A careful follow up of the dropouts would have determined the reason for their leaving at least, and possibly something could have been done about it.

Only fifteen pupils, or 7.1 per cent of the 212 were listed as incapable of doing the work. Of the fifty-six interviewed five thought that school was too hard. The fact that this group is very small is comparable to the statement made by Dr. Counts of Chicago University, that the selective character of the American high school is not intellectual but economic.³

In checking the school records of the 212 dropouts for family patterns in school attendance it was found that there were four children from one family, three from each of three others, and two from each of six others, who had dropped out of school. This totaled twenty-five cases or 11.79 per cent who seemed to be following family trends.

Among the fifty-six interviewed an interesting element was the three types of dislikes they registered. There were 12.5 per cent who actively disliked school in general. This is not to be confused with the mere passive lack of interest. Five of these boys could not think of any subject in their school life that they liked. Two boys said they disliked a teacher, not teachers in general but a special one, to such an extent that they preferred

³ Howard M. Bell, op. cit., p. 96.

Only 11.7 per cent of the 512
 were listed as inactive or doing the work. Of the
 fifty-six interviewed five women that school was too
 hard. The fact that this group is very small is considerable
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 but a special one, to such an extent that they preferred

to leave school rather than to attend classes under him. Two other boys gave as their reason for leaving "dislike to study". They apparently had no particular aversion to schools or teachers as such, but just disliked to study. Their scholarship records seemed to corroborate their statements. The implication of this may be that a different type of program emphasizing immediate values and dealing in life situations, might have held their interest and have kept them in school.

Subject failures. Very closely allied with reasons for dropping out is the list of subject failures. These were obtained for the 212 pupils from the permanent records of the schools, and are tabulated in Table VI.

English headed the list with sixty-nine pupils, or 32.5 per cent of the 212 who were failing; social science came next with forty six pupils, or 21.7 per cent; mathematics was third with thirty-two pupils, or 15.1 per cent; while natural science was next with twenty eight, or 13.2 per cent. English and mathematics are societal arts, and are the very things the child needs to learn for living a normal life. Social science should give definite help for living in today's world. Of the 212 pupils one hundred three, or 48.58 per cent were failing in at least one of these subjects; seventy-one, or 33.49 per cent

TABLE VI

COMPARISON OF SUBJECT FAILURES, SUBJECTS LIKED,
AND SUBJECTS DISLIKED

Subject	Per cent of 212 dropouts who failed in the subject	Per cent of 56 interviewed who liked the subject	Per cent of 56 interviewed who disliked the subject
English	32.5	17.8	33.9
Social Science	21.7	12.5	8.9
Mathematics	15.1	3.6	28.8
Science	13.2	12.5	7.2
Spanish	4.2		7.2
Agriculture	4.2	8.9	
Everything	16.03	1.8	8.9
Typing		5.3	1.8
Miscellaneous	3.7	19.8	3.3
Home Economics		17.8	

Table 1

Summary of the results of the analysis of variance for the data presented in Table 1.

Source of Variation	Sum of Squares	Mean Square	F	df
Between Groups	10.0	1.0	1.0	1
Within Groups	9.0	0.9	0.9	9
Total	19.0			10
Error	0.5	0.05	0.05	1
Residual	0.5	0.05	0.05	1
Corrected Total	18.5			10
Corrected Between Groups	9.5	0.95	0.95	1
Corrected Within Groups	9.0	0.9	0.9	9
Corrected Error	0.5	0.05	0.05	1
Corrected Residual	0.5	0.05	0.05	1
Corrected Total	18.5			10

were failing in two; while thirty-four, or 16.03 per cent were failing in all.

In the group of fifty-six who were interviewed the subjects disliked most were found to be in the same group as those in which most had failed. These are listed in Table VI. Out of the fifty-six cases English was disliked by nineteen pupils, or 33.9 per cent, and mathematics followed with sixteen pupils, or 28.6 per cent disliking it. After that the numbers disliking various things reduced rapidly.

One girl who was forced for financial reasons to leave school, said that there was nothing about school nor any subjects that she disliked.

It is interesting to compare the group of subjects disliked with the ones the group of fifty six said they liked. These are also given in detail in Table VI. Home economics and English tied for first place. Of course all ten who liked home economics were girls, but two out of the ten liking English were boys. Natural Science was next in favor with seven choosing it, and from there on the choice was very scattering.

The pupils' valuation of school experiences. To the question, "Has school been of any help to you?", twenty-seven pupils, or 48.2 per cent of the fifty-six

were falling in two; while thirty-four, or 13.03 per cent
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the choice was very interesting.

The pupils' valuation of school experiences.
The question, "Has school been of any help to you?"
twenty-seven pupils, or 48.2 per cent of the fifty-six

interviewed said definitely, "No!" Fourteen, or 25.1 per cent said just as definitely, "Yes!" The balance seems to be in favor of the "noes". These replies are listed in Table VII. The general attitude of this group indicated the feeling that going to school did not help any when one farmed, "punched" cows, drove trucks, or even kept house. On the other hand, the "yes" group were sure that schooling, such as they had been able to get, had been of great help.

One ninth grade girl who left at fifteen years of age to marry a boy whose family moved in a different social stratum said her "education" had helped her with "his family".

Similar general results came from the question, "Would you like to have graduated?" Of the group of fifty-six 44.6 per cent, or twenty-five out of the twenty-seven who thought school had been of no help were not interested in graduating, although twenty-four of the entire group, or 42.8 per cent, would like to have graduated. Several married girls said they would like to have graduated but would not want to sacrifice their marriage to do so.

A few felt that having a high school diploma put one on a better basis both socially and economically. Two wanted to be able to say they were graduates only in order that they might get a job more easily.

interviewed said definitely, "No, I don't want to be in the army." The answer was to be in favor of the "army." These remarks are listed in Table VII. The general attitude of this group indicated the feeling that going to school did not help and when one learned, "punished" one, drove through, or even kept home. On the other hand, the "yes" group were more than anything, such as they had been able to get, had been of great help. One man mentioned the fact of fifteen years of age to marry a boy whose family owned in a district social system and the "education" had been his own "his family".

Several general remarks came from the question, "Would you like to have graduated?" Of the group of fifty-six and over, or twenty-five out of the twenty-seven who thought school had been of no help, who had not interested in graduation, although mentioned in the entire group, or 47.8 per cent, would like to have graduated. Several married men said they would like to have graduated but could not find the security their marriage to do so.

A few said that having a high school diploma put one on a better basis both socially and economically. Two wanted to be able to say they were graduates only in order that they might get a job more easily.

TABLE VII

ATTITUDES TOWARD SCHOOL AS EXPRESSED BY
THE FIFTY-SIX INTERVIEWED

Answer	Has school been of any help to you? (per cent)	Would you like to have graduated? (per cent)
No	48.2	44.6
Yes	25.1	42.8
Not much	17.8	
Perhaps	8.9	3.6
Too much work		3.6
To help get job		3.6
Don't care		1.8

TABLE VII

ATTITUDES TOWARD SCHOOL AS A FACTOR IN
THE INTEREST IN LIFE

Answer	Has school been of any help to you? (per cent)	Would you like to have ex-teacher? (per cent)
No	43.2	44.5
Yes	32.1	32.5
Not much	17.8	
Perhaps	5.2	5.5
Too much work		6.5
To help get job		5.5
Don't care		1.8

Economic status. Howard M. Bell says "...The strongest single factor in determining how far a youth goes in school is the occupation of his father."⁴

Table VIII shows the usual occupation of the parents of the group of 212 pupils who were studied. Eighty-two of them, or 38.6 per cent were farmers. The unskilled laborer group came next with eighteen cases, or 8.4 per cent. The rest tapered on down in number in a miscellaneous group. It is a rather outstanding point to note that among the group of parents not one professional man is listed. Of course, in San Juan County the number of professional men is relatively few as compared with the farmer group. But in a number of other studies⁵ that have been made the children of farmers and unskilled laborers are found to leave school earlier than those whose fathers are in higher economic brackets. Children from the group of professional families are found to stay in school longer than any others.

⁴ Howard M. Bell, op. cit., p. 63.

⁵ Howard M. Bell, op. cit., p. 61.

Aubrey Williams, "Elementary and High School Students," School and Society, 49:441, April 1939.

TABLE VIII

USUAL OCCUPATION OF PARENTS' OF PUPILS STUDIED

Occupation	Number	Per cent
Farmer	82	38.6
Unskilled laborer	18	8.4
Indian Trader	16	7.5
Unknown	16	7.5
Skilled laborer	13	6.2
Business Man	13	6.2
Miner	10	4.7
Cattle man	8	3.7
W.P.A. worker	7	3.3
Truck driver	6	2.8
Personal	6	2.8
Government employee	6	2.8
Idle	5	2.3
Railroad worker	4	1.8
Bus driver	2	.9

TABLE VIII

USUAL OCCUPATION OF FATHERS OF MURKIN STUDIED

Ocupation	Number	Per cent
Farmer	83	38.6
Unskilled laborer	18	8.4
Indian Trader	19	7.3
Unknown	18	7.3
Skilled laborer	13	6.2
Business man	13	6.2
Miner	10	4.7
Cattle man	8	3.7
W.P.A. worker	7	3.3
Truck driver	6	3.3
Personal	6	3.3
Government employee	6	3.3
Idle	5	2.3
Railroad worker	4	1.9
Bus driver	3	.9

In Table IX is shown the occupational status of the 212 dropouts themselves as recorded by the school authorities. For 21.2 per cent their present occupation was listed "unknown". Of the entire group of girls 46.8 per cent are married and have homes, (many have children), of their own. Of the group of 212 pupils 15.1 per cent are working at home, and 14.6 per cent are idle. The remainder of the group are scattered among a dozen or more occupations. Most of these young people who are working have jobs that lead no where in particular. Farmer, laborer, trucker, trader, they are for the most part following in the footsteps of their parents without background enough to make any appreciable improvement. A few of them are building for the future.

Of the fifty-six who were interviewed, there were some whose employment status was not in agreement with the school records. Their own story may be seen in Table X. Only four of the fifty-six were idle, although three more said they were just staying at home. There were seventeen boys who rated themselves as farmers, while the school authorities listed only ten in that way. The additional number, however, came from the group of those that the school had listed as working at home. That was the only group in which information

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BUREAU OF LAND MANAGEMENT

Name	Age	Sex	Marital Status	Occupation	Value	Date
Unknown	98	M	Married	Farmer	10.00	1912
Wife		F	Married			
Working at home	35	F	Married			
Idia	20	F	Married			
Farmer	10	M	Married			
Housework		F	Married			
Laborer	5	M	Married			
Dead	5	M	Married			
Trucker	5	M	Married			
Trader	5	M	Married			
Clerk	5	M	Married			
Waitress		F	Married			
Government service	5	M	Married			
Navv	5	M	Married			
Missionary	5	M	Married			
Seaman	1	M	Married			
Painter	1	M	Married			

TABLE X

PRESENT EMPLOYMENT STATUS OF THE FIFTY-SIX INTERVIEWED

	Male	Female	Total
Farming	17		17
Housewife		14	14
Odd jobs	4		4
Nothing	1	3	4
Trucking	3		3
At home		3	3
Government service	1	1	2
Maid		2	2
Waitress		2	2
Cowboy	1		1
W.P.A. worker	1		1
Joining C.C.C.	1		1
Ill and unable to work	1		1
Repair shop	1		1

TABLE 1

PERCENT EMPLOYMENT BY TYPE OF WORK - 1930

Category	Male	Female	Total
Farming	17	10	27
Housewife		14	14
Odd jobs	4		4
Nothing	1	3	4
Trucking	3		3
At home		3	3
Government service	1	1	2
Wife		2	2
Waitress		2	2
Cowboy	1		1
W.P.A. worker	1		1
Joining C.O.C.	1		1
Ill and unable to work	1		1
Repair shop	1		1

from the interviews made a definite change.

Summary. In this chapter an attempt has been made to show a picture of the 212 pupils who dropped out of the three accredited high schools of San Juan County New Mexico during the three year period from 1935 to 1938.

It was found that in age and grade enrollment, and in estimated elimination San Juan County was more or less typical of New Mexico.

The median grade completed by the 212 pupils was 9.826, and the median age of the dropouts was 16.35 years.

According to school authorities 24.5 per cent left because of lack of interest, and 18.8 per cent for economic reasons.

Twenty five cases, or 11.79 per cent of the 212 seemed to be following family patterns in the matter of leaving school. Out of the 212 there were 48.58 per cent failing in some one of the societal arts, the greatest number, 32.5 per cent failing in English.

The parents of 38.6 per cent of the group were farmers, while none of the parents were professional men.

Of the group of fifty-six who were interviewed 48.2 per cent felt that school had been of no value to them, although 25.1 per cent said it had been of great value to them.

from the interviewers made a definite change.

Summary. In this chapter an attempt has been made to show a picture of the EIR pupils who dropped out of the three accredited high schools of San Juan County, New Mexico during the three year period from 1933 to 1935. It was found that in age and grade enrollment, and in social classification San Juan County was more or less typical of New Mexico.

The median grade completed by the EIR pupils was 9.835, and the median age of the dropouts was 16.54 years. According to school authorities 44.3 per cent left because of lack of interest, and 18.9 per cent for economic reasons.

Twenty five cases, or 11.75 per cent of the EIR seemed to be following fairly regular in the matter of leaving school. Out of the EIR there were 48.33 per cent failing in some one of the school areas, the greatest number, 3.5 per cent failing in English.

The parents of 36.6 per cent of the group were farmers, while none of the parents were professional men. Of the group of fifty-six who were interviewed 48.3 per cent said that school had been of no value to them, although 33.1 per cent said it had been of great value to them.

After a presentation of the findings in this study, the next step, logically, will be the comparison of these findings with the findings in other related studies.

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CHAPTER VI

COMPARISONS OF THE FINDINGS IN SAN JUAN COUNTY, NEW MEXICO, WITH THOSE OF OTHER STUDIES

The American Youth Commission. The Report of the American Youth Commission of the American Council on Education was found to be most helpful in practically every field of comparison. In fact, Youth Tell Their Story¹ was the inspiration back of the present study. The Youth Study was made by interviewing a sampling of 13,528 youth in Maryland, in such varied areas and socio-economic levels as to make them comparable to the youth of America. If one may consider this group typical of the United States as a whole it naturally becomes a standard of comparison for local conditions, and many constructive suggestions arise therefrom.

Comparison of eliminations by sex, age, and grade. In a very small way in San Juan County, we have attempted to analyze the behavior, attitudes, likes and dislikes, and economic status of those who have dropped from our

¹ Howard M. Bell, Youth Tell Their Story
(Washington; D.C.: American Council on Education, 1938).

COMPARISON OF THE YOUTH OF THE UNITED STATES WITH THAT OF OTHER COUNTRIES

THE YOUTH OF THE UNITED STATES

The American Youth Commission

American Youth Commission of the American Youth Commission

Education was found to be most highly developed in every field of activity.

Every field of activity.

Story was the illustration back of the youth of the United States.

The youth of the United States was made by international comparison.

12,583 youth in Maryland, in each county and in each city.

Academic level as to make the comparison.

Youth of America. It was compared with youth of other countries.

of the United States as a whole.

Standard of comparison for each country.

Comparative study of youth of the United States.

Comparison of education of youth of the United States

Is a very small part in the United States.

to study the behavior, activities, and interests.

and economic status of these youth.

schools. In this study only those were included who had left school before graduation, and the ages ranged from eleven to twenty-two years, the median age being 16.35 years. In the Maryland group the ages were from sixteen to twenty-four years and included those in school and out.² The median grade of attainment in the Youth Study was approximate completion of the ninth;³ in our schools it was 9.826, or almost exactly the same.

The Youth Study found that the number of boys who left school was slightly larger than the number of girls⁴ but in no very great amount. In the San Juan group of 212 there were 116 boys or 54.72 per cent, and 96 girls, or 45.28 per cent.

A.W. Clevenger⁵ in his study of Urbana, Illinois, found that of the freshmen entering high school in 1933 only half graduated in 1937. Of the 158 freshmen entering school in San Juan County in 1935 there were 66 of them,

² Ibid. p.9.

³ Ibid. p.56.

⁴ Ibid. p.57.

⁵ A.W. Clevenger, "Responsibilities of Public Secondary Schools for the Education and Welfare of Out-of-School Youth", North Central Association Quarterly, 13:186, April, 1938

or 41.77 per cent who had dropped out by the end of the three year period. In New Mexico in 1934 there were 5,835 enrolled in the ninth grade. When this class graduated in 1938 the enrollment had dropped to 2,906. This was an elimination of 50.19 per cent. In San Juan County in 1934, there were 131 enrolled in the ninth grade, and in 1938 there were 72 who graduated from high school. This shows an elimination of 45.03, or a little less than that for the state.

It was found in the San Juan study that the greatest amount of elimination for the entire group of 212 took place in the ninth grade. This was sixty-nine cases or 32.5 per cent of the total. The ninth grade enrollment for the three year period was 446, of which number 15.2 per cent dropped out during the same year they entered.

In 1936 Berl Irving Poe⁶ made a study of the elimination from the small high schools of Oklahoma. He found that the graduating class of 1930 retained 60.7 per cent of its ninth grade enrollment, while the class of 1934 retained 64.5 per cent. This would

⁶ Berl Irving Poe, "Elimination from Small High Schools of Oklahoma," (Abstract of Thesis) University of Oklahoma Bulletin, New Series No. 698, April 10, 1937. p.128.

indicate the same tendency as in San Juan where elimination for 1935-6 was 13.07 per cent, for 1936-7 it was 9.51 per cent, and in 1937-8 it had dropped to 8.10 per cent.

Dr. Walter Crosby Eells⁷ says that the public high school of the United States may expect to lose from 7 to 8 per cent of its pupils each year. He bases his statement on a study of 19,732 sophomores, juniors and seniors in 198 schools located in widely separated sections of the United States. During a period of 31 weeks 1,329 of these pupils were permanently dropped from school.

The present study included from the seventh through the twelfth grades, and the elimination over a three year period was 212, or 18.08 per cent of 1,172, which was the total enrollment during that time. We find, however, by taking the rates for each separate year (13.07 per cent, 9.51 per cent, and 8.10 per cent), the average rate of elimination per year for the three year period is 10.23 per cent, which is about 2.5 per cent higher than the average for the 198 schools used in Dr. Eells's study. Dr. Eells found that the size of schools seemed to make no appreciable difference, but the location had

⁷ Walter Crosby Eells, "Why Secondary Pupils Leave School", The Clearing House, 12:527-28, May, 1938.

indicate the same tendency as in San Juan where elimination for 1933-4 was 12.07 per cent, for 1934-5 it was 8.51 per cent, and in 1935-6 it had dropped to 6.19 per cent. Dr. Walter Crosby Kalia⁷ is of the opinion that the high school of the United States may expect to lose from 7 to 8 per cent of its pupils each year. He based his statement on a study of 12,752 schools in 1933, 1934, and 1935 in 128 schools located in eight separate sections of the United States. During a period of 21 weeks, 1,530 of these pupils were permanently dropped from school. The present study included from the seventh through the twelfth grades, and the elimination over a three year period was 21.6, or 18.68 per cent of 1,532, which was the total enrollment during that time. However, by taking the rates for each separate year, 12.07 per cent, 8.51 per cent, and 6.19 per cent, the average rate of elimination per year for the three year period is 10.59 per cent, which is about 2.5 per cent higher than the average for the 128 schools used in Dr. Kalia's study. Dr. Kalia found that the rate of schools seemed to make no appreciable difference, but the location had

⁷ Walter Crosby Kalia, "The Secondary Pupils Leave School", The Clearing House, 12:157-58, May, 1935.

some influence. The total per cent of elimination was smallest in the East, more in the West, and most in the South.

Homer P. Rainey⁸ says that 35 per cent of the fourteen to eighteen year olds are not enrolled in school, and that 37.4 per cent of this out of school youth have not finished high school. He also states⁹ that from a sampling of 30,000 youth in Pennsylvania 28 per cent continued no further than the eighth grade, and 23 per cent more dropped out before graduating from high school.

Aubrey Williams in a youth survey of the labor market found that 65 out of every 100 eighth grade graduates finish high school.¹⁰

This per cent seems to be considerably higher than that found in New Mexico. Of the group of 6,809 who were enrolled in the eighth grade in 1933 in New Mexico, only 2,906 graduated from high school in 1938. This is an elimination of 57.33 per cent, leaving only 42.67 per cent who graduated. This is not quite comparable, however,

⁸ Homer P. Rainey, and Others, How Fare American Youth. (New York: D. Appleton Century Company, 1938), p.43.

⁹ Ibid., p.44.

¹⁰ Aubrey Williams, "Elementary and High School Students", School and Society, 49:441, April 8, 1939.

some information. The total was about 100,000 in the
analysis in the last, more in the last, and most in the
South.

However, Bailey says that 35 per cent of the
fourteen to sixteen year olds were enrolled in school,
and that 7.4 per cent of this age of school youth have
not finished high school. It also states that from
sampling of 30,000 youth in Pennsylvania 35 per cent have
finished no further than the eighth grade, and 15 per cent
more dropped out before graduating from high school.

Another William in a youth survey of the labor
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elimination of 57.3 per cent, leaving only 42.7 per
cent who graduated. This is not quite comparable, however.

8. Robert L. Bailey, and Others, New Labor Statistics
Yonkers, (New York: N. W. Poston Company, 1938), p. 43.

9. Ibid., p. 44.

10. Robert L. Bailey, Alexander, Alexander and High School
Graders", School and Society, 43:441, April 3, 1932.

for in New Mexico the comparison was made by using those enrolled in the eighth grade, and not those who graduated.

Comparison of reasons for elimination. Of the group of fifty-six pupils who were interviewed 28.6 per cent gave some kind of economic pressure as their reason for leaving school. Of the entire group of 212 pupils 18.8 per cent left for the same reason. In reference to the study by Howard M. Bell¹¹ it was found that 54 per cent of the out of school youth left for economic reasons. This is almost twice as great a per cent as the present study showed for the interviewed group of fifty-six, and three times as great as that for the entire group of 212. This might be explained by the fact that economic pressure is generally conceded to be greater in the East than it is in the West. A difference of only .1 per cent, however, was found between the per cent of those who left because of lack of interest in Bell's study and in the group of 212 in the present investigation. In the San Juan study there were 24.5 per cent, while in Bell's study there were 24.6 per cent who left because they were not

¹¹ Howard M. Bell, op. cit., p.64.

for in New Mexico the comparison was made between those who were enrolled in the eighth grade, and those who were not.

Comparison of income for different groups

Group of fifty-six pupils who were in the eighth grade, and who gave some kind of economic statement in their report for leaving school. It was found that 18.9 per cent of the group had some income, and the study by Howard N. Hall¹¹ in the same year showed that 18.9 per cent of the out of school youth for the same year. This is almost twice as great a percentage as was found in the study showed for the interviewed group of fifteen-year-olds. This shows a great deal for the difference between the two groups. This might be explained by the fact that the out of school youth is generally expected to be greater in the home than in the street. A difference of 11.1 per cent, however, was found between the per cent of those who had some income of less than \$100 in Hall's study and the 18.9 per cent in the present investigation. In the present study there were 18.9 per cent who had some income, and there were 24.6 per cent who had some income in the study.

¹¹ Howard N. Hall, *op. cit.*

interested. A comparison of the marriage group tells a different story. In the Maryland study only three per cent left to be married, as compared with 14.2 per cent of the 212 in San Juan County.

Without giving definite statistics Rainey¹² says that one of the evils of the present high school system is the excessive amount of failure and dropping out of school caused by inability to meet school standards and dissatisfaction with the program offered.

Poe¹³ found that in the Oklahoma schools the greatest number of eliminations were because of financial reasons.

Bells¹⁴ in his study of the 198 schools found that only 10 per cent left school to go to work, 4.96 per cent to be married, 10.98 per cent because of poor scholarship, while 32.28 per cent were for reasons unknown.

According to the school authorities the grade records of the 212 dropouts in the present study show that one hundred three pupils, or 48.58 per cent were

¹² Homer P. Rainey, op. cit., p.44.

¹³ Beryl Irving Poe, op. cit., p. 127.

¹⁴ Walter Crosby Bells, op. cit., p.526.

interested. A comparison of the records of the
different years. In the year 1900, the
cent left to be married, a large number of the
of the 112 in the year 1900.
without giving definite results.
that one of the evils of the present system
is the excessive amount of time spent in
school caused by inability to meet the
disatisfaction with the program.
Pool's found that in the 112 cases, the
present number of children was 100.
financial results.
Solis is in the state of the 112 cases, the
that only 10 per cent left school in the year 1900.
per cent to be married, 10 per cent to be
scholarship, while 22 per cent left the school.
unknown.
according to the school, the 112 cases
records of the 112 students in the year 1900
that one hundred three pupils in 1900, and

-
- 12 Homer P. Rainey, 211, 1900
 - 13 Harry Irving Fox, 221, 1900
 - 14 Walter Crosby, 231, 1900

failing in at least one subject, and thirty-four, or 16.03 per cent were failing in everything.

A report by Dr. Carlyle and Dr. Williams from a study of 400 dropouts stated that the mentality of those who left was equal to that of those who continued.¹⁵

Joseph Samler in reviewing the literature related to the problem of the dropout says:

Experts and research workers have stressed that while in school the dropout lacks interest in his school studies, needs guidance, may be a truant, and needs courses other than those for which he is enrolled.¹⁶

Our findings indicate a similar situation.

Subject failures. In the San Juan study the highest subject failures were English 32.5 per cent, Social Science 21.7 per cent, Mathematics 15.1 per cent, and Science 13.2 per cent.

Clara L. Pitts¹⁷ in a study of the failures in the

¹⁵ John C. Carlyle, and L.A. Williams, "What Pupils Are Being Eliminated", Clearing House, 13:234, December, 1938.

¹⁶ Joseph Samler, "The High School Graduate and Dropout", Journal of Experimental Education, 7:105, December, 1938.

¹⁷ Clara L. Pitts, "Failures in the First Year of High School", Peabody Journal of Education, 15:362-9, May, 1938.

first year high schools of Virginia, found the subject failures were Mathematics, Science and English. At the end of the first six weeks 30 per cent of the freshmen were failing although many of them had been in the high group in the elementary schools. An analysis of the reasons for these failures indicated three important influences: (1) social, including night parties, sex interest, broken homes, etc.; (2) physical, including diet, need for glasses, lack of rest and sleep; (3) poor teaching.

In Ruth Strang's Introduction to Child Study¹⁸ she lists the pupils' reasons for failure as: home work, outside activities, and home conditions. The teacher reasons were: slow learning, inattention, poor previous preparation, ineffective habits of work, and personal difficulties. Neither blamed the school directly although both probably should.

Attitudes. The attitudes of the San Juan pupils toward various subjects and toward school in general make an interesting comparison with others. Of the

¹⁸ Ruth Strang, An Introduction to Child Study. (New York: The Macmillan Company, 1938) pp. 600-603

first year high school of Virginia, found the subjects
 failures were Mathematics, Science and English. At the
 end of the first six weeks 50 per cent of the freshmen
 were failing almost every subject. In the high
 group in the elementary schools, an analysis of the
 reasons for these failures indicated three important
 influences: (1) social, including study habits, lack
 interest, broken homes, etc.; (2) physical, including
 diet, need for sleep, lack of rest and sleep;
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 although both probably should.

Attitudes. The attitudes of the ten year pupils

toward various subjects and toward school in general
 make an interesting comparison with others. Of the

fifty-six interviewed 33.9 per cent had the greatest dislike for English, although 17.8 per cent liked English better than any other subject. There were 28.8 per cent who disliked mathematics, but 3.6 per cent liked algebra best of all.

Arnold M. Christensen¹⁹ in having 2,125 high school graduates rate the most valuable subjects that they had found in high school, reports that 40.8 per cent rated English as first in importance, 13.6 per cent rated geometry as least beneficial, while 13.2 per cent gave algebra lowest place.

J. Roy Leevy²⁰ in his survey of 980 high school seniors found that in choosing the three subjects that they preferred 85 per cent chose English first, 67 per cent rated Typing second, while Agriculture and Home Economics divided honors for third. As least desirable Latin, French, and geometry were listed in that order. When asked what three they would drop from the

¹⁹ Arnold M. Christensen, "2125 High School Graduates' Estimates of Subject Values", Clearing House, 13:229-30, December, 1938.

²⁰ J. Roy Leevy, "The Rural High School Pupil and the Curriculum", School and Society, 48:798-9, December 17, 1938.

Twenty-five interviews were conducted with the students.
 English was the most popular subject, with 17.5 per cent listed
 English better than any other subject. There were
 23.8 per cent who disliked mathematics, but 3.8 per
 cent listed algebra best of all.

Arnold M. Christensen is having a 1935 high school
 graduation rate. The most valuable subjects that they
 found in high school, reports that 40.9 per cent rated
 English as their favorite in high school, 15.8 per cent rated
 geometry as their favorite, while 15.8 per cent gave
 algebra lower place.

C. Roy Levy in his survey of 980 high school
 seniors found that in choosing the three subjects that
 they preferred to get out of school first, 47 per
 cent rated typing second, while 47.1 per cent and 47.1
 Economics divided honors for third. As least desirable
 Latin, French, and geometry were listed in that order.
 When asked what three they would drop from the

19 Arnold M. Christensen, "1935 High School
 Graduates' Estimates of Subject Values", Clearing House
 18:329-30, December, 1935.

20 C. Roy Levy, "The Rural High School Senior and
 the Curriculum", School and Society, 48:179-9, December 17,
 1938.

curriculum, 92 per cent said all foreign language, 82 per cent said geometry, and 53 per cent algebra. English was rated as most helpful by 49 per cent.

Our findings are not altogether comparable with those just listed because our program of studies was not entirely the same. However, both groups listed English as highest in regard, although the San Juan group also listed it as lowest by 33.9 per cent.

In checking attitudes toward the school in general 48.2 per cent of the fifty six who were interviewed in the San Juan group said that school had not been of any help to them, and 44.6 per cent had no wish to graduate from high school. However, 25.1 per cent said school had been of definite help, and 42.8 per cent wished they might have graduated. Of the entire group of 212 over half dropped out because of conditions that might have been remedied.

In the National Youth Study²¹ of those who were out of school permanently it was found that 38 per cent would have preferred to remain in school if financial conditions had permitted. Of this same National Youth

²¹ Howard M. Bell, op. cit., pp. 82, 86, 88.

Study group 26.4 per cent said school had been of little or no economic value to them, while 32 per cent said it had been of great economic value. There were 11.8 per cent who said they had received no cultural value, but 46.5 per cent said they had received great cultural value. Bell feels that the youth is conscious of the inadequacy of his education, and whether this feeling comes from the quantity or the quality of his school life, that the solution lies in increasing the quantity and improving the quality. Also, the more schooling the youth had received the more highly he was inclined to value it. In both the censure and the praise the pupil's sense of completeness or incompleteness has tended to influence his thought. Bell concludes the discussion with the statement:

A more genuine equality of educational opportunity should be provided for all groups of youth, and more realistic and satisfying programs should be devised to meet their needs.²²

There still remains, however, the substantial number of young people for whom the present school programs have little or no appeal. Their dropping out of school at undesirably low levels is the result, not so much of economic necessity, as of sheer indifference. For them the obvious solution is the

²² Howard M. Bell, op. cit., p.88

Study group 25.1 was found to be the most active
 or the economic value to them, while 25.2 was found to
 have been of great economic value. There were 115 per
 cent who said they had received no benefit at all, but
 15.5 per cent said they had received great benefit.
 value. Bell feels that there is an element of the
 inadequacy of his education, and that the solution
 comes from the quantity of the quality of the school
 life, that the solution lies in increasing the quantity
 and improving the quality. Also, the more economic
 youth has received the more likely he was to be
 value it. In both the economic and the social
 sense of comparison or inadequacy has led to
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A more genuine equality of educational opportunity
 should be provided for all groups of youth, and more
 realistic and effective programs should be devised
 to meet their needs.
 There still remain, however, the educational
 needs of young people for whom the present school
 programs have little or no appeal. These groups
 out of school or unsatisfied for years is the result
 not so much of economic necessity as of their
 indifference. For them the obvious solution is the

development of school programs that are more realistically adapted to their interests and needs.²³

Influence of family status. In considering the influence of the family pattern on school records Bell says:

With a little professional license one might consider the factors that influence grade attainment as a miniature deck of cards. However, the deck is shuffled, one card--one fact--will always be on top: the strongest single factor in determining how far a youth goes in school is the occupation of his father.²⁴

The tendency is that the lower the economic bracket of the father, the less chance the child has for finishing high school. Bell²⁵ shows that four out of twenty from the professional-technical home left school before graduation, thirteen out of twenty from farm owner or tenant homes, and eighteen out of twenty from homes of unskilled laborers.

Since farming is the principal industry in San Juan County, it was to be expected that a large number of dropouts would come from that group. There were eighty-two cases, or 38.6 per cent of the 212 dropouts

²³ Ibid., p.89.

²⁴ Howard M. Bell, op. cit., p.63.

²⁵ Ibid., p.61.

Development of the individual and the social environment

Influence of the family

Influence of the family on the development of the individual

1. The family

With a little more than a century ago, the family was considered the factor that influenced the development of the individual. The family was the first school of the child, the first place where he learned to live. The family was the first place where he learned to love, to hate, to fear, to hope, to dream, to suffer, to joy. The family was the first place where he learned to be a man.

The family is the first school of the child.

2. The family as a social unit

3. The family as a social unit

4. The family as a social unit

5. The family as a social unit

6. The family as a social unit

7. The family as a social unit

8. The family as a social unit

9. The family as a social unit

10. The family as a social unit

11. The family as a social unit

12. The family as a social unit

13. The family as a social unit

14. The family as a social unit

15. The family as a social unit

who came from homes of farmers. The next lower group was the unskilled laborers with eighteen cases or 8.4 per cent, while thirteen cases or 6.2 per cent came from the homes of business men. Although in San Juan County the number of men engaged in the professions is relatively small, it is noteworthy that in the group of 212 there was not even one pupil listed whose father was a professional man.

The statement is made that the higher the economic level of the parent, the better chance the child has to continue in school. The economic status of the father is apt to help establish a family pattern. This pattern is very significant in shaping the attitudes of the child, and in influencing his probable continuation in school.

Delinquency. Delinquency is a problem closely connected with school elimination. Of the group of 212 in San Juan County, there were eight brought into court on charges that place them in the delinquent class. Three boys who were known to have been drinking while driving a car, were arrested in connection with the apparent hit-and-run killing of an old man. Their case is still pending in district court. Two others were found guilty of breaking windows, and of other

malicious mischief; one was apprehended in house-breaking; and two were cited for disorderly conduct. The group of 8 delinquents makes 3.77 per cent of the entire number of dropouts. The records of five of these show habitual truancy from school. The modal age for delinquency is given as from twelve to fourteen years. All of this group of eight were over fourteen when their delinquent conduct occurred.

Healy²⁶ states that many delinquents have first been truants, and that truancy occurs when a child wishes to avoid a situation in which he feels inadequate and discouraged. He rebels against authority in order to show that he is a "regular fellow".

Elliott and Merrill²⁷ give as the pattern followed: dislike of subjects which leads to truancy, (that is disobedience in school matters); then delinquency, (indicating contempt for law). When social habits become inadequate to new situations, then social structure must be reorganized. To quote directly from

²⁶ William Healy, and Augusta Bronner, New Light on Delinquency and Its Treatment (New Haven, Conn.: Yale University Press, 1936), pp.6-7.

²⁷ Mabel A. Elliott, and Francis E. Merrill, Social Disorganization (New York: Harper Brothers, 1934), p.61.

their book Social Disorganization:

When the individual feels that his own conduct does not deeply matter in the face of the immensity of the cosmos and the indifference of all things, his guiding force is lost.

In speaking of those children who get into difficulties, James Newell Emery suggests to the educator that:

A judicious boost over the roughest part of the road, may make a difference between success and failure.²⁸

Summary. In the comparison of the findings of the present investigation with those of other studies relating to elimination, it was found that from 7 per cent to 10 per cent of the pupils enrolled in high school drop out during each year. Although the number who leave for economic reasons varies in different localities from 18.8 per cent in San Juan County to 54 per cent in Maryland, yet the number leaving because of lack of interest was about one fourth of the group whether in San Juan County or in Maryland.

Although English is disliked by the greatest number of pupils, it is also rated as the subject found

²⁸ James Newell Emery, "That Opportunity Group", American School Board Journal, 96:43, June, 1938.

their social development

Then the individual feels that his own conduct does not really matter in the face of the immensity of the cosmos and the indifference of all things, his guiding force is lost.

In speaking of these children who get into

difficulties, James Howell Barry suggests to the

educator that:

A judicious boost over the roughest part of the road may make a difference between success and failure.²⁸

Summary. In the comparison of the findings of the present investigation with those of other studies relating to elimination, it was found that from 9 per cent to 10 per cent of the pupils enrolled in high school drop out during each year. Although the number who leave for economic reasons varies in different localities from 18.6 per cent in San Juan County to 26 per cent in Maryland, yet the number leaving because of lack of interest was about one fourth of the group wherever in San Juan County or in Maryland.

Although English is disliked by the vastest number of pupils, it is also rated as the subject found

²⁸ James Howell Barry, "The Opportunity Group," American School Board Journal, 23:43, June, 1936.

most helpful among the entire group of high school subjects.

Approximately two fifths of those interviewed in San Juan County and those in Bell's study would like to have remained in school longer, but conversely that leaves a considerable group who would not like to have to continued.

On the part of the schools there is apparently an inadequacy in meeting the needs of so great a group of youth as may be found dropping out of school each year. Surely there is indicated a need for individual counsel and guidance for the restless, uninterested pupil.

most helpful among the writers of this volume.
subject.

Approximately two-thirds of the population in
San Juan County and those in other parts of the state
have remained in school today, and conversely have
leaved a considerable group who would not like to have
to continue.

On the part of the schools there is a tendency
as indicated in the following statistics to treat a group
of youth as far as possible, leaving out of school
year. Surely there is a tendency to treat for individual
counsel and guidance for the individual pupil.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

Facts disclosed. In the foregoing study the following facts were disclosed:

1. During the three year period studied there were 212 pupils or 18.08 per cent of the total number of pupils enrolled who dropped out of school. Of this group 116 or 54.72 per cent were boys, and 96 or 45.28 per cent were girls.
2. The ninth grade was found to have the greatest elimination with sixty-nine or 32.55 per cent who dropped out. In the three years studied 15.2 per cent of all who enrolled in the ninth grade dropped out during the same year they entered the ninth grade.
3. The greatest number dropped out at sixteen years of age. There were forty-five of these or 21.2 per cent. The median age was 16.35 years.
4. Many of those who dropped out were under legal age. There were ninety pupils or 42.45 per cent who were not yet sixteen, and twenty-eight or 13.20 per cent who were under fourteen years of age.

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Years elapsed. In the following table are listed

following factors were considered:

1. During the last year of the war, there were 115 people in the group of people enrolled in the group life of 1942. The group life of 1942 was 115 people, but only 115 people were enrolled in the group life of 1942. The group life of 1942 was 115 people, but only 115 people were enrolled in the group life of 1942.
2. The group life of 1942 was 115 people, but only 115 people were enrolled in the group life of 1942. The group life of 1942 was 115 people, but only 115 people were enrolled in the group life of 1942.
3. The group life of 1942 was 115 people, but only 115 people were enrolled in the group life of 1942. The group life of 1942 was 115 people, but only 115 people were enrolled in the group life of 1942.
4. Many of these people were enrolled in the group life of 1942. The group life of 1942 was 115 people, but only 115 people were enrolled in the group life of 1942.

5. There were twenty-eight or 13.2 per cent who dropped for reasons unknown.

6. Thirty girls left to get married. This was 31.2 per cent of the entire number of girls, or 14.2 per cent of the 212 eliminations. Six of these were under sixteen years of age, and eleven more were just sixteen years old.

7. Dislike of school and lack of interest accounted for the dropping out of seventy-nine pupils or 37.26 per cent.

8. Forty or 18.8 per cent left because of economic pressure.

9. The highest subject failures were sixty-nine or 32.5 per cent in English, forty-six or 21.7 per cent in social science, thirty-two or 15.1 per cent in mathematics, and twenty-eight or 13.2 in science.

10. Of the group of fifty-six interviewed 33.9 per cent registered greatest dislike for English, and 28.8 per cent disliked mathematics most. There were 17.8 per cent (all girls of course), who preferred home economics, while 17.8 per cent liked English, and 12.5 per cent liked science.

11. Of those fifty-six who were interviewed twenty-seven or 48.2 per cent said they felt that school had been

6. There were twenty-eight or 18.3 per cent who dropped for reasons unknown.
7. Twenty girls felt to be overrated. This was 31.3 per cent of the entire number of girls, or 14.3 per cent of the 220 eliminations. Six of these were under sixteen years of age, and eleven more were just sixteen years old.
8. Twelve of school and lack of interest accounted for the dropping out of seventy-nine pupils or 37.4 per cent.
9. Forty or 28.6 per cent felt because of economic pressure.
10. The highest subject failures were nine or 6.4 per cent in English, forty-six or 31.7 per cent in social sciences, thirty-two or 23.1 per cent in mathematics, and twenty-nine or 20.7 in sciences.
11. Of the group of fifty-six interviewed 23.9 per cent registered greatest dislike for English, and 28.6 per cent disliked mathematics most. There were 17.8 per cent (all girls of course) who preferred home economics, while 17.8 per cent liked English, and 12.5 per cent liked science.
12. Of those fifty-six who were interviewed twenty-seven or 48.2 per cent said they felt that school had been

of no help to them, and twenty-five or 44.6 per cent said they had no desire to graduate. On the other hand fourteen or 25.1 per cent said school had been of great help to them, and twenty-four or 42.8 per cent said they would like to have graduated.

12. A family pattern for dropping out seemed to be seen in the case of twenty-five pupils, or 11.79 per cent.

13. There were eighty-two pupils or 38.6 per cent of the group who came from the homes of farmers; eighteen or 8.4 per cent from the homes of unskilled laborers; and not any at all from the home of a professional man.

14. At the present time seventy-seven, or 36.3 per cent, are either housewives, or are just working at home; thirty-one, or 14.6 per cent are idle; and seventeen are farming.

15. In many cases the findings in San Juan County were comparable to those of other recent studies.

Recommendations. In the light of the above findings the following recommendations are made.

1. The compulsory attendance law should be enforced more strictly.

of no help to them, and twenty-five or 40.8 per cent said they had no desire to graduate. On the other hand fourteen or 35.1 per cent said school had been of great help to them, and twenty-four or 60.8 per cent said they would like to have graduated.

12. A fairly pattern for dropping out seemed to be seen in the case of twenty-five pupils, or 62.5 per cent.

13. There were thirty-two pupils or 80.0 per cent of the group who came from the home of farmer; eighteen or 45.0 per cent from the home of unskilled laborer; and not any at all from the home of a professional man.

14. At the present time seventy-seven, or 85.0 per cent, are either themselves, or are just working at home; thirty-one, or 77.5 per cent are idle; and seventeen are farming.

15. In many cases the findings in San Juan County were comparable to those of other recent studies.

Recommendations. In the light of the above

findings the following recommendations are made.

1. The compulsory attendance law should be

enforced more strictly.

2. There should be established a complete and usable cumulative system of pupil accounting to include such data as personality rating, interests, abilities, handicaps, study habits, economic status, family pattern, etc. This not only should provide for a better understanding of the pupil in school, but also should form the basis for a close "follow up" of those who drop out.

3. In view of the number of marriages among the very young girls, a need for early instruction in home-making is indicated.

4. The small schools, and the heavy elimination in the ninth grade point toward an administrative reorganization, of the schools. Probably a 6-6 basis would be helpful in reducing elimination, since it shifts the break between elementary and high school below the adolescent level.

5. There should be an investigation of the economic conditions which cause the elimination of so many who would like to remain in school. Such an investigation should be for the purpose of securing special help for these pupils either locally or through some such agency as the National Youth Administration.

6. Very special attention should be directed to the interests of the restless, adolescent group of fifteen and sixteen year olds.

7. It is suggested that a reorganization of the curriculum of the secondary schools, based on actual needs as found in New Mexico, should be considered along the following lines:

a. The elimination of required academic mathematics, and the offering of a course of functional mathematics based on life situations.

b. The making of English courses functional, with emphasis on wide reading, better expression, and practical writing.

c. The revision of social science courses from a factual basis to community living, human relations, and world citizenship. Practise democratic living, not expound it.

d. The introduction of a good guidance program to orient the beginner in high school, if the 6-6 basis is used, or, if not, at the seventh grade level, and to help him select those things that will be of the most value to him personally, educationally, and vocationally.

e. An adjustment of the program of studies and the methods of presentation to meet the needs of the individual

3. Very special attention should be directed to the interests of the residents, especially those of fifteen and sixteen years of age.
4. It is suggested that a reorganization of the curriculum of the secondary schools, based on better needs as found in New Mexico, should be considered along the following lines:
 - a. The elimination of repeated academic exercises and the offering of a course of functional experiences based on life situations.
 - b. The making of English courses functional, with emphasis on wide reading, better expression, and practical writing.
 - c. The revision of social science courses from a factual basis to community living, human relations, and world citizenship. Practice democratic living, not expound it.
 - d. The introduction of a good guidance program to orient the beginner in high school, if the 6-3 basis is used, or, if not, at the seventh grade level, and to help him select those things that will be of the most value to him personally, educationally, and vocationally.
 - e. An adjustment of the program of studies and the methods of presentation to meet the needs of the individual.

pupil in his physical development, his mental capacity, and his emotional interests and responses.

f. A consideration of the needs of the great group of pupils who will not go on to college, by adjusting the program of studies to their immediate interests and practical use.

pupil's physical development, his mental character,

and his emotional interests and relations.

1. Identification of the needs of the pupil.

Group of pupils who will not go on to the

adjusting the program of study to their needs.

Interests and emotional life.

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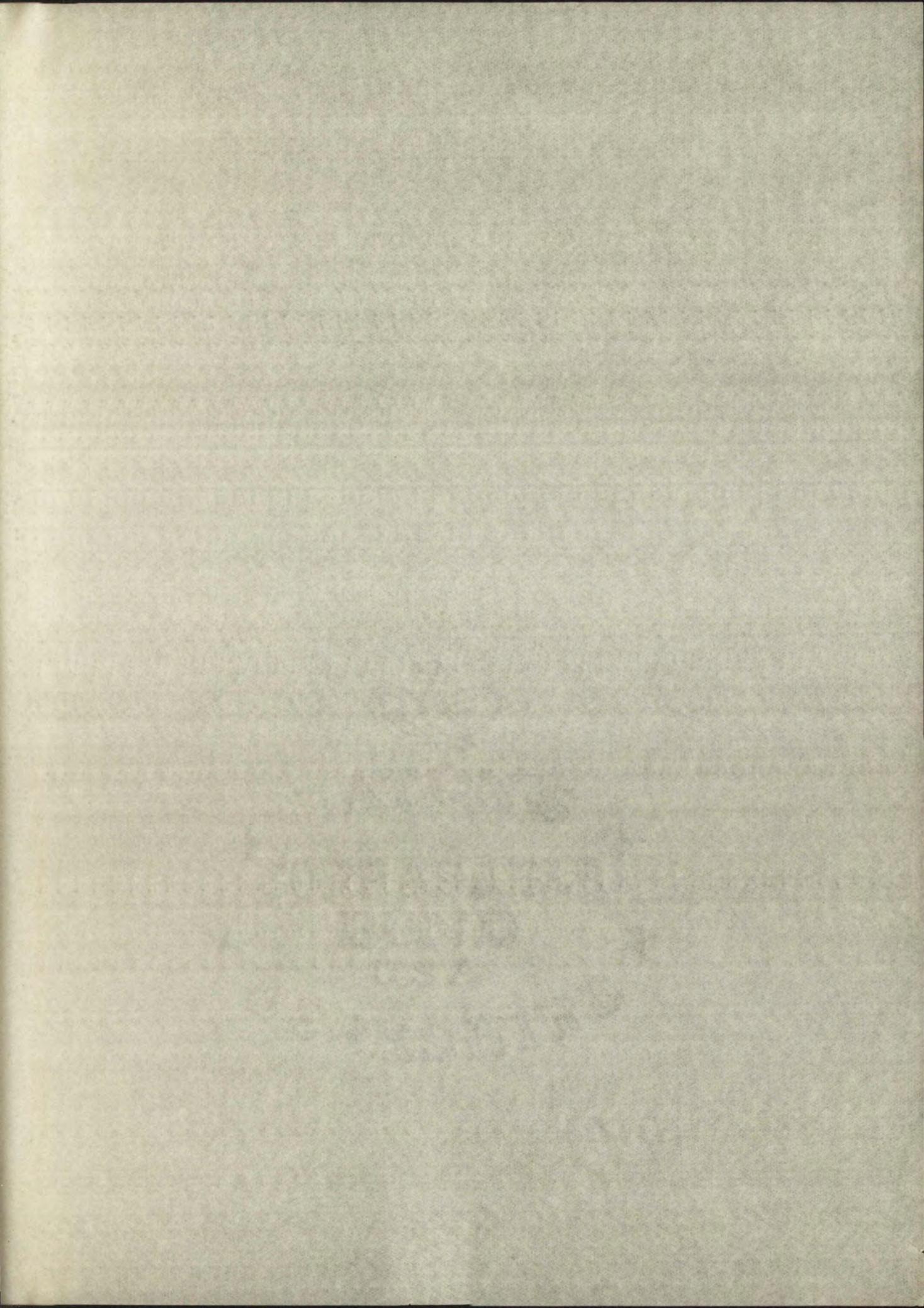
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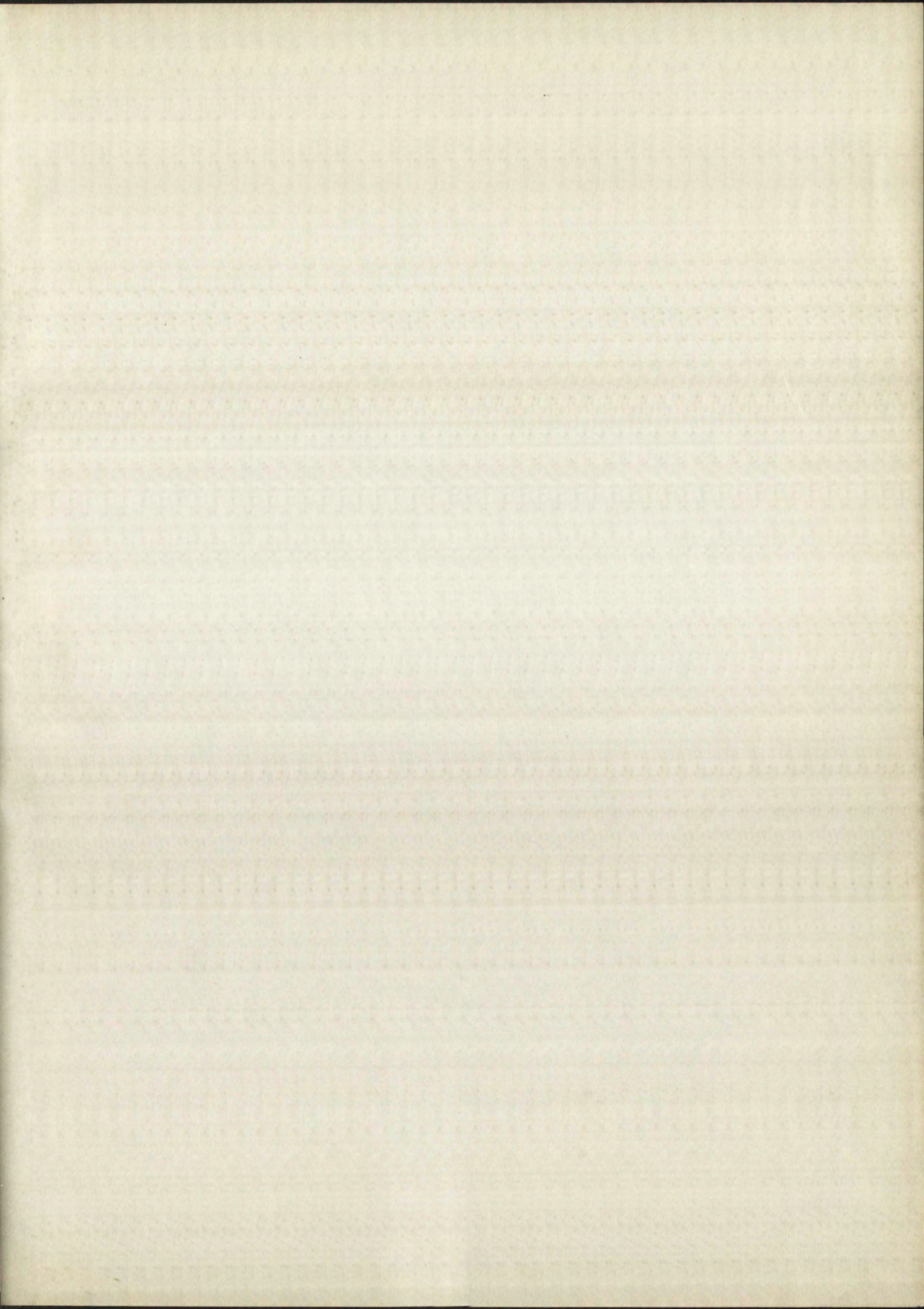
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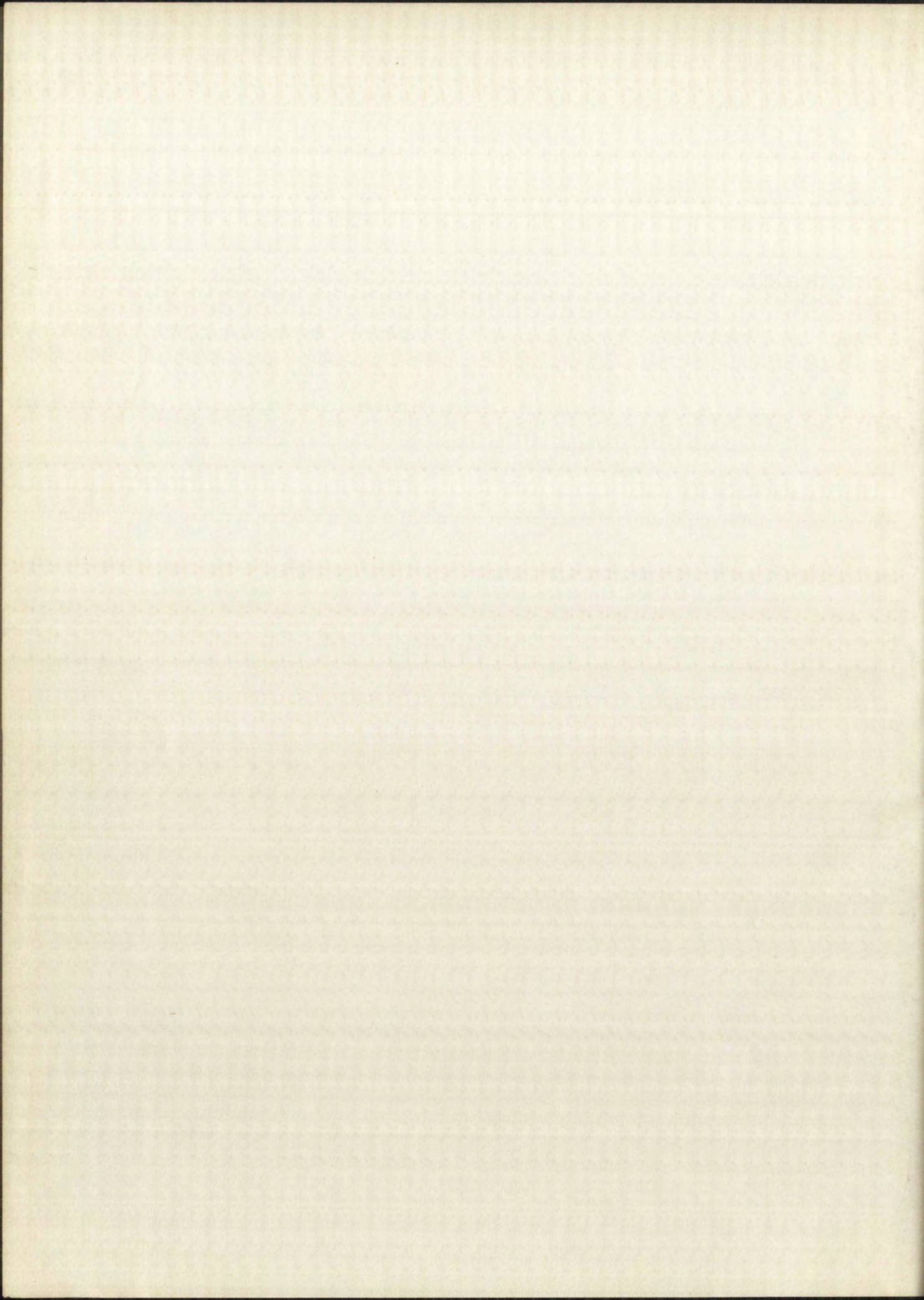
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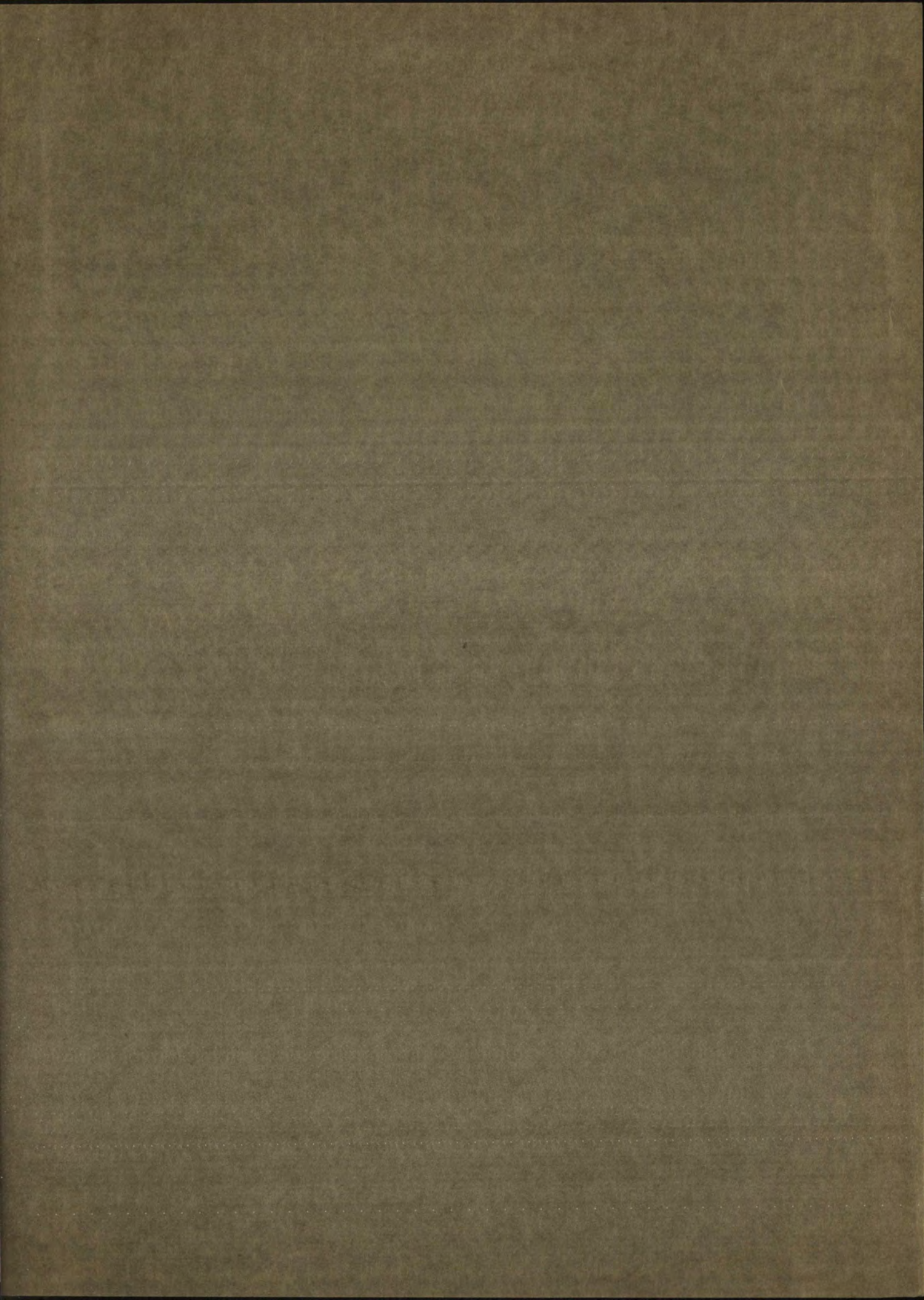
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