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A STUDY OF SELECTED DROPOUTS - A DECADE OR MORE AFTER LEAVING SCHOOL

Bert Ira Greene

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of the requirements for the degree of
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CHAPTER I

INTRODUCTION TO THE RESEARCH

In spite of the insistence of parents, teachers, employers, and the armed services that pupils stay in school, there is still a great exodus from our secondary schools. Even though the economic situation is not favorable for young people,[1] they are still leaving school, before graduation, by the thousands. This factor puzzles and worries educators and causes them to evaluate the curriculum constantly.

One question generated this investigation: What happens to the dropout after he leaves the school? Few follow-up studies have attempted to find out about the dropout once he leaves the school. There are no studies to indicate how the dropout has fared in life. It is because this information is lacking that the present study has been undertaken. This study is exploratory in nature. It is not planned to prove or disprove any hypothesis, but to seek information about the dropout and what has happened to him. It is hoped that this study will lead to the development of hypotheses which might be tested in some future study.

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[1]United States Department of Labor, School and Early Employment Experience of Youth, A Report on Seven Communities, 1952-57, Bulletin No. 1277 (Washington: U. S. Government Printing Office, 1960), p. 1.

Purpose of the Study

The purpose of this study is to determine what has happened to selected dropouts since they left school. Specifically, it is the purpose of this study to try to find answers to the following questions:

1. What type of employment has the dropout secured?
2. How many jobs has he held since leaving school?
3. Does the dropout attend a trade school or serve an apprenticeship?
4. Does the dropout take advantage of adult education courses?
5. Does the dropout take advantage of the opportunities for continuing education?
6. If the dropout takes advantage of the opportunities for continuing his education, to what extent does he enter the program? Does he take one course, or a sequence of courses?
7. Does the dropout take advantage of company or union educational plans if they are offered?
8. Does the dropout's employment affect his continuing education; does it prevent him from taking advantage of educational opportunities?
9. What are some of the factors that influenced the dropout to continue or not continue his education?
10. What does the dropout do in his leisure time?
11. Does the dropout belong to civic or social organizations?
12. How did the parents of the dropouts feel when their child left school?
13. Was there anyone who might have prevented the dropout from leaving school when he did?

14. How does the dropout feel about education for his children?

Definition of Dropout

The term dropout is defined by Good in the following manner:

> Dropout: a pupil who leaves school before graduation, as in the case of many high school pupils who drop out of school upon reaching the age of voluntary attendance.[2]

Accordingly, in this study a dropout will be considered to be a pupil who leaves high school without graduating.

Procedure

Selection of the research site

Since this study is concerned with the lives of dropouts after they left school, a procedure which would allow the researcher to locate dropouts who had been out of school for several years had to be devised. Thus, it was decided that a particular community should be chosen in which selected dropouts could be located for careful study. In order to carry out this research, it was necessary to find a community that met certain criteria. The criteria set up for the selection of the community were:

1. The community should have a number of dropouts who had been out of school for several years.
2. The school district within the community selected would have to give permission to the researcher to use the school records.
3. The community should have a program of continuing education.

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[2]Carter V. Good, Dictionary of Education (2d ed.; New York: McGraw-Hill Co., Inc., 1959), p. 187.

4. The community selected should be sufficiently close to Ann Arbor, Michigan to allow the research team access to the respondents without incurring a large expenditure of money.

The city of Ypsilanti, Michigan was selected as the research site for this study because it met these criteria. Ypsilanti is a small community of approximately 21,000 persons. Some residents are not native to the state of Michigan. They are, for the most part, people from the South who came to work in the industries located in and around Ypsilanti. While many of them have been residents of the surrounding area since the 1940's, there is still a slight migration into this area from the South.

Ypsilanti is a part of the great industrial complex of the Midwest. It has an area of approximately four square miles. There are forty-two industries in the area, nineteen of them are within the city limits, twenty-three in the township.[3] The largest single employer in the area is the General Motors Corporation. Many Ypsilanti residents travel to Wayne, Michigan, fifteen miles northeast of the city, and to Detroit, thirty-five miles northeast of the city to work in the factories.

There are two colleges located in Ypsilanti, one is Eastern Michigan University, the first teacher training institution west of the Alleghanies. The second is Cleary College, a privately-owned business college which offers the traditional business curricula.

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[3]The information presented here was adapted from a pamphlet titled Know Your Town prepared by the League of Women Voters of Ypsilanti.

The Ypsilanti School District encompasses nearly fourteen square miles, including all the city of Ypsilanti. There are nine elementary schools, two junior high schools, and one high school.

The sample

The population for the sample was chosen from fathers of sixth grade children enrolled in the public elementary schools of the city of Ypsilanti. A study was made of the records of all sixth grade children in the public elementary schools. An examination of these records indicated that the names of the fathers who did not graduate from high school could be obtained.

The names of all fathers with children in the sixth grade were recorded. This list was divided into two groups; those who had left school before graduation, and those who had graduated from high school. These names became the sampling frame.

In order to insure that the sample contained males who had been out of school for several years, only fathers of sixth grade children were used. The rationale for this decision was that a parent who had a child in the sixth grade, in all probability, would have been out of school at least eleven years. A child in the sixth grade is usually between the ages of eleven and thirteen, and the chances are that the father has been out of school since the birth of his child. Thus, by using only fathers of sixth grade children, the sample would contain those males who had been out of school for at least eleven years.

The evaluation of a group of dropouts is a relative one. By comparing dropouts with high school graduates it

may be possible to make more meaningful statements regarding the dropouts. Therefore, a criterion group of high school graduates was selected by a procedure similar to the one used to select the dropouts. The fathers of sixth grade children enrolled in the public elementary schools in Ypsilanti who had graduated from high school were chosen for the sample of graduates.

The sampling frame, which was developed from school records, contained the names of 462 fathers of sixth grade children. This sampling frame was a complete list of all fathers of sixth grade children. Of the 462 fathers, 172 were dropouts, 193 were graduates, for thirty-six the level of educational attainment was unknown, one father was incarcerated, six were deceased, five were educated in foreign countries, and forty-nine were divorced or separated. Thus, the sampling frame contained a useable list of 172 dropouts and 193 graduates.

From this sampling frame, fifty dropouts and twenty-five graduates were selected at random, using a table of random numbers. It should be pointed out that the sample contained the names of seven Negroes. All the Negroes were dropouts.

During the process of interviewing, it was discovered that eight dropouts and one graduate had moved from the school district. One dropout and one graduate had died, and one dropout was not living at home. Thus, of the fifty dropouts initially selected, ten had to be replaced. The replacement was done by selecting other names of dropouts and graduates at random.

One dropout provided the interviewer with data that were inconsistent and one dropout was found to have been

educated in a foreign country. Both of these interviews were discarded. In addition, four of the dropouts refused to be interviewed.

The data used in this research were obtained from forty-four dropouts, or 88 per cent of the dropouts, and twenty-three graduates, or 94 per cent of the graduate sample. Four of the graduates were formerly dropouts, and in this study they were classified as dropouts. These graduates were considered to be dropouts because they had all been out of school for several years. Each of these respondents finished his education while serving in the armed forces, or after he completed his military service. Therefore, in order to get at some of the reasons why some dropouts complete their education, these respondents were classified as dropouts. Thus, there are forty-eight respondents classified as dropouts and nineteen as high school graduates.

Method of data collection

Prior studies of dropouts indicate an unwillingness on the part of the dropout to answer a questionnaire. Hence, because of the uncertainty of whether dropouts would return questionnaires, and because of the length of time these people had been out of school, it was decided that each member in the sample would be personally interviewed in order to obtain the information needed for this study. It was assumed, since these dropouts currently had children in school, they would not be too negative in their attitude toward the school, or to studies associated with the school.

The instrument

The instrument used in this study was the personal interview. The development of the research instrument was

preceded by an intensive reading of the literature. The interview schedule was built around the work of other researchers. Previous studies have delineated certain characteristics common to dropouts. These characteristics, wherever possible, were incorporated in the research instrument. For example, a number of studies indicated that participation in school activities was a factor that distinguished dropouts from graduates. Therefore, a question pertaining to participation in school activities was included in the schedule. The instrument covered the following major areas:

1. Employment, past and present.
2. Continuing education experiences.
3. Respondents' school experience.
4. Leisure time activities.
5. Education of respondents' children.

A major decision concerning the design of the questions had to be made. The relative merits of open-ended and closed questions have been the subject of much debate. In an open-ended question the respondent is given freedom to decide the aspect, the form, the detail, and length of his answer, and it is the interviewer's job to record as much of it as he can. In the case of the closed question, the respondent is asked to select from pre-coded categories the answer that comes closest to his own opinions.

Some factors that led to the decision to use the open-ended question were: the researcher wanted very detailed answers, not what was uppermost in the respondent's mind; the researcher was aware of the difficulty of compressing a qualitative answer into code categories; and finally, the researcher was aware of the risk of forcing the respondent's answers into a category to which they do not properly belong.

The interview schedule was submitted to a panel of experts in the School of Education and the Survey Research Center at the University of Michigan for criticism. Minor changes in wording and in the order of the questions were suggested.

The revised schedule was pre-tested in the field on two separate occasions. The first pre-test pointed out certain deficiencies. In a number of questions the transition from one question to another was too abrupt. Also, in some cases, the vocabulary level was too high. Modifications along the lines suggested by the pre-test were made. The second pre-test indicated that the schedule, with minor changes, could be used to obtain the desired data. These changes were made. (See Appendix A for complete interview schedule.)

The research team

The research team consisted of college students, both undergraduates and graduates. Three members of the team were undergraduate students in education; two were teachers in a school district other than the Ypsilanti School District, who were working for advanced degrees in education; the final member of the research team was a full-time graduate student in education.

The interviewers were trained by the writer in accordance with the principles described in Kahn and Cannell.[4] The training sessions lasted for a total of five hours. The training period was divided into two stages. The first stage discussed the theory underlying the interview technique.

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[4]Robert L. Kahn and Charles F. Cannell, The Dynamics of Interviewing (New York: John Wiley and Sons, Inc., 1959).

In this stage such topics as the objectives of the study, the psychological basis for the interview, techniques of motivating the respondent, barriers to communication, and probing to meet the objectives were covered. This stage of the training took two hours. An outline of this portion of the training session is found in Apprndix C.

The second stage of the training presented the interviewers with an opportunity to do some practice interviewing. Each member of the interviewing team had an opportunity to play the role of an interviewer. After each role-playing situation there was a discussion in which some of the factors that were brought out in the first stage of the training were examined in a practical situation. The interviewers were taught to use non-directive probes and to allow the respondent sufficient opportunity to answer the questions. One part of the training which received special emphasis was to get the interviewers to record the responses of the respondent verbatim. The entire training was held the week before the interviewers went into the field to collect data.

The interview procedure

Every member of the sample was sent a letter describing the study and informing him that a member of the interviewing team would contact him regarding an interview (See Appendix B). Shortly after receiving the letter, usually within a week, an interviewer called on the respondent requesting an interview. If the respondent did not have time for the interview when the interviewer called, an appointment was made for some later date. All of the respondents were interviewed in their homes by a member of the research team. Every effort was made to keep the interviews

private, but in some cases other members of the family were present.

The study was introduced to the respondents as a study of the effects of education, not specifically as a study of dropouts. In most cases, the interviewers did not initially know if the respondent was a dropout or not. Interviewers were given the name and address of their assignment and were asked not to interview anyone whom they knew personally. In many cases, the fact that the respondent was a dropout became apparent shortly after the interview began. In any case, the interviewers had been trained to follow the prepared set of questions comprising the interview schedule and to depart from it when necessary only with neutral explanations and questions. Interviewers were also trained to record the respondent's statements verbatim on the interview schedule, making no interpretations of their own unless they were clearly labeled as interpretations.

The interviews ranged in time from thirty minutes to one hour and thirty minutes, averaging about fifty minutes per interview. Completed interviews were turned over to the writer, who reviewed each interview with the interviewer as soon as the interview was completed.

Once the field work was completed, the interviews were coded and punched on IBM cards. All of the machine work was done on the IBM 083 Counter Sorter, and the IBM 101 Electronic Computer. The use of these machines were made available to the writer by the Data Processing Section of Institute of Social Research.

Limitations of the Study

There are certain definite limitations of this study. First, the sample contains some bias. Since the sample was drawn only from fathers of sixth grade children enrolled in the public schools in the city of Ypsilanti, the sample could not be said to represent all the other fathers in Ypsilanti with children in other grades than the sixth. Again, because the method of selection of the sample did not include fathers of sixth grade pupils enrolled in the parochial schools, the sample could not be said to be representative of all fathers of sixth grade children in Ypsilanti.

Another limitation is that the respondents selected tend to reflect only the more stable of the dropouts. Since this is a study of male dropouts, only those fathers with whom the child resides were selected. Fathers of sixth grade children not living at home would be difficult, if not impossible, to locate. Furthermore, dropouts who were not married, were widowers, or were married and had no children are not represented in this sample.

These limitations raise the question of representativeness of the sample. It is hard to say to what extent the dropouts studied here represent all dropouts. Strictly speaking, to represent all dropouts, they would have had to be a random sample of all dropouts, but the dropouts studied here are not even representative of all dropouts in Ypsilanti, in the statistical sense. They are representative of other dropouts only to the extent that they are "typical"; and their typicality can only be ascertained by the extent to which their behavior is like the behavior of dropouts studied elsewhere and reported in the literature. It is the

intention of the author to point out some of the differences and similarities of this study to other studies.

Another important limitation of this study is the fact that all of the respondents were available for employment during the war years and immediately following the war when jobs were fairly easy to get. This means that many of the respondents had opportunities that might have not been available to them had the economic atmosphere been different. The author is not certain that the results would be the same if the sample had been drawn from fathers who had entered the labor market under different economic conditions.

Two other limitations need to be mentioned here. One is that of interviewer bias. Kahn and Cannell define interviewer bias as the "unwanted or unplanned interviewer influence in the interview process."[5] Interviewer bias might result from the interviewer's rewording of a question, an error in probing, an error in recording the responses of the interviewee, or an error in motivating the respondent. While the interviewers were trained by practices currently acceptable to survey research, there is no way of measuring the amount of interviewer bias.

Similarly, the study is limited by the factor of respondent error. Whenever questions demanding recall are used, there is a danger that respondent error might be increased. That is, in some instances, the respondent may have forgotten the actual details of the situation under consideration. In other cases, the respondent may not care to tell the true details surrounding the situation. Thus, it is not to be expected that all of the responses of the interviewees will be true. However, these errors are common

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[5]Kahn and Cannell, op. cit., p. 59.

to the interview technique. Since there is no way of checking the veracity of the responses elicited, the responses given were accepted as true, except in those rare cases where there were obvious inconsistencies in the responses of the interviewees. In such cases, the data were not used.

Organization of the Dissertation

This dissertation is organized in the following manner: Following this introductory chapter, Chapter II presents a review of the literature. Chapter III presents data dealing with characteristics, employment, education of children, and school experiences of dropouts and graduates. Chapter IV presents data concerning continuing education and leisure time activities of the dropouts and graduates. Chapter V presents case studies of selected dropouts. Chapter VI contains conclusions and suggests hypotheses to be tested in future research on dropouts.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to establish the context of ideas in which this research was undertaken. An understanding of the context in which the research work takes place is necessary in order to understand the research itself. This context--a set of ideas about what is important in relation to a particular problem, about what is related to what and why, about what research tools are most useful for studying the problem, and what is the nature and importance of the problem itself--guides the progress of the research.

How does one know where to look for the factors causing the phenomenon he wants to study? Specifically, what kinds of provocations and motivations are likely to be relevant to dropouts. Again, the context within which a researcher works helps guide him. Part of this context is the history of research in his field, the reports of other researchers who have proposed explanations and perhaps tested their accuracy.

Published material on dropouts is voluminous. No attempt will be made here to review all the literature. Rather a number of studies which seem to be central to or representative of approaches to the dropout problem will be discussed where they are relevant to the focus of the present research.

Each decade of this century has shown an increase in the percentage of young people of secondary school age enrolled in the high schools of our country. This increase in enrollment is reflected in the percentage of students who remained in school long enough to graduate. In 1899-1900, only 6 per cent of our youth graduated from high school, whereas in 1955-56 62 per cent graduated.[1] These figures are somewhat higher than what actually exists because they are based upon a population of persons seventeen years of age, and not every high school graduate is seventeen years old at the time of graduation.

Each year, from 1932 to 1956, with the exception of the war years, there was a tremendous increase in the percentage of students who remained in school long enough to graduate. Table 1 shows this growth.

The reason for this increase in the percentage of students remaining in school long enough to graduate is not readily apparent from the data. Perhaps the reason is as Counts said, "We have unsurpassed faith in the worth and power of learning."[2] Perhaps the reason is to be found in the words of Eckert and Marshall when they say:

> The characteristic American belief in the efficacy of education, reinforced by the limited opportunity for immature workers, has resulted in a lengthening of the period of training.[3]

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[1]Rose Marie Smith and W. Vance Grant, Statistical Summary of Education: 1955-56 (Washington: U. S. Government Printing Office, 1959.

[2]George S. Counts, Education and the Promise of America (New York: The MacMillan Co., 1945), p. 17.

[3]Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School (New York: McGraw-Hill Book Co., 1938), p. 15.

TABLE 1

PERCENTAGE OF STUDENTS GRADUATING FROM HIGH SCHOOL DURING THE YEARS 1932-1956[a]

Year	Percentage	Year	Percentage
1932	30.2	1946	41.9
1934	33.3	1948	48.1
1936	37.8	1950	50.5
1938	41.7	1952	52.2
1940	45.5	1954	55.3
1942	46.7	1956	58.1
1944	39.3		

[a]The figures for this table are taken from: Rose Marie Smith and W. Vance Grant, Statistical Summary of Education: 1955-56 (Washington: U. S. Government Printing Office, 1959), p. 13.

Regardless of the gains that have been made in the past thirty years, regardless of the fact that education has been and is being brought to many more millions of people, the fact is that we are still losing 42 percent of our students, those who leave school prior to graduation. This fact has caused much concern among educators. This concern has been translated into hundreds of dropout studies which attempt to find out why youth leave school, what the dropout is like, and what happens to him after he leaves school.

The dropout problem has attracted the attention of researchers who are not educators. The problem has been studied by educators, sociologists, the National Child Labor Committee, and the United States Department of Labor.

Studies by Educators

One of the earliest studies made in the area of the school dropout was by Thorndike.[4] His findings are based on enrollment data from twenty-three cities. Thorndike found that in the year 1900 most of the elimination from school took place before the first year of high school, and there was very little elimination during the high school years. Of those pupils who started school during the years 1900-1904, 81.7 per cent were eliminated before or during the ninth grade. The greatest number of school leavers was found to be in the fifth and sixth grades and in the sixth and seventh grades respectively.

In 1918 Kline[5] repeated Thorndike's study. Using sixteen of the same cities that Thorndike used, Kline found some significant changes in the curve of elimination from school. Kline's objectives were to discover the nature of the change in elimination from school since 1900, and to determine what evidence there was that the junior high school was responsible for these changes. The findings of his study showed a significant shift in the age of the drop-out. Thorndike found that most of the elimination occurred during the fifth, sixth, and seventh grades; whereas Kline found that the greatest number of school leavers left between the ninth and tenth grades. Thus, in the short period of eighteen years, elimination from school was postponed an average of two to three years. Further findings of this study indicate that only 39.6 per cent of those pupils who

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[4]Reported in Elias J. Kline, "Significant Changes in the Curve of Elimination Since 1900," Journal of Educational Research, XXVI (1933), 608-16.

[5]Ibid.

started school during the years 1918-29 were eliminated before the ninth grade.

What about the creation of the junior high school? Is this the causal factor for the shift of the curve of elimination? Kline did not have significant data from which to generalize. He did find that the increase in retaining power of schools with an eight year elementary and a four year high school was just as great as that of schools which had junior high schools. This is not to say that the junior high school had no bearing on the problem of elimination. Kline said:

> It is entirely possible that the more varied curricular offerings, provision for individual differences, and other reforms brought about by the introduction of the junior high school have been potent factors in increasing retaining power of schools.[6]

It is clear from this study that the significant shift of the elimination pattern from the elementary school to the junior and senior high schools forced the secondary school to recognize the problem.

Dear[7] investigated occupations of fathers of children in eight Michigan schools. Data regarding the fathers were collected from the students through questionnaires. This study indicated that there was a greater proportion of children of the laboring class than children of the non-laboring class in grades nine through twelve; however, children of the non-laboring class persisted longer in school than did the children of the laboring class.

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[6] Ibid., p. 612.

[7] R. Ernest Dear, "Distribution and Persistence According to Paternal Occupations Represented in the Secondary Schools in Michigan," Journal of Educational Research, XXVI (1933), 585-92.

A study designed to test the hypothesis that there are certain measurable differences between dropouts and non-dropouts which can be revealed by examination of school records was undertaken by Cook.[8] Ninety-five dropouts were compared with 200 non-dropouts who were identical, in terms of percentage, as to grade and sex distribution. The tests used in this study were: California Test of Mental Maturities, Bell School Adjustment Inventory, SRA Youth Inventory, and Sims Social Class Identification Occupational Rating Scale.

Some of the findings of this study were: the percentage of dropouts in the ninth grade was higher than the percentage of non-dropouts in the same grade; younger children are less likely to withdraw than older children, but children who are between other siblings are more likely to drop out. Another finding was that dropouts exhibit greater educational retardation than non-dropouts. Cook concludes:

> No single factor or simple combination of factors distinguished absolutely between the two groups. It appears that withdrawal from school results from a multiplicity of factors.[9]

Cantoni[10] did a follow-up study of 468 boys and girls who attended school in Flint, Michigan during the years 1939-1943. Cantoni does not say how long after these boys

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[8]Edward S. Cook, Jr., "An Analysis of Factors Related to Withdrawal from High School Prior to Graduation," Journal of Educational Research, L (1956), 191-96.

[9]Ibid., p. 196.

[10]Louis J. Cantoni, "Stay-Ins Get Better Jobs," Personnel and Guidance Journal, XXXIII (1955), 351-53.

and girls were out of school before he conducted his study; however, the study was completed before May, 1955. He found that dropouts had 10.8 mean years of schooling, whereas graduates had 14.0 mean years of schooling. Cantoni summed up his findings in the following manner:

> Only in rare instances did dropouts take further course work after they left high school, but a majority of high school graduates furthered their educational preparation by attending colleges, business colleges, and trade schools.[11]

A study by Moore[12] notes the discrepancies between reasons for withdrawal found on school records and those obtained from the testimony of the dropouts. Moore studied Negroes who had dropped out of school prior to graduation. He found that where the school records indicated only five students (1.6 per cent) dropped out because of pregnancy, the interviews with the dropouts revealed that sixty-seven (20.9 per cent) had left school because of pregnancy. Moore says:

> Pregnancy as a persistent and potent determiner of elimination is unique to the Negro Secondary schools of Maryland.[13]

Bowman and Matthews[14] made a study of all students in the sixth grade of the public schools of Quincy, Illinois in the school year 1951-52. Data were collected on the

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[11] Ibid., p.353.

[12] Parlett C. Moore, "Factors Determining Elimination in the Negro Secondary School," National Association of Secondary School Principals Bulletin, XXXVIII (1954), 42-48.

[13] Ibid., p. 48.

[14] Paul H. Bowman and Charles V. Matthews, Motivations of Youth for Leaving School, Quincy Youth Development Project (Chicago: University of Chicago, mimeographed, 1960).

entire group for eight years following grade six. At the end of the tenth grade a list was compiled of all students who had dropped out of school up to that time. During the next two years each dropout was interviewed approximately six months after he left school. At the same time, the current or last employer of the dropout was interviewed about the student's work performance. The variables studied were: intelligence, social status, personal and social adjustments, school adjustment, work adjustment, marital adjustment, and achievement values and aspirations.

Findings from this study indicate that the dropout rate from the potential 1958 graduating class was 31.9 per cent and that the dropouts had a mean intelligence of approximately one standard deviation below the class average. This variable of intelligence is related to achievement. Dropouts, in this study, were found to be academically below average, poor readers, and absent from school frequently.

Some of the other findings were: dropouts were very significantly lower in social status than the students who stayed in school, no upper-class students dropped out of school, and only one upper-middle class child left school before graduation.

The authors add that the dropout does not have the skill, responsibility, and personal and social adjustment necessary to obtain and hold a part-time job while attending school; he does not obtain a good job after leaving school; he does not hold a job for long; and he makes a relatively poor work record. The dropout obtains a poorer job initially than does the non-college control and receives fewer advancements.

The authors continue to say that the dropout does not see the possibility of education as a means to vocational success and can find no suitable training in the schools as they are presently organized.

The authors note that the parents of the dropout are indifferent to school persistence on the part of their children. While they may not express negative feelings concerning school persistence, they do not act to intervene on the occasion of school leaving.

Studies by the National Child Labor Committee

One of the most comprehensive studies of dropouts was made by Dillon[15] under the auspices of the National Child Labor Committee. The subjects for this study were 1300 youth in five Midwestern communities. These subjects were interviewed to obtain the necessary data. The interviewers were teachers, counselors, principals, and attendance workers. All of these people were connected with the school in some respect.

Dillon came to the following major conclusions concerning dropouts:

1. There was a fairly consistent regression in scholarship from the elementary school to the junior and senior high schools.
2. There was a high frequency of grade or subject failure in the junior and senior high schools.
3. There was a marked regression in attendance from the elementary school to the junior and senior high schools.

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[15]Harold J. Dillon, Early School Leavers - A Major Educational Problem, National Child Labor Committee Pamphlet, No. 401 (New York: Moak Printing Co., 1949).

4. There were frequent transfers from one school to another for the dropouts.
5. There was evidence of a feeling of insecurity or "lack of belonging."
6. There was a marked lack of interest in school work.

In addition, Dillon found that a minority of early school leavers came from broken homes, but that the proportion from such homes was somewhat larger than for the population in general. Dillon reports that there was no relationship between the size of the family and the probability of leaving school.

Other findings of Dillon's study were: that more boys than girls dropped out of school; and the largest group of students terminated their schooling at the tenth grade, while the next largest group left from the ninth grade. More than 5 per cent of the early school leavers were in the twelfth grade, and 20 per cent were in the eleventh grade.

The primary reason, found by Dillon, for leaving school prior to graduation was one which specifically related to school. Some of the reasons given were: preferred work to school, was not interested in school work, could not learn and was discouraged, was failing and did not want to repeat the grade, disliked a certain teacher, disliked a certain subject, and could learn more out of school than in school. Almost 70 per cent of the dropouts fell into the above category and gave dissatisfaction with school as the primary reason for leaving.

Sociological Studies

The dropout problem came under the close scrutiny of sociologists in some classical studies. Hollingshead, in

sociological study of a community that he called "Elmtown," found that "out of school" adolescents are products of the impact of the social system. Concluding his chapter on school withdrawal, he said:

> Cleavages, frictions, and clashes between classes, institutions, families, and individuals are intertwined in devious ways which reach into many phases of community life. The policies of the Board of Education are conditioned in a number of ways by class interests, particularly with respect to their ties with property ownership and taxation. The effects of Board policy are reflected in (1) the administration of the schools, specifically with the way the compulsory attendance law is administered; in (2) the sensitivity of the school officials to the wishes of the upper classes; and in (3) the invidious way discipline is carried out in the case of children from very low ranking families. . . . These things are reflected further in the large number of withdrawals in the two lower classes.[16]

A number of sociologists who have made detailed studies of various communities noted this relationship between socio-economic class and persistence in school. Warner said:

> Given children of equal intellect, ability, and interest, it can be predicted by the use of class analysis that a large percentage of those from the lower class will be out of school before the sophomore year in high school and that none of the upper-class children, except those physically or mentally handicapped, will quit school.[17]

Counts, an educational sociologist, noted the factor of socio-economic class in an early study. He said:

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[16]August B. Hollingshead, Elmtown's Youth (New York: John Wiley and Sons, Inc., 1949), pp. 357-58.

[17]W. Lloyd Warner, Marcia Meeker, and Kenneth Eells, Social Class in America - A Manual of Procedure for the Measurement of Social Status (Chicago: Science Research Associates, Inc., 1949), pp. 28-29.

> . . . It is clear that we in America have not abandoned in practice the selective principal in secondary education, even though we have established a free public high school in almost every community in the country.[18]

Later in the study he concluded:

> The student population gradually becomes more and more homogeneous . . . until by the time the Senior year of high school is reached the student body exhibits a distinctly class character.[19]

Thomas[20] made a study in one high school in an attempt to find factors related to leaving school before graduation. He found the factor most related to whether or not the student finished high school was participation in school activities.

Studies by the United States Department of Labor

In 1947, a study of youth out of school and in the labor market was undertaken under the aegis of the United States Department of Labor.[21] The site for the research was Louisville, Kentucky. Of the 524 boys and girls in the sample, 440 of them did not graduate from high school.

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[18] George S. Counts, The Selective Character of American Secondary Education, Supplementary Educational Monographs, No. 19 (Chicago: University of Chicago, 1922), p. 141.

[19] Ibid.

[20] Robert Jay Thomas, "An Empirical Study of High School Dropouts in Regard to Ten Possibly Related Factors," The Journal of Educational Sociology, XXVIII (1954), 11-18.

[21] Elizabeth S. Johnson and Caroline E. Legg, "Why Young People Leave School," National Association of Secondary School Principals Bulletin, XXXII (1948), 14-24.

Findings from this study indicate that among the 14-15 year old youth, progress beyond the eighth grade was the exception rather than the rule; only 17.7 per cent of this age group completed a higher grade. In the 16-17 year old age group, only 47.5 per cent advanced beyong the eighth grade, and only 18.9 per cent beyond the ninth. While the state law allowed for leaving school at the age of sixteen, youngsters could leave school at the age of fourteen with certain stipulations. Nearly half (46.3 per cent) of the 16-17 year olds and almost one-fourth (23 per cent) of the 18-19 year olds left school before the age of sixteen. Of the 524 youngsters interviewed, 257 quit school before the age of sixteen, and ninety-five left school before the age of fifteen. The reasons given by these youth for leaving school prior to graduation can be seen in the following table.

TABLE 2

WHY THEY LEFT[a]

Reason	Number	Percentage
Dissatisfaction with school	209	47.7
Economic need	85	19.4
Lure of job	51	11.7
Marriage or pregnancy	29	6.6
Other reasons	64	14.6
Not reported	2	--
Total	440	100

[a]The figures in this table are taken from Elizabeth S. Johnson and Caroline E. Legg, "Why Young People Leave School," National Association of Secondary School Principals Bulletin, XXXII (1948), 18.

It appears that dissatisfaction with school was the major reason for leaving school prior to graduation. In addition to the group listed in Table 2, eighty-four youth mentioned dissatisfaction with school as a secondary reason for leaving, making a total of 293 or 67 per cent of the dropouts who left school wholly or partly because of dissatisfaction with some phase of school. The authors conclude:

> . . . The problems of young people in connection with school leaving are many and varied and inextricably interwoven with personal needs, existing educational programs, and with opportunities in the employment field.[22]

One of the most ambitious studies[23] found that the completion of vocational courses by boys seemed to have little affect on the type of initial jobs they obtained. This study consisted of 21,887 youth out of school, of whom 12,382 were graduates and 9,505 were dropouts. The school records of all these youth were examined and 3,931 personal interviews were obtained. The major single reason given by the students for dropping out of school before graduation was dissatisfaction with school.

> This was undoubtedly due, in part, to the fact that about 85% of all dropouts were behind their normal grade by at least 1 year.[24]

Almost all boy school leavers, who had remained in the areas studied, had entered the labor force, and about

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[22] Ibid., p. 24.

[23] United States Department of Labor, School and Early Employment Experience of Youth, A Report on Seven Communities, 1952-57, Bulletin No. 1277 (Washington: U. S. Government Printing Office, 1960).

[24] Ibid., p. 3.

three-fourths of them obtained jobs fairly quickly. While many of these youth found jobs promptly,

> 10 percent of the boy dropouts had looked for 14 or more weeks before they had found jobs, compared with only 5 percent of the boy graduates.[25]

The first regular employment for one-third of the boy graduates and about one-fourth of the boy dropouts was a job which required skilled or semi-skilled workers.

> These jobs were typically those of operatives in factories or repairmen in auto repair shops, and drivers of delivery trucks.[26]

Regarding post-high school training, the report concludes:

> Only half as many dropouts as graduates (1 in 10) had taken additional training after leaving school, the boys concentrating on mechanics or work toward completing high school and the girls on commercial courses. The proportion who had definite plans for future training was the same as among the graduates - 12 percent. Of this small proportion, two-fifths of the boy dropouts but less than a third of the girl dropouts had in mind courses which would lead to a high school diploma; over a fourth of the boys planned to take training in mechanics and two-fifths of the girls planned to take commercial courses.[27]

Characteristics of Dropouts

From this brief review of the literature, one is puzzled to find the many factors to which causality of dropping out of school is attributed. Various studies of dropouts have obtained information on such variables as: age;

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[25] Ibid., p. 5.

[26] Ibid., p. 28.

[27] Ibid., p. 38.

sex; grade reached at time of leaving; courses taken; intelligence; scholastic grades; achievement test scores; frequency of school transfer; failures; grade retardation; health and physical handicaps; personal appearance; participation in extra curricular activities; leadership; emotional drive; social ideals; adjustment to opposite sex; race; socio-economic class; and attitudes towards classmates, teachers, and subjects. Any one factor is not responsible for all of the dropouts, nor can any single group of factors account for each individual case. The dropout is a result of many disruptive forces.

While the dropout cannot be completely characterized and made into a neat prototype, research has delineated certain characteristics that distinguish the dropout group from the group that stays in school to graduate. Because these variables abound in the research literature of dropouts, some of the more prominent factors are summarized in the following section.

Sex of dropouts

It is generally conceded that more boys than girls leave school prior to graduation. Lanier[28] reports that 64 per cent of the dropouts studied were boys. A study in St. Paul, Minnesota[29] shows that male dropouts constituted 53.4 per cent of the total number of dropouts. Dillon[30] found

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[28]M. Armand Lanier, "A Guidance-Faculty Study of Student Withdrawals," Journal of Educational Research, XLIII (1949), 205-12.

[29]Samuel H. Popper (ed.) Today's Challenge: Tomorrow's Citizen (St. Paul, Minn.: St. Paul Board of Education, 1957).

[30]Dillon, op. cit.

this to be true as did other studies by Snepp,[31] Gragg,[32] Brewer,[33] and Thomas.[34] Allen says that studies of dropouts "almost uniformly show that 55 to 60 per cent of the drop-outs are boys."[35] This phenomenon is interesting to speculate upon. It is the male who is most often the breadwinner in the family, who needs the education in order to obtain a better job, and yet it is the male who is more likely to drop out of school. Perhaps this can be explained by the fact that males are more likely to be given independence earlier than females by their families, or that there are more part-time jobs available for boys than for girls. A source of income helps make a boy financially independent, and perhaps this idea unconsciously leads him into possessing a false sense of security. Yet, a recent study made by Bowman and Matthews indicates that,

> Dropouts were less able to provide their own support than controls matched for socio-economic status characteristics. Many fewer of them were self-supporting after leaving school than controls who were still in school. While in school they held far fewer part-time jobs for shorter periods of time than did the controls.[36]

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[31]Daniel W. Snepp, "Why They Drop Out," National Association of Secondary School Principals Bulletin, XXXV (1951), 137-41.

[32]William L. Gragg, "A Dropout or a High School Graduate?," Education Digest, XV (1949), 30-31.

[33]Weldon Brewer, "Why Did They Quit?," Education Digest, XVI (1950), 54-55.

[34]Thomas, op. cit.

[35]Charles M. Allen, Combating The Dropout Problem (Chicago: Science Research Associates, Inc., 1956).

[36]Bowman and Matthews, op. cit., pp. 88-89.

Perhaps the reason lies in another direction. Hand gives a hint of another factor that should be examined more closely. He says:

> In general, therefore, the schools are seen to have made themselves appreciably less durably attractive to boys than to girls.
>
> It seems entirely reasonable to assume that any normal person would seek to escape as soon as possible from any situation in which he persistently found himself branded as an incompetent.[37]

Intelligence

There is not complete agreement among educators who have studied the dropout problem over the factor of intelligence. Hand[38] says that approximately four out of every five withdrawing pupils would have been near the bottom of their classes had they persisted in school. He is not talking in terms of I.Q., rather in terms of achievement. Lanier[39] found that dropouts, in his study of matched groups had a lower mean intelligence score than that of trade school, or high school pupils. Similar findings were reported by Cook,[40] Young,[41]

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[37]Harold C. Hand, Principal Findings of the 1947-1948 Basic Studies of the Illinois Secondary School Curriculum Program, Circular Series A, No. 51, Illinois Secondary School Curriculum Program Bulletin No. 2 (Springfield, Illinois: Office of the State Superintendent of Public Instruction, 1949), 14.

[38]Ibid.

[39]Lanier, op. cit.

[40]Cook, op. cit.

[41]Joe M. Young, "Lost, Strayed, or Stolen," The Clearing House, XXIX (1954), 89-92.

Thomas,[42] McGee,[43] and Warren.[44] Snepp reports that,

> . . . The scholastic aptitude of those who left school was below average of students in high school, as measured by the Otis Test of Mental Abilities.[45]

In the New York Regents Study, the authors claim that,

> On the average, the less competent a pupil has shown himself to be in meeting school tasks, the more quickly he is released to face adult problems.[46]

Still, other studies point out that there really is not much difference between the graduate and the dropout on this variable. Cantoni[47] found little difference between the I.Q. of the dropout (92.3) and the graduate (101.6) as measured on the Kuhlman-Anderson Intelligence Test. Studies reported by Shiebler,[48] Ratliff,[49] and Goff[50] indicate that intelligence is not an important factor in whether or not a student will leave school early. Brewer[51] found that dropouts had a mean I.Q. of 96 compared with a mean I.Q. of 109 for graduates, while Dillon[52] found that only 36

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[42]Thomas, op. cit.

[43]George A. McGee, "We Increased Our Holding Power," National Education Association Journal, XLII (1953), 482.

[44]Doran Warren, "Who Are Most Likely to Drop Out?," School Science and Mathematics, LIV (1954), 185.

[45]Daniel W. Snepp, "Can We Salvage the Dropouts?," The Clearing House, XXXI (1956), 49-54.

[46]Eckert and Marshall, op. cit., 67-68.

[47]Cantoni, op. cit.

[48]Howard A. Shiebler, "Half Our Audience Is Walking Out," The School Executive, LXX (1951), 39-40.

[49]Rob Roy Ratcliff, "Hold Those Dropouts," Education, LXX (1950), 646-47.

[50]Aaron Goff, "They Dropped Out of School," Education, LXX (1950), 330-32.

[51]Brewer, op. cit.

[52]Dillon, op. cit.

per cent of the dropouts had an I.Q. below 85. McCreary and Kitch[53] reported that out of 1,500 dropouts studied 40 per cent were of average intelligence (I.Q. 90-100), 34 per cent were below average, and 12 per cent were above average. Graduates, on the other hand, were 50 per cent average, 12 per cent below average, and 33 per cent above average. Allen summarizes the current status when he says:

> While it is true that many dropouts are below average in intelligence, a small proportion may be found in the above-average group. And even those who are low in intelligence are not, for the most part, so low that they cannot be educated in our public schools.[54]

Thus, while intelligence is a contributing factor, there are other things that must also be considered when discussing the dropout. Closely related to the factor of intelligence is the problem of failure.

Failure and grade retention

On this variable there is almost unanimous agreement. Bowman and Matthews[55] reported that forty students of 138 dropouts, or 29 per cent, had been retained for a total of 47 years. This means that each student had been retained for at least one year, and in some cases for more than one year. Seven students of the forty had been retained for two years. The rate of grade retention for the dropouts was over three times that of the control group. McGee[56] reported

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[53]William H. McCreary and Donald E. Kitch, Now Hear Youth, Bulletin of the California State Department of Education, XXII, No. 9 (Sacramento, Calif.: Superintendent of Public Instruction, 1953).

[54]Allen, op. cit., p. 7.

[55]Bowman and Matthews, op. cit.

[56]McGee, op. cit.

that almost all of the dropouts were failing at the time of leaving school. This finding, that most of the dropouts have been retarded and/or were failing at time of withdrawal, has been reported in studies by Snepp,[57] Cook,[58] Penty,[59] Lopardo,[60] McCreary and Kitch,[61] and Hand.[62] An interesting note on the factor of failure and grade retention is submitted by Segal and Schwarm, who say:

> Actually, dropouts stay in school, in number of years, almost as long as high school graduates.[63]

This means that dropouts remain in school almost as long as high school graduates because they were held back in some grade. This study is opposed by Cantoni[64] who shows that there was almost a four year difference between dropouts and graduates in the number of years of schooling. Of course, Cantoni included schooling beyond the high school and this might be the difference between the studies.

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[57]Snepp, (1956), op. cit.

[58]Cook, op. cit.

[59]Ruth C. Penty, Reading Ability and High School Dropouts (New York: Bureau of Publications, Teachers College, Columbia University, 1956).

[60]R. A. Lopardo, "Holding Power of the High School," Speech reported in The School Board Journal, CXXXIX (1954), 20.

[61]McCreary and Kitch, op. cit.

[62]Hand, op. cit.

[63]David Segel and Oscar J. Schwarm, Retention in High Schools in Large Cities, Bulletin 1957, No. 15, Office of Education, U.S. Department of Health, Education, and Welfare (Washington: U.S. Government Printing Office, 1957), p. 16.

[64]Cantoni, op. cit.

Reading skills

"Academic progress in school depends greatly on reading ability," says Snepp.[65] Penty,[66] in comparing 593 good readers with 593 poor readers, over a period of four years, found that 49.9 per cent of the poor readers dropped out of school during this period, while only 14.5 per cent of the good readers dropped out during the same period of time. Although more than three times as many poor readers as good readers dropped out of school, there was no significant difference between the reading scores (at the tenth grade level) of poor readers who dropped out and poor readers who remained to graduate. Warren,[67] Young,[68] and Lanier[69] all found that the reading ability of the dropouts was below average. Brewer said:

> Reading scores made by these students who later withdrew showed them at least a year's achievement behind those students who later graduated.[70]

Thus, it appears that there is a very strong relationship between reading skills and the act of dropping out of school.

Age and grade at time of leaving

There is little doubt of the peak age and grade of early school leavers. Penty[71] reported that the peak of

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[65] Snepp (1951), op. cit.

[66] Penty, op. cit.

[67] Warren, op. cit.

[68] Young, op. cit.

[69] Lanier, op. cit.

[70] Brewer, op. cit., 55.

[71] Penty, op. cit.

school leaving for the poor readers was during the tenth grade. McGee[72] found that most of the non-graduates left school between the ages of 16-17. The findings of Snepp[73] and Cantoni[74] support this.

The effect of the compulsory attendance laws can be seen in the official statistics. During the school year 1955-56 the national figures for youth enrolled in the schools are shown in the following table.

TABLE 3

PERCENTAGE OF YOUTH ENROLLED IN THE PUBLIC AND PRIVATE SCHOOLS IN THE UNITED STATES DURING THE SCHOOL YEAR 1955-56[a]

Age	Per Cent in School
7 - 13	99.2
14 - 15	95.9
16 - 17	77.4

[a]The figures for this table were taken from: Rose Marie Smith and W. Vance Grant, Statistical Summary of Education: 1955-56 (Washington: U.S. Government Printing Office, 1959), p. 12.

Snepp[75] says that the compulsory attendance laws have a direct bearing on the number of boys and girls leaving the high schools. When the attendance laws were

[72]McGee, op. cit.

[73]Snepp (1956), op. cit.

[74]Cantoni, op. cit.

[75]Snepp (1951), op. cit.

interpreted to mean that youth could leave school at age fifteen, 28.7 per cent of the total number of withdrawals were fifteen year olds.

Attendance

Attendance might not be a causal factor in dropping out of school, but it is symptomatic of the potential dropout; it should be seen as a warning that a student is approaching a danger area. Almost every study in this area finds a marked regression in attendance from the elementary school to the secondary school. Dillon[76] pointed this out in his classic study, and he has been supported by Snepp,[77] Cook,[78] Penty,[79] and Thomas.[80] Bowman and Matthews[81] show that while the dropouts and their controls had a similar number of absences through the third grade, the dropouts averaged twenty-two absences as compared with only nine for the control group during the last two years in school.

There is little doubt that the regression in attendance is linked with the act of leaving school. It is very doubtful that the dropout decides hurriedly to withdraw from school. Many educators agree that dropping out of school is but the final step in a long series.

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[76] Dillon, op. cit.

[77] Snepp (1951), op. cit.

[78] Cook, op. cit.

[79] Penty, op. cit.

[80] Thomas, op. cit.

[81] Bowman and Matthews, op. cit.

Socio-economic class

In a study of seventy secondary schools, Hand[82] found that 72 per cent of all those who dropped out of high school came from families low on the income scale; likewise Young[83] found that 84 per cent of the dropout group studied were from low income families. Brewer[84] says that the largest group of dropouts came from a section of the city characterized by low-income families and sub-standard housing. Davie says:

> . . . the social class membership of one's family determines, in part, not only the length of time one will attend school, but also the particular type of school attended.[85]

Warner, Havighurst, and Loeb[86] present the image of education as a conveyor belt carrying youngsters upward and onward through the social system. They point out that social class is an important determinant of who gets off where. Lanier[87] reports that significantly more dropouts come from low income families where housing is poor. Counts said:

> There is a close relation between parental occupation and the privileges of secondary education. In general,

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[82]Harold C. Hand, "Do School Costs Drive Out the Youth of the Poor?," Progressive Education, XXVIII (1951), 89-93.

[83]Young, op. cit.

[84]Brewer, op. cit.

[85]James S. Davie, "Social Class Factors and School Attendance," Harvard Educational Review, XXIII (1953), 185.

[86]Lloyd Warner, Robert Havighurst, and Martin Loeb, Who Shall Be Educated (New York: Harper and Bros., 1944).

[87]Lanier, op. cit.

> the order of the proportion of children in school reflects the social and economic status of the father.[88]

One reason that might account for a number of dropouts, one that is related to socio-economic class, is that school, while it is tuition free, is not really free. A child going to school has many needs to be met. He must dress properly, have tools to work with, attend school functions, and participate in school activities. All of these require money. A study by Hand[89] supports this reason. He found that many dropouts left school because they did not have the money to buy clothes, books, pencils, paper, and to attend school functions.

McCreary and Kitch[90] reported that nearly two-thirds of the parents of dropouts were unskilled or semi-skilled workers. Eckert and Marshall[91] claim that economic conditions are operating in keeping high socio-economic children in school. Warner, Meeker, and Eells reported:

> The social and educational systems work to eliminate the majority of them (lower class youth) and permit only a few to get through. It has been estimated that whereas 80% of the upper and upper-middle class children actually go to college, only 20% of the lower-middle and 5% of the lower-class children get there.[92]

Bowman and Matthews[93] reported that 87.7 per cent of the dropouts came from the lower class; similarly, studies

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[88] Counts, op. cit., p. 141.

[89] Hand (1949), op. cit.

[90] McCreary and Kitch, op. cit.

[91] Eckert and Marshall, op. cit.

[92] Warner, Meeker, and Eells, op. cit., p. 25.

[93] Bowman and Matthews, op. cit.

by Gragg,[94] Warren,[95] and Lanier[96] also find that a large percentage of the dropouts come from the lower class. Bell found this to be the most important factor in the withdrawal from school. He said:

> Of all the factors considered in the present study probably the most potent one in determining a youth's grade attainment is his father's occupation.[97]

From the various studies made, it is evident that the socio-economic factor is an important element in determining the power of the secondary schools to retain the students from the lower income group.

Financial need

Closely related to this factor of social class is the concomitant factor of economic need. Bell,[98] writing during the depression, felt that this was one of the more important factors in causing youth to drop out of school. Evans[99] gives financial need as a reason for leaving school before graduation.

However, there are those who do not believe that the financial situation is a major factor. McGee reports that

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[94] Gragg, op. cit.

[95] Warren, op. cit.

[96] Lanier, op. cit.

[97] Howard M. Bell, Youth Tell Their Story (Washington: American Council on Education, 1938), p. 58.

[98] Ibid.

[99] N. Dean Evans, "How To Conduct a High School Drop-Out Study," National Association of Secondary School Principals Bulletin, XXXVIII (1954), 33-41.

". . . few, if any, left for economic reasons."[100] Johnson and Legg[101] show that only 19.4 per cent of the 440 youth they studied gave economic need as a reason for leaving, while 47.7 per cent claimed dissatisfaction with school as the primary reason for leaving school. Lopardo[102] says that we must distinguish between the lure of a job and a real need to earn money. This point is well taken; it is far easier to leave school under the guise of a socially acceptable reason, than it is to leave school for a reason where a stigma can be attached.

Weak or broken homes

While Dillon[103] found that a minority of early school leavers came from broken homes, Young,[104] Brewer,[105] and Lanier[106] participated in studies which indicated that many dropouts came from broken homes, or homes where interpersonal relationships were weak. Snepp[107] found that 70 per cent of the dropouts came from broken or weak homes. Williams says an important reason for children dropping out of school is

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[100] McGee, op. cit., p. 482.

[101] Johnson and Legg, op. cit.

[102] Lopardo, op. cit.

[103] Dillon, op. cit.

[104] Young, op. cit.

[105] Brewer, op. cit.

[106] Lanier, op. cit.

[107] Snepp (1956), op. cit.

> the failure of the home to provide love, affection, understanding, and the material and emotional security so essential to the normal development of all happy youngsters.[108]

Thus, while the home environment of the potential dropout is of significance, the studies that have been undertaken do not specifically examine this factor. That is, a number of studies show that many dropouts come from broken or weak homes, but do not go further in examining this factor.

Participation in school activities

Much has been made of the factor of school participation and the feeling of belonging that goes along with it. Lanier[109] and Brewer[110] reported that a feeling of belonging to school or to a group within the school is an important factor in influencing students to stay in school. Boggan and Patterson[111] and Hand[112] support the claim that participation in school activities among dropouts is lacking. Livingston[113] reports that dropouts do not participate in school

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[108] Morris Williams, "What Are the Schools Doing About School Leavers?," National Association of Secondary School Principals Bulletin, XXXVII (1953), 54.

[109] Lanier, op. cit.

[110] Brewer, op. cit.

[111] Earl J. Boggan and Walter G. Patterson, "What Are the Major Causes of Student Drop-Outs and What Should the Schools Do About the Present Condition?," National Association of Secondary School Principals Bulletin, XXXIX (1955), 84-88.

[112] Hand (1949), op. cit.

[113] A. Hugh Livingston, "High School Graduates and Dropouts - A New Look At a Persistent Problem," The School Review, LXVI (1958), 195-203.

activities to the extent that the graduates participate. Snepp[114] reported 78 per cent of the dropouts did not participate in school activities. Thomas concludes his study with these remarks:

> In every method of comparison or grouping used, activities were found to be the factor most related to whether or not the student finished high school and by far the most striking difference between those who finish and those who drop out. . . . Without danger of overgeneralizing, it may be said that those who engage in at least one extracurricular activity are much less likely to drop out than those who do not.[115]

It appears likely that a potential dropout can be detected by the negative interest he displays toward school activities.

Transfer

One of the factors believed to be causally related to the act of dropping out of school prior to graduation is the problem of moving from community to community and school to school. Snepp[116] reports that 70 per cent of the dropouts had transferred frequently. Cook[117] and Dillon[118] reported that one of the characteristics of dropouts is the frequency with which these people move from one school to another.

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[114] Snepp (1956), op. cit.

[115] Thomas, op. cit., p. 18.

[116] Snepp (1956), op. cit.

[117] Cook, op. cit.

[118] Dillon, op. cit.

Dissatisfaction with school

Almost every study of dropouts reports a large percentage of dropouts giving dissatisfaction with school as a primary or secondary reason for leaving school early. Johnson and Legg[119] found this to be the reason most often given when youth were asked why they left school. The authors found that 67 per cent of the dropouts mentioned dissatisfaction with school as either a primary or secondary reason for dropping out of school. Dillon[120] found that almost 70 per cent of the dropouts gave dissatisfaction with school as a primary reason. These findings have been supported in studies by Bell,[121] Snepp,[122] Brewer,[123] and Segal and Schwarm.[124]

The following are, in summary, some of the characteristics which distinguish the dropouts from the graduates. Each of them has been supported in a number of studies:

1. Sex.--More males than females drop out of school. before graduation.
2. Intelligence.--There is mixed evidence about this factor of intelligence. However, it is generally conceded that most dropouts have sufficient intelligence to be educated profitably in our public schools. It is also generally conceded that persons

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[119]Johnson and Legg, op. cit.

[120]Dillon, op. cit.

[121]Bell, op. cit.

[122]Snepp (1951), op. cit.

[123]Brewer, op. cit.

[124]Segal and Schwarm, op. cit.

of low intelligence are disproportionately represented among dropouts.

3. Failure and grade retention.--In all probability, dropouts are failing at the time of withdrawal. The evidence shows that many dropouts have been retained in grade at least once during their school life.
4. Reading skill.--More poor readers than good readers withdraw from school prior to graduation.
5. Age and grade at time of leaving.--The peak age is the age of voluntary withdrawal under the compulsory attendance laws. This is usually between 16-17 years of age, the law being the determining factor. More dropouts leave from grades nine and ten than from any other grade.
6. Attendance.--There is a marked regression in attendance from the elementary school to the secondary school. There is evidence that excessive absences may be a sign of a potential dropout.
7. Socio-economic class.--Lower class youth are disproportionately represented among dropouts. The cost to attend school and to participate in school activities may influence students from the lower income groups to drop out of school.
8. Financial need.--The evidence here is not conclusive. The early studies show financial need to be a major factor, but some of the later studies report that economic need is not the major factor.
9. Weak or broken homes.--There is no substantial agreement among researchers as to the importance of this factor. A number of studies reported that many of the dropouts came from weak or broken homes.

10. Participation in school activities.--The studies reviewed point to this variable as being a significant factor. The dropout is characterized by his non-participation in school activities.
11. Transfer.--Dropouts tend to transfer frequently from one school to another.
12. Dissatisfaction with school.--Recent studies have shown this to be the major factor for youth leaving school.

Increasing Holding Power

The dropout studies undertaken by schools and independent educators have suggested projects that can be undertaken by schools to increase their holding power. These studies have created an atmosphere for studying what can be done to prevent the loss of so many students before graduation. A number of schools have initiated curriculum revision projects in an attempt to increase their holding power. McGee[125] reports that a modification of the school curriculum, by adding several elective courses in industrial arts; homemaking; and business education, resulted in an increase in the holding power of the school from 71 per cent prior to the changes to 93 per cent after the changes. Miller[126] thinks that the increase is a result of the growing insistence of employers for high school graduation as a prerequisite for a job.

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[125] McGee, op. cit.

[126] Leonard M. Miller, "How Some Schools Are Increasing Their Holding Power," National Education Association Journal, XL (1951), 325-26.

Youth themselves have some suggestions to make to schools interested in increasing the holding power. Ratcliff[127] reported a Purdue University survey of 15,000 teenagers showed that one-third of them wanted courses not offered in school. Studies by Bell[128] and Johnson and Legg[129] indicate that youth feel that education should be more practical. Dillon[130] found that 23 per cent of the dropouts said that had the school provided work experience they would not have left, whereas 15 per cent wanted specific vocational instruction, 12 per cent wished the services of a guidance counselor, and 11 per cent wished for an opportunity to change courses.

At a conference sponsored by the United States Office of Education[131] the following suggestions were recommended for increasing the holding power of the schools:

1. There should be close ties with vocational education and industry. Industry should accept vocational graduates into apprenticeship programs.
2. The schools should offer a good guidance program.
3. The schools should initiate a vocational training program for semi-skilled occupations.

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[127] Ratcliff, op. cit.

[128] Bell, op. cit.

[129] Johnson and Legg, op. cit.

[130] Dillon, op. cit.

[131] Why Do Boys and Girls Drop Out of School, and What Can We Do About It?, Work Conference on Life Adjustment Education, Federal Security Agency, Office of Education, Circular No. 269 (Washington: U.S. Government Printing Office, 1950).

4. The teacher should get to know his pupils better. He should have a knowledge of the pupils' backgrounds and environment.
5. There should be a supervised work program in the schools.

At another conference a year later,[132] educators recommended more ways of increasing school holding power. Some of the suggestions were:

1. Schools should gear the study program to the abilities of youth, especially the potential dropout.
2. Students should have the opportunity to transfer to another school.
3. There should be better articulation between the elementary school and the secondary school so that the student can make a proper choice of his high school program.
4. Many students should be given the opportunity to profit from special classes in remedial reading.
5. An in-service training program should be initiated for teachers; where, by increased study, they can get a better appreciation of pupils.

While there has been much talk about what can be done to increase the holding power of the schools, there has been little research in this area. Unless the recommendations offered for increasing the holding power of the school are accompanied by evaluative research, causal relationships will be difficult to establish.

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[132] Increasing School Holding Power, Work Conference on Life Adjustment Education, Federal Security Agency, Office of Education, Circular No. 291 (Washington: U.S. Government Printing Office, 1951).

One program, that has attracted national attention, is a program designed for dropouts in Detroit, Michigan. Layton, in explaining the program of job upgrading, said:

> Job upgrading Program provided, for dropouts, a combined counseling, teaching, and job-seeking service involving aid in grooming, filling out forms, using the telephone, reviewing the fundamentals, and vocational guidance, all on a highly individualized basis, plus supervised part-time work experience and continued follow-up after placement on a permanent full time job has been effected.[133]

Summary

This chapter has presented some of the major studies in the area of dropouts. It is apparent, from this review of the literature, that there are a multiplicity of factors that appear to be causally related to early withdrawal from school. Educators have tried to isolate these factors and are now working to adopt them in our public schools. Many suggestions have been offered. Some have been tried and others are being considered.

It is hoped that this study will help to identify what happens to dropouts after they leave the school, enter the labor force, get married and raise children of their own.

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[133]Warren K. Layton, "Special Services for the Drop-Out and the Potential Drop-Out," National Association of Secondary School Principals Bulletin, XXXVII (1953), 74.

CHAPTER III

CHARACTERISTICS, EMPLOYMENT, AND RELATED FACTORS

The purpose of this chapter is to present some of the data which describe the dropouts and graduates who were studied. The chapter will include data from the dropouts and graduates on their characteristics, employment, education of their children, and viewpoints on their own schooling.

Characteristics

In order to better understand the findings, it is important to know something about the respondents. Who are they? Where did they come from? How old are they? This, and other information, is contained in the following section.

Region of the country where the respondents attended school

Table 4 (See Appendix A, Q. 31) presents data on where the dropouts and graduates attended school. From Table 4, it can be seen that 69 per cent of the graduates and 44 per cent of the dropouts were educated in the Midwest. Of the dropouts, 31 per cent were educated in the border or southern states, whereas only 10 per cent of the graduates were educated in these states.

TABLE 4

REGION OF THE COUNTRY WHERE THE RESPONDENTS ATTENDED SCHOOL

Region	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Midwest	21	44	13	69
New England	1	2	2	11
Middle States	1	2	1	5
Border States	8	17	1	5
Deep South	5	10	0	0
Other Southern States	2	4	1	5
Western States	0	0	1	5
Not Ascertained	10	21	0	0
Totals	48	100	19	100

It cannot be determined from these data what affect growing up in a particular region has on persistence in school. It is not known whether the respondents came from rural or urban areas, although such information would be valuable in order to fully interpret the data. However, it can be seen in Table 15 that 24 per cent of the dropouts worked on the family farm. This gives some indication that some of the dropouts came from rural areas.

Age of respondents

Table 5 shows the ages of the respondents at the time of the interview. The dropouts range in age from 29 years to 60 years, with a mean age of 38.4 years. The

TABLE 5

AGE OF THE RESPONDENTS AT THE TIME OF THE INTERVIEW

Age	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
- 29	1	2	0	0
30 - 34	5	10	2	11
35 - 39	16	33	4	21
40 - 44	10	21	8	42
45 - 49	5	10	4	21
50 - 54	7	16	1	5
55 - 59	0	0	0	0
60 - 64	1	2	0	0
Not Ascertained	3	6	0	0
Total	48	100	19	100
Mean	38.4 years		39.3 years	

graduates range in age from 30 years to 53 years, with a mean age of 39.3 years. The mode for the two groups is different. Of the dropouts, 33 per cent are in the 35-39 age group, whereas 42 per cent of the graduates are in the 40-44 year age group. Thus, the graduate is slightly older than the dropout.

The fact that the sample was drawn from the school records and that one criterion for selection was that the father had to be living with his children precludes the possibility of including anyone in the sample who was not married. Thus, all of the dropouts and graduates who were

studied for this project were married and residing with their wives and children.

Marital status

It has been proposed that dropouts are more unstable in marriage than graduates.[1] Table 6 (See Appendix A, Q. 2, 3) presents data on the number of marriages of the dropouts and graduates.

TABLE 6

NUMBER OF MARRIAGES

Number of Marriages	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
First marriage	44	92	18	95
Second marriage	2	4	1	5
Third marriage	2	4	0	0
Total	48	100	19	100

It can be seen from Table 6 that over 90 per cent of the graduates and dropouts have been married only once. None of the graduates have been married more than two times, whereas 4 per cent of the dropouts have been married three times. These data do not support the proposition that dropouts are more unstable in marriage than graduates. However,

[1] Paul H. Bowman and Charles V. Matthews, Motivations of Youth for Leaving School, Quincy Youth Development Project (Chicago: University of Chicago, mimeographed, 1960).

these data do suggest the possibility of some instability in marriage for the dropouts.

Number of children of respondents

What are the differences, if any, between the dropouts and the graduates and the size of their families? Table 7 (See Appendix A, Q. 4) presents data on the number

TABLE 7

NUMBER OF LIVING CHILDREN

Number	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
One	3	6	1	5
Two	10	21	3	16
Three	9	19	8	42
Four	11	23	5	26
Five	4	8	0	0
Six or more	11	23	2	11
Totals	48	100	19	100

of children of these fathers. It should be pointed out that these data are compiled only on living children and might not reflect the actual size of the family if children who are not living were included.

The mean number of children of dropouts is 3.1 compared to 3.0 for the graduates. Graduates appear to have families of two, three, or four children; 42 per cent of the

graduates have three children; 26 per cent have four children; and 16 per cent have two children. These three categories account for 84 per cent of all the graduates studied. The mode for the graduates is three children. On the other hand, 23 per cent of the dropouts have six or more children; 23 per cent have four children; and 8 per cent have five children. Over 50 per cent of the dropouts have families of four or more living children. The mode for the dropouts is four children. Thus, the dropouts tend to have slightly larger families than the graduates.

Home ownership

Is there any difference between dropouts and graduates in terms of home ownership? Table 8 (See Appendix A, Q. 7) presents data on this question.

TABLE 8

HOME OWNERSHIP

Ownership	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Own or buying	40	83	17	89
Renting	8	17	2	11
Totals	48	100	19	100

There is a slight difference in the figures for home ownership of the dropouts and the graduates. Dropouts own homes almost to the same degree as do the graduates. However, it should be pointed out that 17 per cent of the

dropouts were renting, while only 11 per cent of the graduates were in a similar position.

Schooling of siblings

One of the assumptions made at the beginning of the study was that dropouts probably come from families where there is a history of dropping out of school. Table 9 (See Appendix A, Q. 27) presents data on the siblings of the dropouts and graduates. That is, this table shows the number of siblings of dropouts and graduates who did not graduate from high school.

TABLE 9

SCHOOL STATUS OF SIBLINGS

Status	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
All brothers and/or all sisters dropped out	27	58	2	11
No brothers and/or no sisters dropped out	5	10	9	47
More siblings dropped out than graduated	2	4	0	0
More siblings graduated than dropped out	5	10	1	5
As many siblings dropped out as graduated	4	8	1	5
No siblings	5	10	6	32
Totals	48	100	19	100

From this table it can be seen that more than half (58 per cent) of the dropouts have siblings who left school before graduating, whereas only 11 per cent of the graduates came from families where their siblings left school without graduating. Conversely, almost half of the graduates (47 per cent) came from families where the children graduated from high school, but only 10 per cent of the dropouts came from families where the same is true.

From these data it can be seen that there is a strong relationship between leaving school without graduating and the family. Thus, it appears that many of the dropouts came from families where there is a history of dropping out of school.

Summary

The characteristics of the respondents give a more complete picture of the people who were the subjects of this study.

The dropouts, while being slightly younger than the graduates, tend to have larger families. Also, more dropouts than graduates have been married more than once.

Almost one-third of the dropouts came from the border or southern states, whereas two-thirds of the graduates were from the Midwest.

There is a history of leaving school before graduation among siblings of the dropouts. More than 50 per cent of the dropouts came from families where their siblings also dropped out of school. On the other hand, almost 50 per cent of the graduates came from families where all of the children completed a high school education.

Employment

Perhaps the most important area to be considered is the area of employment. It is this aspect of life with which many people are primarily concerned. Most of us spend more than half of our lives working for a living, and presumably, it is in this area that the differences between the dropouts and the graduates are likely to be most conspicuous.

Occupations of respondents

Table 10 (See Appendix A, Q. 10, 13) shows the occupations of the dropouts and graduates.

TABLE 10

OCCUPATIONS

Occupation	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Professionals and technicians	1	2	7	36
Proprietors and managers	1	2	1	5
Clerks and kindred workers	0	0	2	11
Sales workers	1	2	0	0
Skilled workers	4	8	4	21
Semi-skilled workers	20	42	2	11
Unskilled workers	20	42	3	16
Unemployed	1	2	0	0
Totals	48	100	19	100

From this table, it can be seen that there is a definite difference between the dropouts and the graduates in terms of occupations. Of the graduates, 36 per cent are professional people. These respondents are either teachers, both secondary and college, or engineers. Of the dropouts, only 2 per cent are professional people. It should be noted that the dropout in the professional, technician category is one of four dropouts who returned to school and received the high school diploma. This respondent differs from the graduates in the professional category in the sense that he is a technician, an airplane pilot, whereas the graduates in this category are all professional people.

There is also a difference between the dropout and the graduate in the managerial category. The graduate in this category is the managing editor of a daily newspaper, whereas the dropout is the service manager for an automobile dealer.

In the category of clerical workers, it should be noted that none of the dropouts fell into this category, whereas the 11 per cent of the graduates in this category are accountants.

Of the graduates, 21 per cent are skilled workers, compared with 8 per cent of the dropouts who are skilled workers. Whereas, 42 per cent of the dropouts are working in semi-skilled occupations, and 42 per cent in unskilled occupations, only 11 per cent and 16 per cent of the graduates are found in these occupations. Bowman and Matthews[2] found that 48.4 per cent of the dropouts held jobs of the lowest category and 36.4 per cent were in the next to the lowest category.

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[2] Ibid., p. 20.

Thus, it can be seen that graduates appear to have higher status jobs, whereas 84 per cent of the dropouts are in the unskilled or semi-skilled categories. It is interesting to note that all of the non-home owners (Table 8) are respondents that are listed in the unskilled and unemployed categories.

Income

Table 11 (See Appendix A, Q. 67) shows the income received by the respondents last year.

TABLE 11

INCOME

Income	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Under $2,000.00	3	6	0	0
$2,000.00 - 3,000.00	4	8	0	0
3,000.00 - 4,000.00	3	6	0	0
4,000.00 - 5,000.00	8	17	1	5
5,000.00 - 6,000.00	17	36	3	16
6,000.00 - 7,000.00	8	17	7	37
7,000.00 - 8,000.00	1	2	2	11
8,000.00 - 9,000.00	0	0	1	5
9,000.00 -10,000.00	2	4	1	5
Over $10,000.00	1	2	4	21
Unemployed	1	2	0	0
Totals	48	100	19	100

The median income for the dropouts is between $5,000.00 and $6,000.00 per year, whereas for the graduates the median income for the past year was between $6,000.00 and $7,000.00 per year. Only 27 per cent of the dropouts earned more than the median income for dropouts, but almost half (42 per cent) of the graduates earned more than the median income for graduates.

The two dropouts who earned between $9,000.00 and $10,000.00 for the past year are respondents who are working at highly skilled occupations. The dropout who earned more than $10,000.00 is the dropout who is classified as a technician (Table 10). This respondent is one of the dropouts who completed his high school education. All of the graduates who earned more than $8,000.00 are respondents who are classified either in the professional or managerial categories.

Employment status

Table 12 (See Appendix A, Q. 11) shows the current employment status of the dropouts and graduates at the time of the interview. From this table it can be seen that graduates have an advantage over the dropouts in terms of employment. Where 100 per cent of the graduates were employed full time, only 90 per cent of the dropouts enjoyed the same status. It should be noted that of the two dropouts who were unemployed one was in business for himself. His business is of a nature that it is affected by seasonal changes. That is, in the fall and winter months there is no work. Since the interviews were taken during the late fall, this respondent reported himself as being unemployed.

TABLE 12

EMPLOYMENT STATUS AT TIME OF INTERVIEW

Employment Status	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Working full time	43	90	19	100
Working part time	3	6	0	0
Unemployed	2	4	0	0
Totals	48	100	19	100

It can be seen that 6 per cent of the dropouts reported that they are employed part-time. Note should be taken of this point. It is not possible, from the data, to tell what it meant by part-time work. Some respondents are employed in jobs, such as construction, that require them to work only part of the year. It is not known whether these respondents reported themselves as working full-time or as working part-time. For this reason, not too much emphasis is placed on the fact that some of the dropouts are reported as working part-time, whereas none of the graduates are in a similar position.

Perhaps even more important than the overall employment status of the respondents is the problem of working at a regular job. A regular job is defined as the job the respondent normally works at. For example, if a respondent reported that he is currently a stock clerk, but that he normally operates a punch press machine, he is listed as not holding his regular job.

Table 13 (See Appendix A, Q. 12) contains the information on the number of respondents who are working at their regular jobs. From this table it can be seen that

TABLE 13

REGULAR JOBS HELD

Job	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Regular job	45	94	19	100
Not regular job	1	2	0	0
Unemployed	2	4	0	0
Totals	48	100	19	100

there is little difference between dropouts and graduates in the matter of holding a regular job. Where 100 per cent of the graduates reported that they were employed at their regular jobs, 94 per cent of the dropouts were in a similar position. It should be noted that this figure would be 96 per cent, if the respondent who owns his own business reported himself as being employed.

It is interesting to note that the dropout who is reported as not working at his regular job is one of the respondents who is also reported to be working only part-time (Table 12).

Entry into labor force

One of the important aspects of this study was to determine how long it took the dropouts to gain entry into

the labor force in comparison with the graduates. Table 14 (See Appendix A, Q. 16) presents data on the length of time taken to secure a job.

TABLE 14

LENGTH OF TIME TAKEN TO SECURE A JOB AFTER LEAVING SCHOOL

Length of Time	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Started while in school	13	27	2	11
Immediately	21	45	7	37
1 - 2 months	2	4	3	16
3 - 6 months	1	2	1	5
1 - 1½ years	4	8	0	0
1½ - 2 years	1	2	0	0
Went into college	0	0	5	26
Went into service	4	8	1	5
Does not know	2	4	0	0
Totals	48	100	19	100

It can be seen that 27 per cent of the dropouts started to work while they were still in school, whereas the same is true for only 11 per cent of the graduates. It is possible that this difference is due to the fact that more dropouts than graduates worked on family farms (See Table 15).

The findings show a strong relationship between working while in school and leaving school prior to graduation. While the data are not adequate to fully equate this

relationship, they do suggest a trend. However, it should be pointed out that Bowman and Matthews[3] found that more graduates than dropouts worked while attending school. It is entirely possible for two studies to obtain different findings. This might be explained by knowing the setting within which the research took place. The study by Bowman and Matthews had its setting in a Midwestern community and studied youth as they dropped out. In the present research, it has been seen that nearly one-third of the dropouts were educated in the border or southern states.

Of the dropouts, 45 per cent reported that they found a job immediately, whereas only 37 per cent of the graduates reported that they found jobs immediately. The term "immediately" is not clearly defined, but is less than one month.

It will be noted that all of the graduates were either in college, in the armed services, or working within six months after graduation, whereas 10 per cent of the dropouts took between one and two years to find employment. Again, keeping in mind the economic conditions of the times, this finding takes on more significance. Of course, it is this same favorable economic condition which might explain the reason so many dropouts gained employment so readily.

The findings here are in agreement with a study by the United States Department of Labor.[4] That study indicated that half of the graduates and two-fifths of the

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[3] Ibid.

[4] United States Department of Labor, School and Early Employment Experience of Youth, A Report on Seven Communities, 1952-57, Bulletin No. 1277 (Washington: U.S. Government Printing Office, 1960), p. 5.

dropouts found jobs in less than a week after starting to seek employment. It further shows that 10 per cent of the dropouts were unemployed after fourteen weeks of seeking employment. A comparison with this study shows that 10 per cent of the dropouts were unemployed one year after they left school.

An important aspect of a job situation is how an individual goes about obtaining a job. Part of the success of getting a job lies in the knowledge of the services available for helping an individual get a job.

Table 15 (See Appendix A, Q. 17) presents data showing how the first job was obtained. It is interesting to

TABLE 15

HOW THE FIRST JOB WAS OBTAINED

How Obtained	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Family farm	11	24	0	0
Through a friend	12	25	4	21
Ad in the paper	2	4	1	5
Employment office	2	4	3	16
Through a relative	4	8	4	21
Got it myself	12	25	2	11
Did not go to work immediately after school	1	2	5	26
Not ascertained	4	8	0	0
Totals	48	100	19	100

note that the school did not play a part in helping either the graduates or the dropouts obtain employment. Of course, it must be kept in mind that many of the respondents left school before the current emphasis on guidance began. A recently completed study[5] of dropouts supports these data. That study shows that only 5 per cent of the graduates and 1 per cent of the dropouts got jobs through school referral.

It will be noted that 33 per cent of the dropouts and 42 per cent of the graduates got their initial job either through a friend or a relative, while on the other hand, 16 per cent of the graduates and 4 per cent of the dropouts used an employment office. This is an indication that graduates, more than dropouts, have the knowledge of which agencies to go to for help. It should be pointed out that this might not be the case. It is entirely possible that many of the respondents who reported that they obtained a job by themselves might have been referred to the employer by an agency, or might have been notified that there was a job open in a particular company. The fact that they applied in person might have caused them to report that they obtained a job by themselves.

Lack of high school diploma

How do dropouts feel regarding the lack of a high school diploma? The question was asked of the dropouts, in terms of whether or not the respondent felt that his lack of a high school diploma ever made a difference in his getting a job. Table 16 (See Appendix A, Q. 34b) contains the responses to this question. This question was inappropriate

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[5] Ibid., p. 83.

TABLE 16

DID THE LACK OF A DIPLOMA EVER MAKE A DIFFERENCE IN WHETHER OR NOT A JOB WAS OBTAINED?

Answers Given	No.	Per Cent
Yes, it made a difference	27	57
No, it made no difference	17	35
Inappropriate, returned to school and received a diploma	4	8
Totals	48	100

for 8 per cent of the dropouts because they received their diploma while in military service or through correspondence courses. These respondents are reported as being dropouts because they dropped out of school for a period of time. To report these respondents as graduates would bias the data and would not give a clear picture of the experiences of dropouts.

It can be seen that 57 per cent of the dropouts reported that the lack of a diploma made a difference in getting a job. That is, at some time these respondents were refused jobs because they were not high school gaduates. A number of respondents reported that at the beginning, when they were first looking for a job (in favorable economic times), it did not make too much difference whether or not they had a diploma. However, as they got older, and jobs became harder to get, they reported, that they experienced some difficulty when they changed jobs.

Help in selecting an occupation

The dropouts were asked to discuss the factors that helped them to select a particular occupation. Table 17 (See Appendix A, Q. 38) presents these data. Here it can be

TABLE 17

FACTORS THAT HELPED DROPOUTS TO SELECT AN OCCUPATION

Factors	No.	Per Cent
Grew up in it, followed dad's footsteps	12	25
Took what I could get	21	44
Pay was better than average	2	4
Someone gave me a chance to learn a trade	4	8
Health was poor, had to get particular type of job	1	2
Not ascertained	8	17
Totals	48	100

seen that 44 per cent of the dropouts reported that they took whatever job they could get. This suggests that almost half of the dropouts left school without having any clear idea or promise of a job.

Twenty-five per cent of the dropouts reported that they grew up in the type of work they are doing, or that they followed their father's footsteps.

It is important to note that none of the factors cited by the dropouts as helping them select an occupation are related to the school. This means that the school did

not play an active role in helping the dropouts select an occupation.

Is there any difference between dropouts and graduates in terms of the factors that helped each select an occupation? Table 18 (See Appendix A, Q. 42) presents data on the factors that helped the graduates select an occupation. Of the graduates, 27 per cent reported that their

TABLE 18

FACTORS THAT HELPED GRADUATES SELECT AN OCCUPATION

Factors	No.	Per Cent
School experiences	5	27
Family influence, father's trade	4	21
Best opportunity	1	5
Tried to emulate my ideal	1	5
Desire to do what I wanted	1	5
Nothing, chance	4	21
Influence of friends	1	5
Not ascertained	2	11
Totals	19	100

school experiences helped them in deciding on a career. Respondents who gave this answer reported that they had an opportunity to explore different occupations in school, either through a counselor or through various courses. A comparison with Table 17 indicates that not one dropout listed school experience as being a factor in helping him

select an occupation. Perhaps this is because the dropouts did not stay in school long enough.

It can be seen that 21 per cent of the graduates reported that they followed in their father's footsteps, or that they were influenced by their family in the choice of a career. In comparison with Table 17, it can be seen that there is only a slight difference between dropouts and graduates who reported family influence as an important factor.

An important factor to note is that 21 per cent of the graduates reported that they had no clear idea of what they wanted to do. These respondents reported that they just happened to take a certain job by chance. If Table 17 is compared with Table 18, it can be seen that there is quite a large difference between dropouts and graduates who took a job by chance. Whereas 21 per cent of the graduates "happened" into a job, 44 per cent of the dropouts took whatever job they could get.

Again, it is important to keep in mind the economic conditions prevailing at the time when these respondents were seeking employment. The job situation was good, from the viewpoint of one seeking employment, and yet many respondents reported that they took whatever job they could get.

Number of jobs held by respondents

One way to compare dropouts and graduates is to examine their employment records. In many cases this is impossible because the information must be obtained from the respondent. It is possible that the respondent cannot remember his complete job history. For this study, the

respondents were asked to report the number of jobs they have held since they began working. Table 19 (See Appendix A, Q. 19) contains this information. This table is structured in such a way that it is difficult to determine a mean.

TABLE 19

NUMBER OF JOBS HELD

Number	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
0 - 2	2	4	3	16
3 - 5	11	23	9	48
6 - 8	23	48	4	21
9 - 11	6	13	1	5
12 - 14	1	2	1	5
15 - 18	0	0	0	0
19 - 25	4	8	0	0
Over 25	1	2	1	5
Total	48	100	19	100

Thus, the mean was derived from the raw data. The mean number of jobs held by the dropouts was 5.1, whereas the mean number of jobs held by the graduates was 3.6.

It can be seen from this table that dropouts appear to be somewhat less stable in their employment than graduates. Whereas, 74 per cent of the dropouts changed employment more than five times, only 37 per cent of the graduates changed jobs the same number of times. On the other hand,

64 per cent of the graduates held five jobs or less compared with 27 per cent of the dropouts.

It would be erroneous to draw any definite conclusions from this table since there are many other factors involved. For example, if a person is a car salesman, it is quite possible that he has worked at many different places, but still maintained the same type of job.

Again, it should be pointed out that the favorable economic conditions of the time might have influenced some of the respondents to change jobs more often than would have been the case if economic conditions had been somewhat different.

It is perhaps more interesting to know how the dropouts compare with graduates on the number of different jobs held, that is, the type of work regardless of employer. Table 20 (See Appendix A, Q. 19) contains this information.

Of the graduates, 47 per cent have held only one or two different kinds of jobs, whereas only 19 per cent of the dropouts have held a similar number. In contrast, 48 per cent of the dropouts held between three and five different types of jobs compared to 32 per cent of the graduates for the same number of jobs. The mean number of different jobs held by the dropouts was 3.9 in comparison with 3.0 for the graduates.

When the percentages of the two groups are combined it will be seen that 79 per cent of the graduates held five different jobs or less, whereas 67 per cent of the dropouts fell into the same category.

What the data do not say is whether or not the movement that is seen in these data indicate an upward movement or a lateral movement. That is, when the respondents

changed jobs, did they move up to a better job or did they just move to another job? This information is not known.

TABLE 20

NUMBER OF DIFFERENT JOBS HELD

Number	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
0 - 2	9	19	9	47
3 - 5	23	48	6	32
6 - 8	11	23	3	16
9 - 11	1	2	0	0
12 - 14	1	2	0	0
15 - 18	3	6	0	0
19 - 25	0	0	0	0
Over 25	0	0	1	5
Totals	48	100	19	100

Opportunities for promotion

How do dropouts and graduates perceive opportunities for advancement? The respondents were asked whether or not they thought they had a chance to receive a promotion. Table 21 (See Appendix A, Q. 22) contains the responses to this question. This table shows that a little more than half (52 per cent) of the graduates indicated that there was a chance for a promotion, whereas only 31 per cent of the dropouts felt that they had a chance for a promotion. Conversely, slightly less than half (44 per cent) of the dropouts were certain that they did not have a chance for

TABLE 21

PERCEPTIONS OF PROMOTIONAL OPPORTUNITIES

Chance for Promotion	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Yes	15	31	10	52
No	21	44	6	32
Do not know	10	21	2	11
Self-employed or unemployed	2	4	1	5
Totals	48	100	19	100

promotion, but only 32 per cent of the graduates felt the same way.

One of the assumptions made before the study began was that dropouts would be inclined to feel that their chances for promotion rested on the possession of a high school diploma. It is possible to see certain indications of this in Table 22. Table 22 (See Appendix A, Q. 22) presents the response to the question, "How does one get a promotion?"

It can be seen that the dropouts reported "further training and doing a job," "doing a good job," and "experience," in that order, as reasons for getting a promotion. On the other hand, graduates gave "experience," "further training and doing a good job," and "depends on opening" as reasons for getting a promotion. The difference between the dropouts and the graduates is seen by those respondents who gave "experience" as a reason for getting a promotion. Only

TABLE 22

REASONS GIVEN FOR GETTING A PROMOTION

Reason	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Further training	0	0	1	5
Doing a good job	3	6	1	5
Further training and doing a good job	4	8	2	11
Ability to get along with people	2	4	0	0
Experience	3	6	3	16
Past performance	1	2	1	5
Depends on opening	2	4	2	11
No chance for promotion, unemployed, self-employed, do not know of chance for promotion	33	70	9	47
Totals	48	100	19	100

8 per cent of the dropouts gave "experience" as a reason compared to 16 per cent of the graduates who gave the same response.

It should be noted that the respondents who were certain they did not have a good chance for a promotion and those who did not know whether or not they had a good chance for a promotion are grouped together.

Table 23 (See Appendix A, Q. 22c) presents the responses to the question, "What does it take to succeed in a new job?" It can be seen from this table that dropouts

TABLE 23

REASONS FOR SUCCESS IN A NEW JOB

Reasons	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Hard work	3	6	0	0
Ability to handle people	5	10	0	0
More training	1	2	3	16
Same as I am doing	1	2	3	16
Intelligence and ambition	2	4	2	11
Experience	2	4	2	11
No chance for promotion, unemployed, self-employed, do not know of chance for promotion	33	70	9	46
Not ascertained	1	2	0	0
Totals	48	100	19	100

tend to report that "hard work" and the "ability to handle people" lead to success in a new job, whereas graduates tend to report that "intelligence," "experience," and "more training" are needed in order to succeed.

Thus, the assumption that dropouts would tend to report that more training is necessary does not appear to be true. An oddity that is quite apparent is that the dropouts give reasons that are hard to define, sometimes even nebulous. The term "hard work" was not defined by any of the respondents, nor could they say how one measures an "ability to handle people." On the other hand, graduates

tend to report reasons such as "more training" and "same as I'm doing" which are easily defined and measurable.

When Tables 22 and 23 are compared, it can be seen that there is a discrepancy on the part of the dropouts who report that the ability to handle people leads to success. In Table 22, only 2 per cent of the dropouts report that the ability to get along with people leads to a promotion, yet in Table 23, 10 per cent of the dropouts report that success in a new job depends upon the ability to handle people.

Job satisfactions

The respondents were asked to discuss the satisfactions that they obtained from the job. Table 24 (See Appendix A, Q. 20) presents data on the job satisfactions of dropouts and graduates. The answers of the respondents to the question of what they liked about their jobs were coded and classified into the categories used in the table. The responses were so varied that it was necessary to form categories that would allow for comparison between the dropouts and graduates.

It can be seen from this table that 25 per cent of the dropouts reported that the satisfactions they received from their jobs are economic satisfactions. This compares with only 5 per cent of the graduates who gave the same response. Extrinsic, monetary factors are defined in this study as: adequacy of wages or salary; job security; retirement benefits; or steady work.

Of the dropouts, 10 per cent gave extrinsic, non-monetary reasons as the source of their satisfaction with the job. This compares with 16 per cent of the graduates who gave the same response. Extrinsic, non-monetary factors are

TABLE 24

JOB SATISFACTIONS

Satisfaction	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Extrinsic, monetary	12	25	1	5
Extrinsic, non-monetary	5	10	3	16
Ego satisfactions, achievement related	2	4	7	37
Ego satisfactions, affiliation related	4	8	1	5
Ego satisfactions, influence related	2	4	2	11
Ego satisfactions, curiosity related	8	17	3	16
General satisfactions	7	16	1	5
Miscellaneous satisfactions	3	6	1	5
Do not know	1	2	0	0
Do not like anything about job, unemployed	4	8	0	0
Totals	48	100	19	100

defined as: a nice place to work; the work is easy; freedom from pressure; convenient place to work; work hours are congenial; employee benefits, other than economic, such as free lunches or medical care; and pleasant physical surroundings.

It can be seen that there is a great difference between dropouts and graduates in terms of ego satisfactions derived from the job. Of the graduates, 37 per cent reported that they get achievement related ego satisfactions from their jobs, whereas only 4 per cent of the dropouts gave the

same response. Achievement related ego satisfactions are defined as: responsibility; a chance to make decisions on the job; complexity of work; use of skills and talents; feelings of competence and accomplishment; and reward and recognition from others.

Of the dropouts, 8 per cent reported affiliation related ego satisfactions from their jobs, whereas 5 per cent of the graduates gave this response. Affiliation related ego satisfactions are defined as: contact with people; helping people; satisfactions from particular people on the job; friendships at the job; or having a good boss.

It can be seen that 4 per cent of the dropouts gave influence related ego satisfactions as their answer, whereas 11 per cent of the graduates gave this response. Influence related ego satisfactions are defined as: independence on the job; being own boss; leadership on the job; prestige of job; or supervising others.

Of the dropouts, 17 per cent gave curiosity related ego satisfactions as a response to the question of what they liked about the job. On the other hand, 16 per cent of the graduates gave the same response. Curiosity related ego satisfactions are defined as: a chance to learn new things; interesting work; and the job is not the same at all times, in other words, new things happen on the job.

In the area of general satisfactions, which are defined as enjoying the work, liking a certain occupation, and usefulness of the job, 16 per cent of the dropouts and 5 per cent of the graduates gave this as a response.

It can be seen that 6 per cent of the dropouts and 5 per cent of the graduates gave miscellaneous satisfactions as their response; 2 per cent of the dropouts and none of

the graduates reported that they do not know what they like about their jobs; and 8 per cent of the dropouts reported that they do not like anything about their jobs. It should be pointed out that these 8 per cent include those respondents who are unemployed.

Thus, it can be seen that dropouts tend to emphasize the economic factors as those factors which give them job satisfaction, whereas the graduates emphasize achievement related factors as the factors giving job satisfaction.

Job dissatisfactions

In contrast to the job satisfactions reported by them, the respondents were also asked to discuss the things they did not like about the job. This information is contained in Table 25 (See Appendix A, Q. 21).

From this table it can be seen that 13 per cent of the dropouts and 11 per cent of the graduates reported extrinsic, monetary factors as their source of job dissatisfaction. Extrinsic, monetary factors, in this instance, are defined as: inadequacy of wages; lack of security; and lack of retirement benefits.

Job dissatisfaction from extrinsic, non-monetary sources account for 40 per cent of the dropouts and 32 per cent of the graduates. Extrinsic, non-monetary factors are defined as: an unpleasant place to work; the work is hard; too much pressure; the place of employment or the hours are inconvenient; dirty work; and the job is hazardous.

Of the dropouts, 4 per cent reported that their dissatisfaction with the job comes from achievement related ego dissatisfactions. This figure compares with 5 per cent of the graduates who gave the same response. Achievement

TABLE 25

JOB DISSATISFACTIONS

Dissatisfaction	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Extrinsic, monetary	8	17	2	11
Extrinsic, non-monetary	19	40	6	32
Ego dissatisfaction, achievement related	2	4	1	5
Ego dissatisfaction, affiliation related	3	6	3	16
Ego dissatisfaction, influence related	1	2	1	5
Ego dissatisfaction, curiosity related	0	0	0	0
General dissatisfaction	1	2	0	0
Miscellaneous dissatisfactions	5	10	0	0
Do not know	2	4	0	0
Likes everything about job, does not work	7	15	5	26
Not ascertained	0	0	1	5
Totals	48	100	19	100

related ego dissatisfactions are defined as: a lack of responsibility; the work is too easy; poor use of abilities and talents; feeling of incompetence; lack of achievement; and lack of recognition from others.

Affiliation related ego dissatisfactions are reported by 6 per cent of the dropouts and 16 per cent of the graduates. Affiliation related ego dissatisfactions are defined

as: not enough contact with people; too much contact with people; dissatisfaction with particular people on the job; and dissatisfaction with superiors.

Influence related ego dissatisfactions were given by 2 per cent of the dropouts and 5 per cent of the graduates. Influence related ego dissatisfactions are defined as: not enough independence; too much restraint by others; not enough leadership; and not enough prestige.

Of the dropouts, 2 per cent reported general dissatisfactions with the job; 4 per cent do not know what it is that they do not like; and 15 per cent liked everything about the job. This figure, 15 per cent, includes those respondents who are unemployed. On the other hand, 26 per cent of the graduates reported that they liked everything about the job.

Thus, it appears that both the dropouts and graduates reported extrinsic, non-monetary factors as sources for dissatisfaction more than any other single factor. There were no important differences between the groups.

Choice of occupation

The respondents were asked to discuss what occupation they would select if they had a choice. One stipulation was added to the question. They were told to select an occupation on the basis of their present qualifications. Table 26 (See Appendix A, Q. 23) presents the answers to this question. It can be seen from this table that 68 per cent of the graduates would want the same job they now have, but only 25 per cent of the dropouts gave this response.

It is surprising to find that 34 per cent of the dropouts would select jobs that fell into the unskilled

TABLE 26

CHOICE OF OCCUPATION OF RESPONDENTS IF THEY HAD THE OPPORTUNITY TO SELECT ANOTHER OCCUPATION

Occupation	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Professional	2	4	3	16
Managerial	1	2	0	0
Self-employed businessman	2	4	0	0
Sales work	1	2	0	0
Self-employed craftsman	2	4	1	5
Skilled trade	2	4	2	11
Semi-skilled trade	5	11	0	0
Foreman	2	4	0	0
Just what I am doing	12	25	13	68
Unskilled	16	34	0	0
Farmer	2	4	0	0
Nothing, would not like to work	1	2	0	0
Totals	48	100	19	100

category. All of the graduates either wanted to do just what they are doing, or desired professional or skilled occupations. On the other hand, only 5 per cent of the dropouts reported they wanted to do what they are now doing, or have a skilled job, or better.

It is interesting to note that dropouts, more than graduates, would select another occupation if the opportunity presented itself. This is probably indicative that graduates are more satisfied with their present jobs than the dropouts.

This has been somewhat established in Table 25 where it was seen that graduates are more satisfied with their jobs than the dropouts. This difference between dropouts and graduates, on the choice of the occupation, might also be indicative of the insecurity that dropouts feel. It has been noted in Tables 19 and 20 that dropouts have held more jobs than graduates. Hence, this table lends emphasis to the generalization, derived from other data, that dropouts are less satisfied with their jobs, and do, in fact, change jobs more frequently than the graduates.

When the respondents had selected an occupation, they were asked whether or not any special skills or training was necessary for the job selected. If the respondent said that he wanted to do just what he was doing, this question was still asked. Thus, Table 27 (See Appendix A, Q. 24) presents the perceptions of the respondents as to whether or not any special skill or training is necessary for the job they selected.

TABLE 27

NEED FOR SPECIAL SKILLS OR TRAINING IN OCCUPATION SELECTED BY RESPONDENTS

Would you need special skill or training?	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
No	16	33	4	21
Yes	32	67	15	79
Totals	48	100	19	100

It is interesting to note that whereas only 29 per cent of the dropouts reported that they would select jobs in the unskilled category (Table 26), 33 per cent reported that they would not need any special skills or training for the jobs they selected. Of course, some of the dropouts said that they would like to do just what they are doing, and it was seen in Table 7 that 42 per cent of the dropouts are employed at jobs classified as unskilled. Thus, some of the dropouts employed at unskilled jobs think that some degree of skill is needed to perform that job. If this were not the case, then the number reporting the need for special skill or training would be smaller than it is. This is also reflected in the figures for the graduates. Whereas, none of the graduates indicated a job choice in the unskilled category (Table 26), 21 per cent reported that no special skills or training would be needed for their job choice. For the graduates, however, this figure is in excess of the number of graduates employed on jobs classified as unskilled (Table 10). It is not improbable to assume that some of these respondents are not aware of the skills necessary for the job of their choice.

The respondents were then asked if they possessed the skills necessary for their job choice. Table 28 (See Appendix A, Q. 24a) presents this information. Over three-fourths of the graduates, but only 59 per cent of the drop-outs reported that they had the skills or training, either in part or in toto, necessary for the job of their choice.

How skills were obtained

One of the purposes of this study was to find out where the dropouts received their continuing education, if

TABLE 28

POSSESSION OF SPECIAL SKILLS OR TRAINING

Do you have special skills or training?	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
No	4	8	0	0
Have them in part	6	13	5	26
Have them	22	46	10	53
Not needed	16	33	4	21
Totals	48	100	19	100

indeed they took any. Therefore, the respondents were asked where they received the skills or training they said they had. If the respondent did not have the skills or training, or if a respondent reported that no special skills or training were needed the question was not asked.

Table 29 (See Appendix A, Q. 24b) presents data showing where the respondents received their training or learned their skills. It can be seen that 48 per cent of the graduates reported that they obtained the special skills or training necessary for the job through formal education--either public schools, private schools, college, or trade schools. Of the dropouts, only 10 per cent reported that they obtained their skills or training through formal education.

If all forms of formal training are considered, it can be seen that 69 per cent of the graduates received their training through some sort of formal training program, but only 20 per cent of the dropouts had some formal training.

If on-the-job training is considered as formal training, then the figures for the dropouts would be increased by 20 per cent.

TABLE 29

SOURCES OF SPECIAL TRAINING

Source	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
School: public, private, trade, college	5	10	9	48
Home study	1	2	1	5
Practical experience	4	8	0	0
Apprenticeship	5	10	4	21
On-the-job training	9	20	0	0
Military training school	1	2	0	0
Picked it up by myself	3	6	1	5
Inappropriate: no skills needed, do not have them	20	42	4	21
Totals	48	100	19	100

Summary

Graduates appear to have higher status jobs than the dropouts. Also, there are more graduates working full time than dropouts.

In terms of job satisfactions, the dropouts tend to report that economic factors give them satisfaction, whereas the graduates tend to emphasize factors of achievement as a source of job satisfaction. As for dissatisfaction with the

job, the dropouts did not differ markedly from the graduates. However, more dropouts than graduates reported that they would select another occupation, other than the one they now have, if the opportunity presented itself.

In general, the dropouts found jobs sooner, after leaving school, than the graduates. However within six months after graduation, all of the graduates were either employed, in the military service, or in college, whereas 10 per cent of the dropouts took between one and two years to find employment.

Both the dropouts and the graduates reported that family influence was an important factor in the selection of an occupation. However, where more than one-fourth of the graduates reported that their school experiences helped them in selecting an occupation, not one dropout indicated that school helped him in his choice of an occupation. This might be due to the fact that the dropouts did not remain in school long enough to benefit from school experiences. More than half of the dropouts left school before entering high school.

Of the respondents who reported that they had special skills or training, 69 per cent of the graduates and 20 per cent of the dropouts learned their skills in a formal training situation. Only 10 per cent of the graduates and 38 per cent of the dropouts learned their skills in situations other than formal training.

Education for Their Children

Another area that was investigated was the outlook that dropouts and graduates have for their children in terms of education.

Reasons for an education for their children

The respondents were asked to discuss the need for an education; whether or not it was necessary, and just how necessary it is for children to get an education. Table 30 (See Appendix A, Q. 1) presents these data.

TABLE 30

REASON FOR AN EDUCATION FOR THEIR CHILDREN

Reason	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Necessary to get a job	32	67	4	21
Necessary for advancement in job	2	4	0	0
Necessary for job success	1	2	1	5
Necessary for social adjustment	2	4	7	37
Enough to meet needs	1	2	1	5
Necessary, essential (no reason)	10	21	6	32
Totals	48	100	19	100

Clearly, the major difference between the dropouts and the graduates is that the dropouts overwhelmingly (67 per cent) felt that an education is necessary in order to get a job. If the responses of the dropouts who answered the question in relation to the job are grouped, it can be seen that 73 per cent of the dropouts responded to this

question in terms of a job. On the other hand, the graduates appear to be less concerned with the relationship of education to the job (26 per cent). Only 21 per cent of the graduates said that education was necessary in order to obtain a job, but 37 per cent indicated that the necessity for getting an education was the need for social adjustment. This is not to say that the graduates do not realize the value of an education in obtaining a job. Rather, the author interprets the response "necessary for social adjustment" may include the area of employment.

The interviewers were instructed to ascertain just what was meant by the term "education" when used by the respondents. They were not successful in getting qualitative answers to this question. Intuitively, the interviewers gave the impression that "education" was narrowly defined by the respondents to mean the subjects covered in school.

Ability to keep children in school

The ability of the parent to keep his own children in school until graduation was investigated. The respondents were asked whether or not they thought they could keep their children in school until graduation. Table 31 (See Appendix A, Q. 6) contains the responses to this question.

The reason for the large percentage of respondents who are classified as "not ascertained" is that this question did not appear in the original interview schedule. The question was put into the schedule because after the first interviews the author thought he noted a difference between the responses of the dropouts and the graduates. Therefore,

TABLE 31

ABILITY TO KEEP CHILDREN IN SCHOOL UNTIL GRADUATION

Ability	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Sure they could be kept in school	3	6	5	26
Not sure they could be kept in school	21	44	7	37
Should not force them	0	0	1	5
Not ascertained	24	50	6	32
Totals	48	100	19	100

he requested that the interviewers probe for answers to the question.

There is some indication that dropouts are less sure than graduates that they could keep their children in school until graduation. Almost half of the dropouts (44 per cent) were uncertain that they could keep their children in high school until graduation, whereas only 37 per cent of the graduates felt the same way. On the other hand, 26 per cent of the graduates were certain that they could keep their children in school until graduation, but only 6 per cent of the dropouts felt the same way.

What is the present status of the children of the respondents? Table 32 (See Appendix A, Q. 5) presents this information. Even though all of the respondents indicated that it was very necessary to get an education (Table 29), almost 15 per cent of the dropouts had children who had not

TABLE 32

SCHOOL STATUS OF CHILDREN

Status	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
All children presently in school, or graduated from high school	41	86	19	100
One child dropped out of school	4	8	0	0
Three children dropped out of school	2	4	0	0
Four children dropped out of school	1	2	0	0
Totals	48	100	19	100

finished high school. None of the graduates had children who either were not in school or had not graduated from high school.

In Table 31, 44 per cent of the dropouts said that they were not sure that they could keep their children in school, and in Table 32, it can be seen that 14 per cent of the dropouts have children who have already dropped out of school. It appears that the information given in this table strengthens the indication that dropouts are less sure that they could keep their children in school until graduation.

Summary

All of the respondents felt that it was necessary for children to receive an education. Almost three-fourths

of the dropouts felt that the necessity for an education was the affect it would have on employment. On the other hand, 37 per cent of the graduates felt that the necessity for receiving an education was the need for social adjustment.

The dropouts were less certain than the graduates they they could keep their children in school until graduation.

When the school status of the respondents' children was examined, it was found that almost 15 per cent of the dropouts had children who had already left school without graduating, whereas none of the graduates had children who had dropped out of school. This finding lends support to the indication that dropouts are less certain of their ability to keep their children in school.

Respondents Perceptions of Their Own Schooling

One area that has been studied by others is the area of how the dropouts view their own school experiences. This area is one of the more difficult to interpret because dropouts may not like to discuss their school experiences. And yet, it is crucial for any definitive study to examine this phase of the dropout's life.

Age at time of school leaving

An attempt was made in this study to get the dropouts and graduates to discuss their perceptions of their own schooling. Table 33 (See Appendix A, Q. 34c) presents data on the age at which the dropout left school.

Almost every state has a compulsory school attendance law. However, the age limit varies from state to state. In

TABLE 33

AGE OF DROPOUT AT TIME OF SCHOOL LEAVING

Age	Dropouts	
	No.	Per Cent
7	1	2
10	1	2
14	4	8
15	9	19
16	13	27
17	9	19
18	8	17
19	2	4
Not ascertained	1	2
Totals	48	100
Mean age	16	

some states, it is not possible to leave school before age sixteen. In other states, it is possible to leave school before age sixteen with certain stipulations. However, in almost all states, enforcement of the school attendance law is left to the schools. It can be seen from this table that the compulsory school attendance laws were not rigidly enforced, since it is presumed that the compulsory school attendance laws are reflected in this table.

It can be seen that the mean age of the dropouts at the time of leaving school was sixteen. This means that as soon as the age of compulsory attendance is reached the greatest exodus occurs. This finding is supportive of a finding in a recent study by the United States Department of

Labor[6] in which it was found that 18 per cent of the male dropouts gave as a reason for leaving the fact that they reached age sixteen. Penty[7] and McGee[8] found that the peak age of leaving was between sixteen and seventeen. Thus, the findings of this study corroborate the findings of some of the other studies in this area. The findings of Dillon[9] were much greater than the findings of this study. Dillon found as many as 54 per cent of the male dropouts who left school at the age of sixteen, 26 per cent at the age of seventeeen, and 10 per cent were eighteen years old or older. The findings of this study are approximately half of what Dillon found.

Perhaps the most interesting figures are those for ages eighteen and nineteen. The fact that some of the dropouts left school at these ages might be some indidation that these respondents left school during the senior year or that they had been severely retarded in school. In fact, one study[10] reported that the dropouts stay in school, in number of years, almost as long as high school graduates.

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[6] Ibid., p. 19.

[7] Ruth C. Penty, Reading Ability and High School Dropouts (New York: Bureau of Publications, Teachers College, Columbia University, 1956).

[8] George A. McGee, "We Increased Our Holding Power," National Eduational Association Journal, XLII (1953).

[9] Harold J. Dillon, Early School Leavers - A Major Educational Problem, National Child Labor Committee Pamphlet No. 401 (New York: Moak Printing Co., 1949).

[10] David Segel and Oscar J. Schwarm, Retention in High Schools in Large Cities, Bulletin 1957, No. 15, Office of Education, U.S. Department of Health, Education, and Welfare (Washington: U.S. Government Printing Office, 1957).

Highest grade completed

Table 34 (See Appendix A, Q. 34a) contains information showing the highest grade completed by the dropouts before leaving school.

TABLE 34

HIGHEST GRADE COMPLETED BY DROPOUTS

Grade	No.	Per Cent
1	1	2
2 - 4	1	2
4 - 6	3	6
7	4	8
8	18	37
9	7	15
10	8	17
11	6	13
Totals	48	100

From the table it can be seen that the mode was the eighth grade; 37 per cent of the dropouts reported that they had completed the eighth grade. Of the remaining 63 per cent of the dropouts, 15 per cent left school after completing the ninth grade, and 17 per cent after completion of the tenth grade. This finding does not agree with the findings of some other studies. Snepp,[11] McGee,[12] Cantoni,[13] and

[11]Daniel W. Snepp, "Why They Drop Out," National Association of Secondary School Principals Bulletin, XXXV (1951), 137-41.

[12]McGee, op. cit.

[13]Louis J. Cantoni, "Stay-Ins Get Better Jobs," Personnel and Guidance Journal, XXXIII (1955), 351-53.

Penty[14] found that the peak of school leaving was the tenth grade, or between the ninth and tenth grades.

One interesting fact is that 13 per cent of the dropouts left school after completing the eleventh grade, or at the beginning of the senior year. In fact, five of these dropouts had started the senior year of school and left af after the school year had begun. This would tend to deny the findings of Segel and Schwarm[15] who found that dropouts stay in school, in number of years, almost as long as the graduates.

It is important to note that 10 per cent of the dropouts left from the elementary school, 6 per cent before entering the sixth grade. The United States Office of Education uses the fifth grade as a base when measuring retention rates of the schools. Smith and Grant say:

> The fifth grade enrollment is considered to be a reasonable index for the number of children who entered the first grade 4 years earlier, because compulsory attendance laws keep practically all children in school at least until the fifth grade.[16]

Thus, it can be seen that using the fifth grade as a base to measure retention rates is not adequate. Other studies use a higher grade than the fifth as a base. Dillon[17] used the seventh grade as a base, Penty[18] used the tenth grade, and

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[14]Penty, op. cit.

[15]Segel and Schwarm, op. cit.

[16]Rose Marie Smith and W. Vance Grant, Statistical Summary of Education: 1955-56 (Washington: U.S. Government Printing Office, 1959), p. 7.

[17]Dillon, op. cit.

[18]Penty, op. cit.

Thomas[19] used the ninth grade. According to the present study, 55 per cent of the respondents would not have been included in any study that used the ninth grade, or a higher grade, as a starting point. If the starting point for a study was the seventh grade (Dillon), 10 per cent of the respondents in the present study would not have been included.

Why people leave school before graduating has been explored in a number of studies. It was hoped that in this study the answers would be more definitive because the respondents have been out of school for some time and would be free from any threat of the school.

Reasons for leaving school

Table 35 (See Appendix A, Q. 34f) presents the reasons given by the dropouts for leaving school before graduation. From this table it can be seen that 24 per cent of the dropouts reported that they left school because they had to go to work. This is interpreted to mean that it was a necessity that they work to help support the family. On the other hand, 13 per cent of the dropouts said that they left school because they wanted a job. This means that they wanted to work, not that they had to work. This finding falls somewhere in between the findings of other studies. Bell,[20] writing during the depression, reported that one of the more important factors in causing youth to drop out of

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[19]Robert Jay Thomas, "An Empirical Study of High School Dropouts in Regard to Ten Possibly Related Factors," The Journal of Educational Sociology, XXVIII (1954), 11-18.

[20]Howard M. Bell, Youth Tell Their Story (Washington: American Council on Education, 1938).

TABLE 35

REASONS GIVEN BY DROPOUTS FOR LEAVING SCHOOL PRIOR TO GRADUATION

Reason	1st Choice		2nd Choice	
	No.	Per Cent	No.	Per Cent
Parents separated	5	11	1	2
Wanted a job	6	13	1	2
Joined military service	5	10	0	0
Had to go to work	11	24	4	8
Expelled from school	1	2	0	0
Failing in school work	10	21	3	6
Did not like school	6	13	5	10
Do not know	3	6	34	72
Totals	48	100	48	100

school was the need to work. However, Johnson and Legg[21] reported that only 19.4 per cent of the 440 youth studied gave economic need as a reason for leaving. McGee[22] reported that few dropouts, if any, left for economic reasons, and Lopardo[23] said that a distinction must be made between the lure of a job and a real need to earn money. The finding in

[21]Elizabeth S. Johnson and Caroline E. Legg, "Why Young People Leave School," National Association of Secondary School Principals Bulletin, XXXII (1948), 14-24.

[22]McGee, op. cit.

[23]R. A. Lopardo, "Holding Power of the High School," speech reported in The School Board Journal, CXXXIX (1954), 20.

this study comes closest to the finding of a recently completed study[24] where it was found that 22 per cent of the male dropouts said they left school to go to work. However, the study did not say whether or not they had to go to work.

It should be pointed out that neither the dropouts who reported that they had to go to work nor the dropouts who reported that they wanted a job gave any indication that they had any specific job in mind when they left school. In fact, 44 per cent of the dropouts took whatever job they could get (Table 17). It would seem that these data lend emphasis to the proposition that the dropouts who left school in order to go to work did not have a job to go to.

Of the remaining 63 per cent of the dropouts, 21 per cent reported that they left school because they were failing, had failed a grade, found it difficult to learn, or fell behind in their classes. Another 13 per cent stated they left school because they did not like the school, or the teachers, or both. Thus, 34 per cent of the dropouts reported that they left school because of dissatisfaction with school or because of failure. This finding is greater than that of a recent study[25] where 24 per cent of the male dropouts gave adverse school experience as a reason for leaving.

It can be seen that 11 per cent of the dropouts reported that they left school because their parents separated. In actual discussion with some of these respondents, they reported that their parents were so occupied with their own troubles that they never had time for the children.

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[24]United States Department of Labor, op. cit.

[25]United States Department of Labor, op. cit., p. 19.

Thus, the effects of broken homes should be considered an important factor in the establishment of any program to increase the holding power of the school. This factor has been noted in studies by Young,[26] Brewer,[27] and Lanier.[28] Williams[29] said that one of the more important reasons for children dropping out of school is the failure of the home to provide love, affection, understanding, and the material and emotional security so necessary for the normal development of all happy youngsters.

Probably the most uncertain figure in this table is the 10 per cent of the dropouts who reported that they left school to join the armed forces. While it is probably true that when they left school they joined the armed forces, it is believed that this was not the real reason for their leaving. With the exception of one dropout who was drafted, the researcher felt that some of these respondents were not giving true answers to the question of why they left school. In some cases, the respondent was placed in an awkward position. He himself had dropoed out of school, yet he is trying to imbue in his children the need for an education. In some cases, it is almost as if education had been deified.

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[26]Joe M. Young, "Lost, Strayed, or Stolen," The Clearing House, XXIX (1954), 89-92.

[27]Weldon Brewer, "Why Did They Quit?," Education Digest, XVI (1950), 54-55.

[28]M. Armand Lanier, "A Guidance-Faculty Study of Student Withdrawals," Journal of Educational Research, XLIII (1949), 205-12.

[29]Morris Williams, "What Are The Schools Doing About School Leavers?," National Association of Secondary School Principals Bulletin, XXXVII (1953), 54.

Thus, the respondent would feel that he was condemning school, in answer to this question, if he said that he left school because he did not like it. This finding is not too different from a finding in a study by the United States Department of Labor[30] where it was found that 14 per cent of the male dropouts reported that they left school to join the military service.

In answer to the question "Can you tell me some of the reasons why you left school?" 34 per cent of the respondents gave dissatisfaction with school as the primary reason for leaving. Another 17 per cent gave this response as a secondary reason. Thus, 51 per cent of the dropouts gave dissatisfaction with school as either a primary or secondary reason for leaving. In comparison, Johnson and Legg[31] found 67 per cent of the 440 youth they studied gave dissatisfaction with school as a primary or secondary reason for leaving.

Respondents' perception of parents' reaction of child leaving school

Table 36 (See Appendix A, Q. 34d) contains the information on how the respondents thought their own parents felt about their leaving school before graduation.

It can be seen from this table that 41 per cent of the dropouts left school against the wishes of their parents. In contrast, 25 per cent of the dropouts reported that their parents really did not care if they left school. Some respondents reported that their parents' expectations were

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[30] United States Department of Labor, op. cit.

[31] Johnson and Legg, op. cit., p. 18.

TABLE 36

HOW DROPOUTS THOUGHT THEIR PARENTS FELT ABOUT THEIR LEAVING SCHOOL BEFORE GRADUATION

Parents' Feelings	No.	Per Cent
Did not worry, did not care, did not mind	12	25
Did not like it, wanted me to stay	19	41
Took me out to work	5	10
Parents were dead, family separated	4	8
Eighth grade was their only expectation	4	8
Do not know	3	6
Not ascertained	1	2
Totals	48	100

only for an eighth grade education. In addition, 10 per cent of the dropouts reported that they were taken out of school by their parents in order to go to work.

It is possible to classify 57 per cent of the dropouts in the category of having parents who either did not mind having their children out of school, or who directly caused their child to leave school. Bowman and Matthews[32] found that 5 per cent of the dropouts were influenced to drop out of school by parents. They further found that 65 per cent of the parents of dropouts were indifferent to their child leaving school.

[32]Bowman and Matthews, op. cit., p. 63.

Some comparisons between Table 35 and Table 36 are interesting. In Table 35, it can be seen that 23 per cent of the dropouts reported that they left school because they had to go to work. However, in Table 36, only 10 per cent of the dropouts reported that they were taken out of school by their parents in order to go to work.

To reiterate, 41 per cent of the dropouts reported that they left school against the wishes of their parents, and 57 per cent were either taken out of school, or received little encouragement to go to school. This raises an important question. Is there anyone who could have encouraged these dropouts to remain in school longer? This question was asked of the dropouts. The responses to this question are contained in Table 37 (See Appendix A, Q. 34e).

When this study was first proposed, it was presumed that perhaps the dropouts might not have left school if someone had encouraged them to stay and graduate. It can be seen that this is not the case. Almost two-thirds (63 per cent) of the dropouts reported that there was no one who could have prevented them from leaving school when they did. Only 4 per cent reported that either a teacher, or an improved school program might have encouraged them to remain in school longer, whereas 35 per cent of the dropouts gave dissatisfaction with school as a primary reason for leaving. For the rest of the dropouts, 23 per cent felt that their parents might have made the difference.

Of the respondents who said that a better home, or family interest could have made the difference, six of these respondents reported that their parents really did not care whether or not they attended school. The other five respondents reported that they had a poor home life, that the

TABLE 37

WHO COULD HAVE MADE A DIFFERENCE IN YOUR DECISION TO LEAVE SCHOOL?

Reasons For Remaining in School	No.	Per Cent
No one	30	63
Teacher, an improved school program	2	4
Better home, parents, family interest	11	23
Do not know	4	8
Not ascertained	1	2
Totals	48	100

family broke up, or that there was no one to encourage them to remain in school.

In comparing Tables 36 and 37, it can be seen that there is a discrepancy in the responses of some of the dropouts. In Table 36, 57 per cent of the dropouts cited parents as a factor in leaving school; either because the parents did not mind the respondent leaving school; the parents took the respondent out to go to work; the parents were dead; the family separated; or the parents' only expectation was an eighth grade education. However, in Table 37, only 23 per cent of the dropouts reported that parents and the home might have been an influencing factor in keeping them in school. Thus, it appears that the dropouts have a tendency to exaggerate the importance of the home and family as a factor in causing them to drop out of school. Perhaps this is a reflection of the dropouts' willingness to pass the

blame for dropping out of school on someone other than themselves.

Are dropouts sorry they left school?

One way of deriving answers to this question was to ask the dropouts how much it bothers them that they left school before graduating. Table 38 (See Appendix A, Q. 36) presents the answers to this question.

TABLE 38

HOW MUCH IT BOTHERS DROPOUTS THAT THEY LEFT SCHOOL WITHOUT GRADUATING

Degrees	No.	Per Cent
A little at first, not now	6	14
Bothers me a great deal, I think about it regularly	16	33
Sometimes, no use thinking about it	13	27
Not at all	5	10
Inappropriate, graduate or equivalent	4	8
Not ascertained	4	8
Totals	48	100

Only 10 per cent of the dropouts reported that leaving school before graduation does not bother them. However, 33 per cent reported that it bothers them a great deal, that they think about it regularly, and 14 per cent reported that

it bothered them at first, but now they are getting accustomed to it. Thus, it can be said that 60 per cent of the dropouts are regularly or sometimes disturbed for having dropped out of school.

A question was inserted in the schedule in an attempt to find out what influence the experiences of the dropouts would have on their school lives if they had the opportunity to live their lives over again. The question specifically asked dropouts "If you had to do it over again, would you stay in school long enough to graduate?" The results of this question are found in Table 39 (See Appendix A, Q. 37).

TABLE 39

WOULD DROPOUTS REMAIN IN SCHOOL TO GRADUATE IF THEY HAD THE OPPORTUNITY TO GO TO SCHOOL AGAIN?

Choice	No.	Per Cent
Would graduate	39	81
Would leave school before graduation	2	4
Not ascertained	7	15
Totals	48	100

Almost overwhelmingly, the dropouts reported they would stay in school long enough to graduate if they had to do it over again. This finding is somewhat larger than that found by Bowman and Matthews who found that:

> After being out of school a while, more than half of the dropouts see their action as a mistake and wish they were back in school.[33]

It is possible that the discrepancy between the finding in the present study and the finding by Bowman and Matthews is due to the fact that the respondents in the present study are much older than the respondents Bowman and Matthews wrote about. Therefore, the respondents in this study have had more time to think of the effect of dropping out of school.

Since it is still possible for dropouts to graduate from school, either by returning for adult education courses or by taking correspondence courses, the respondents were asked, "Would you like to return to school and graduate?" Table 40 (See Appendix A, Q. 39) contains the responses to this question.

Of the dropouts, 65 per cent said that they would not care to return to school. Of these, three-fourths said that they were too old to return to school.

TABLE 40

DROPOUTS WHO WOULD LIKE TO RETURN TO SCHOOL AND GRADUATE

Choice	No.	Per Cent
Would like to return and graduate	17	35
Would not like to return to school	31	65
Totals	48	100

[33] Bowman and Matthews, op. cit., p. 62.

In Table 39, 81 per cent of the dropouts said that they would graduate from high school were they to do it over again, but only 35 per cent, in Table 40, said that they would like to return to school and graduate. It is possible that the respondents thought that the question implied returning to school with high school youngsters.

Table 41 (See Appendix A, Q. 39a) contains information on the subjects the respondents would study if they were to return to school. This question was limited to those respondents who reported that they would like to return to school and graduate.

TABLE 41

SUBJECTS DROPOUTS WOULD STUDY IF THEY WERE TO RETURN TO SCHOOL

Subject	No.	Per Cent
Academic subjects	7	15
Business subjects	4	8
Vocational subjects	4	8
General courses	2	4
Totals	17	35

Of the 35 per cent of the dropouts who indicated that they would like to return to school and graduate, 15 per cent reported that, if they were to return, they would study academic subjects such as history, English, and mathematics; 8 per cent reported that they would study business subjects; and 8 per cent reported that they would take up a trade.

Participation in school activities

One area that has received attention is that of participation in school activities. Thomas[34] says that the factor most related to whether or not a student finishes school is participation in school activities. For purposes of this study, participation in school activities is limited to actual participation as a member of some organized group. Thomas' study was made on a four year high school population.

Table 42 (See Appendix A, Q. 43) presents data comparing dropouts and graduates on participation in school activities.

TABLE 42

PARTICIPATION IN SCHOOL ACTIVITIES

Activities	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Sports	15	31	11	58
Organized school clubs	0	0	1	5
Band	1	2	2	11
School paper, yearbook	0	0	1	5
Dramatics	1	2	1	5
Other (intramural, honor clubs)	0	0	1	5
No activity	31	65	2	11
Totals	48	100	19	100

[34]Thomas, op. cit., p. 18.

It can be seen from this table that whereas 89 per cent of the graduates participated in school activities of one sort or another, only 35 per cent of the dropouts reported that they took part in some activity. Thus, it would appear that the findings of other studies are substantiated. However, it must be pointed out that twenty-seven (55 per cent) of the dropouts in this study reported that they never went past the eighth grade. This means that for 55 per cent of the dropouts there was little opportunity for them to participate in school activities since most of the activities are on the senior high school level.

Table 43 (See Appendix A, Q. 34a, 43) presents data on participation in school activities of dropouts and graduates when only the nineteen dropouts who attended high school are included. That is, only those dropouts who attended a high school are compared with graduates in this table.

It can be seen that there are nineteen dropouts and nineteen graduates. Of the dropouts, 74 per cent participated in school activities compared with 90 per cent of the graduates who participated in school activities.

This finding would suggest that perhaps the factor of participation in school activities is not as important as previously thought.

Summary

The mean age of the dropout at the time of school leaving was sixteen. This is substantially the same finding as that uncovered in other studies. However, the mode for the highest grade completed was the eighth grade. This is in conflict with other studies which found that the peak

TABLE 43

PARTICIPATION IN SCHOOL ACTIVITIES BY DROPOUTS WHO ATTENDED HIGH SCHOOL AND GRADUATES

Activity	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Sports	11	58	11	58
Band	1	5	2	11
Dramatics	1	5	1	5
Organized school clubs	1	5	1	5
School paper, yearbook	0	0	1	5
Other	0	0	1	5
No activity	5	27	2	11
Totals	19	100	19	100

grade for school leavers was between the ninth and the tenth grades. Furthermore, most studies use the seventh grade, or a higher grade, as a base point. According to this study 10 per cent of the dropouts never got into the seventh grade, and 55 per cent never got into the ninth grade.

The reasons for leaving school are varied. Twenty-four per cent of the dropouts said they left school because they had to go to work. Another 34 per cent left either because of dissatisfaction with school or because of failure. All told, 51 per cent of the dropouts gave dissatisfaction with school either as a primary or secondary reason for leaving school.

It is possible to classify 57 per cent of the dropouts in the category of having parents who either did not

mind having their children out of school, or who directly caused their child to leave school. However, some discrepancy exists between the responses of the dropouts. On the one hand, 24 per cent of the dropouts reported that they left school because they had to go to work. On the other hand, only 10 per cent reported that they were taken out of school by their parents in order to go to work.

Almost two-thirds of the dropouts reported that no one could have prevented them from leaving school when they did. Only 4 per cent said that a teacher or an improved school program might have encouraged them to remain in school longer than they did.

Sixty per cent of the dropouts reported that they are regularly or sometimes bothered by the fact that they do not have a high school diploma. Eighty-one per cent said they would remain in school long enough to graduate, if they had to do it over again. However, only 35 per cent of the dropouts reported that they would like to return to school and graduate.

When controlled for those dropouts who attended high school, there was a slight difference between dropouts and graduates who participated in school activities. Of the dropouts, 74 per cent participated in some school activity compared with 90 per cent for the graduates.

CHAPTER IV

CONTINUING EDUCATION AND LEISURE TIME ACTIVITIES

In the last chapter, data were presented on the characteristics of the dropouts, their employment situation, their feelings for an education for their children, and their perception of their own schooling. This has served to set the stage for this chapter, which deals with continuing education and the use of leisure time activities.

Continuing Education

Continuing education is defined as any formal education that takes place after leaving high school, or the elementary school. College, trade schools, apprentice programs, company or union training programs, on-the-job training, correspondence courses, and adult education courses are considered to be continuing education.

An underlying assumption for this study was that there are many opportunities for continuing one's education after one leaves the public school. These opportunities are available to both dropouts and graduates. The question is who takes advantage of these opportunities, and to what extent?

Labor unions

Some of the opportunities for continuing education are in the hands of non-professional persons. The labor union, for example, is such an organization. Labor unions have become involved in education by offering apprentice and other training programs. An attempt was made, therefore, to ascertain the extent to which dropouts and graduates are involved in union training programs. However, in order to take advantage of a union program, one must be a member of a union.

Tables 44 to 49 present data on the aspects of continuing education available to the respondents through labor unions. Table 44 presents information concerning availability of a union.

TABLE 44

IS THERE A UNION TO WHICH THE RESPONDENTS CAN BELONG?

Is there a union available?	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
No union available	11	23	8	42
There is a union available	36	75	10	53
Does not work, self-employed	1	2	1	5
Totals	48	100	19	100

From this table there is an indication that more dropouts than graduates are employed in jobs where union

membership is available. This fact is probably a reflection of the difference in job status of the dropouts and graduates (Table 9).

Table 45 (See Appendix A, Q. 25a) shows membership in the labor unions for the dropouts and the graduates. Of the 75 per cent of the dropouts who indicated that there was a union which they could join, 63 per cent are union members. That means, that 83 per cent of the dropouts for whom union membership was available (75 per cent) took advantage of this and joined the union. On the other hand, of the 53 per cent of the graduates who reported that there was a union which they could join, only 60 per cent are union members.

TABLE 45

UNION MEMBERSHIP

Membership	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Union member	30	63	6	32
Non-union member	6	12	4	21
Totals	36	75	10	53

To ascertain whether these members of unions were participating in educational programs, it was first necessary to determine if their unions had training programs. Some unions have apprenticeship programs, or other types of training programs; others do not. The respondents were asked whether or not the union to which they belonged sponsored any type of training program.

Table 46 (See Appendix A, Q. 25c) presents data on whether or not the unions to which the respondents belong sponsor a training program.

TABLE 46

SPONSORSHIP OF TRAINING PROGRAMS BY UNIONS TO WHICH RESPONDENTS BELONG

Availability of Training Programs	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Yes there is a training program	6	13	1	5
There is no training program	19	40	5	26
Do not know	5	10	0	0
Totals	30	63	6	31

Of the 32 per cent of the graduates who are union members, only 5 per cent stated that the union sponsored a training program. This respondent is one who had already taken advantage of the apprenticeship program. The remainder of the graduates, 26 per cent stated definitely that the union offered no training program. On the other hand, 13 per cent of the dropouts reported that the union sponsored a training program; 13 per cent did not know whether or not the union sponsored a training program; and 35 per cent were certain that the union did not sponsor a training program.

Thus, only slightly less than 20 per cent of the dropouts who were union members knew definitely that their

union sponsored a training program, but only slightly more than 15 per cent of the graduates who were union members were certain that the union sponsored a training program. This means that only a small percentage of the union members knew whether or not their union sponsors a training program.

This factor is somewhat difficult to explain. Neither the dropouts nor the graduates appear to be very well informed regarding the opportunities for training that are sponsored by various unions. On the other hand, it is possible that the unions do not offer much in the way of training programs. The author did not verify it, but it would be useful to know the extent to which the unions that these respondents belong to are involved in training programs. Once this was established, it would be possible to know whether the respondents are ignorant of these programs, or whether the programs are quite limited.

Union members, both dropouts and graduates, who reported that their union sponsored a training program were asked what type of program the union sponsored. Table 47 (See Appendix A, Q. 25d) contains the answers to this question. The very limited response received on this question indicates a probable lack of communication between the union and its membership. Only two dropouts and one graduate could say what type of training program was sponsored by the union. The only type of program reported was an apprentice program.

The respondents who reported that the union sponsored a training program were asked whether or not they planned to attend the program. Of the six dropouts who knew that there was a training program available that was sponsored by the union, none planned to attend. The reasons

TABLE 47

TYPES OF TRAINING PROGRAMS SPONSORED BY UNIONS

Program	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Apprenticeship	2	4	1	5
Do not know	4	8	0	0
Totals	6	12	1	5

given by these respondents for not planning to attend were varied; one dropout said he could not qualify. Qualifications for the union apprenticeship, according to the respondents, are a high school diploma and being no more than 27 years of age. Thus, the apprentice program sponsored by the union, with the requirement of a high school diploma, effectively operates to keep out the dropouts. Of the five other dropouts who knew that the union sponsored a training program, two said they got into the trade before a formal training program was necessary. The other three said they did not have the time to take part in a training program, they were too busy earning a living.

Only one graduate knew that the union sponsored a training program. He did not plan to attend because he had already taken advantage of the apprentice program.

Thus, it can be seen that not many union members are aware of programs that are offered by their unions. Those members that are aware of these programs have not taken advantage of them, and do not plan to take advantage of them. Some of them are not eligible for the training program.

Thus, continuing education through labor unions do not affect many of the dropouts.

Company training programs

Another organization that provides opportunities for continuing education is the company one works for. Many companies have organized training programs for their employees. Tables 48 to 51 present the facts on company-sponsored educational programs.

The respondents were asked whether or not the company they work for offered any type of training program. Table 48 (See Appendix A, Q. 26) contains the answers to this question.

TABLE 48

SPONSORSHIP OF TRAINING PROGRAMS BY COMPANIES FOR WHOM RESPONDENTS WORK

Availability of Training Programs	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Yes, company sponsors a training program	19	40	9	47
No, company does not sponsor a training program	26	54	9	47
Inappropriate, self-employed, unemployed	3	6	1	6
Totals	48	100	19	100

It can be seen that there is a difference between the dropouts and the graduates. Whereas, 47 per cent of the graduates reported that the company they work for sponsored a training program, only 40 per cent of the dropouts reported that there were such programs. It would thus appear that the graduates are more aware of the opportunities offered by the companies for continuing education. More information than is presented here would be needed to substantiate this.

Table 49 (See Appendix A, Q. 26a) shows the type of programs sponsored by these companies.

TABLE 49

TYPES OF TRAINING PROGRAMS SPONSORED BY THE COMPANIES

Type of Program	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Foreman training	5	10	1	5
Courses on safety, maintenance, etc.	7	16	2	11
Apprenticeship	4	8	1	5
Program for college graduates	0	0	2	11
On-the-job training	1	2	1	5
Management training	0	0	1	5
Company helps pay tuition at college or trade school	1	2	1	5
Do not know	1	2	0	0
Totals	19	40	9	47

It can be seen that there is not much difference between dropouts and graduates in the responses to the question of what type of program the company sponsors. More graduates (47 per cent) than dropouts (40 per cent) reported programs that are sponsored by the company for which they work, again hinting that the graduates are more aware of educational programs sponsored by the companies than the dropouts. It should be noted that there are almost as many opportunities for the working class to participate in company-sponsored training programs as there are for the managerial class. Of all the types of programs sponsored by companies, only two are not open to the dropouts. These are programs for college graduates and management training. All the other programs are open to dropouts and graduates alike.

Table 50 (See Appendix A, Q. 26b) contains information on whether or not the respondents plan to attend any of the company sponsored training programs.

TABLE 50

INTENTIONS OF ATTENDING COMPANY-SPONSORED TRAINING PROGRAMS

Intention	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Plan to attend	6	13	3	16
Do not plan to attend	13	27	6	32
Inappropriate	29	60	10	52
Totals	48	100	19	100

Of the 40 per cent of the dropouts who reported that the company sponsored a training program, less than one-third plan to attend. Of the 48 per cent of the graduates who reported that the company sponsored a training program, approximately one-third plan to attend. Even with this small difference, it can be said that dropouts attend company-sponsored training programs less often than graduates.

The respondents who reported that they did not plan to attend any of the company-sponsored training programs were asked to state why they did not plan to attend. Table 51 (See Appendix A, Q. 26b) contains this information.

TABLE 51

REASONS FOR NOT PLANNING TO ATTEND COMPANY-SPONSORED TRAINING PROGRAMS

Reasons	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Already attended	1	2	2	11
Too old	4	8	0	0
Nothing suitable	6	13	2	11
Would have to take a cut in pay to attend	0	0	1	5
Not necessary for job	0	0	1	5
Not enough education	1	2	0	0
Do not know anyone who attends	1	2	0	0
Totals	13	27	6	32

It can be seen from this table that only 2 per cent of the dropouts have already attended one of the company-sponsored training programs as compared with 11 per cent of the graduates who took advantage of the training programs.

An interesting note is that one dropout gave as a reason for not planning to attend the fact that he does not know of anyone who attends one of the programs.

Military service

One organization that has much to offer in terms of education is the military service. The armed forces are engaged in a huge educational enterprise covering virtually every field of interest. Tables 52 and 53 present information on continuing education through the military service.

Table 52 (See Appendix A, Q. 50) shows the percentage of dropouts and graduates who were in the military service. It can be seen that two-thirds (67 per cent) of the dropouts and almost three-fourths (74 per cent) of the graduates had served in the armed forces.

TABLE 52

MILITARY SERVICE

Service	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Did not serve in armed forces	16	33	5	26
Did serve in the armed forces	32	67	14	74
Totals	48	100	19	100

The respondents who had served in the armed forces were asked if they had participated in any training program, other than basic training, while they were in the armed forces. Table 53 (See Appendix A, Q. 50a) presents data on this point. From this table it can be seen that of the 67 per cent of the dropouts who were in military service, less than half attended a training program while in military service. On the other hand, of the 74 per cent of the graduates who were in military service, all but 15 per cent attended a military training program.

TABLE 53

PARTICIPATION IN A TRAINING PROGRAM WHILE IN MILITARY SERVICE

Attendance	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Did not attend any training program	17	35	2	11
Did attend a training program	15	31	12	63
Totals	32	66	14	74

Table 54 (See Appendix A, Q. 50b, 50c) shows the type of school attended by the respondents while in military service. It can be seen from this table that 10 per cent of the dropouts attended a military training program that taught specialized military subjects and might have little carry over to civilian life. In contrast, only 5 per cent of the

TABLE 54

TYPES OF SCHOOLS ATTENDED WHILE IN MILITARY SERVICE

Type of School	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Skilled, semi-skilled trade school	3	6	6	32
Officer Candidate School	1	2	3	16
Special military training	5	10	1	5
General training	6	13	1	5
Technical training	0	0	1	5
Totals	15	31	12	63

graduates attended a similar type of program. Programs that fall into this category are gunnery schools, special weapons schools, and other schools of this nature.

Of the dropouts, 13 per cent attended a military training program that might have some carry over into civilian life. In comparison, 5 per cent of the graduates attended a similar program. Schools in this category are cook and baker school, military police school, and schools that teach the utilization of warehouses.

Only 6 per cent of the dropouts attended a military school where they learned a trade, whereas 32 per cent of the graduates attended such a school. A similar contrast can be seen in attendance at an officer candidate school; 2 per cent of the dropouts attended an officer candidate school in comparison with 16 per cent of the graduates.

There is a striking difference in the above table. Where a greater percentage of dropouts fell into the categories of specialized military schools and general schools, the graduates show predominance in such categories as skilled, semi-skilled trade schools, and officer candidate schools.

Trade schools

One area that is available to both the dropouts and graduates interested in continuing education is the trade school. This is usually a privately-owned school in which one enrolls to learn a specific trade. Tables 55 to 59 present information on trade school experiences.

Table 55 (See Appendix A, Q. 52) contains information on whether or not the dropouts and graduates attended a trade school. It can be seen from this table that where 10 per cent of the dropouts reported that they attended a trade school 26 per cent of the graduates gave the same response.

TABLE 55

ATTENDANCE AT A TRADE SCHOOL

Attendance	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Attended a trade school	5	10	5	26
Did not attend a trade school	43	90	14	74
Totals	48	100	19	100

Those respondents who did not attend a trade school were asked to discuss why they never attended. Table 56 (See Appendix A, Q. 52a) contains data on why some of the respondents never attended a trade school.

TABLE 56

REASONS FOR NOT ATTENDING A TRADE SCHOOL

Reason	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Never had the opportunity, could not qualify	6	13	0	0
Never had any reason to, had a job, was not interested	14	29	5	26
Did not have the time, had to work	8	17	1	5
Did not have the money to attend	2	4	0	0
Received my training another way	1	2	1	5
Do not know	12	25	0	0
Went to college	0	0	7	37
Totals	43	90	14	73

From this table it can be seen that 29 per cent of the dropouts and 26 per cent of the graduates reported that the reason they did not attend a trade school was because they already had a job. This implies that these respondents

do not see trade school as a venture in continuing education, but rather as a source for getting a job.

In addition, 17 per cent of the dropouts and 5 per cent of the graduates said that they did not have the time to attend a trade school because they had to work. Thus, it appears that a small proportion of the dropouts (17 per cent) and an even smaller proportion of the graduates (5 per cent) imply that their employment prevented them from continuing their education.

It should be noted that the number of respondents who answered that they received their training in another way is far less than the actual number of respondents who took some other form of traing. However, the responses listed in Table 56 are the responses that were given.

Is there any difference between the dropouts and the graduates who attended a trade school? Table 57 (See Appendix A, Q. 52c) presents data on the amount of time spent in a trade school by the respondents.

It can be seen from this table that there is a definite difference between the graduates and dropouts who attended a trade school. None of the dropouts remained in a trade school longer than eight months, whereas only 5 per cent of the graduates who attended a trade school remained for less than one year. This is somewhat surprising in view of the fact that it is the dropout who could probably profit more from the training, in terms of employability. In general, it can be said that dropouts tend to take shorter courses than the graduates.

It is interesting to note the reasons given by the respondents, who attended a trade school, as to why they attended. Table 58 (See Appendix A, Q. 52e) contains this

TABLE 57

AMOUNT OF TIME SPENT IN A TRADE SCHOOL

Time	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
6 - 8 weeks	2	4	1	5
2 months	1	2	0	0
3 months	1	2	0	0
8 months	1	2	0	0
1 year	0	0	2	11
2 years	0	0	1	5
3 years	0	0	1	5
Totals	5	10	5	26

TABLE 58

REASONS FOR ATTENDING A TRADE SCHOOL

Reasons	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
To get a promotion, better job	1	2	4	21
Needed more training	1	2	1	5
Training was cheap	2	4	0	0
Friends were taking the course	1	2	0	0
Totals	5	10	5	26

information. It is interesting that all of the graduates who attended a trade school did so because of their employment, either to get a promotion, a better job, or to maintain the job they had. Only 4 per cent of the dropouts who attended a trade school did so because of their employment.

Another point of interest is that 4 per cent of the dropouts who attended a trade school went because the training was cheap. This appears to give some indication of lack of direction. That is, these respondents did not have any clear goal in mind, but merely attended because the training was inexpensive.

It should be noted that one dropout gave as a reason for attending a trade school the fact that some of his friends were attending the school. It was noted in Table 47 that one of the reasons given by another dropout for not planning to attend any company sponsored training program was because he did not know anyone who was attending the program. Thus, it appears important that the peer group be recognized as a source of persuasion for continuing education.

How did the dropouts fare in a trade school? Does the pattern of school leaving exist for the trade school situation? Table 59 (See Appendix A, Q. 52d) presents data on the number of dropouts and graduates who graduated from a trade school. That is, the number who completed a course of training.

From this table it can be seen that the pattern of school leaving carries over to the trade school. Of the graduates who attended a trade school, all 26 per cent completed a training course. On the other hand, 40 per cent of the dropouts who attended a trade school did not complete

TABLE 59

GRADUATION FROM A TRADE SCHOOL

Completion of a Course	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Completed a course of training	3	6	5	26
Did not complete a course of training	2	4	0	0
Totals	5	10	5	26

the course. Thus, it appears that graduates tend to be consistent; if they go to a trade school, after graduation from high school, they remain to graduate. Dropouts from high school, on the other hand, have a tendency to continue the pattern of dropping out.

Apprentice programs

Still another form of continuing education is the apprenticeship. The apprenticeship program is sponsored by the union, the company, or both. Tables 60 and 61 present information on the apprenticeship program.

Table 60 (See Appendix A, Q. 53) shows the number of dropouts and graduates who participated in an apprenticeship program. Here it can be seen that 21 per cent of the graduates took advantage of the apprenticeship program, but only 10 per cent of the dropouts had served an apprenticeship.

The reasons for taking advantage of an apprenticeship program are shown in Table 61 (See Appendix A, Q. 53c). The

TABLE 60

PARTICIPATION IN APPRENTICE PROGRAMS

Participation	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Did not serve an apprenticeship	43	90	15	79
Did serve an apprenticeship	5	10	4	21
Totals	48	100	19	100

TABLE 61

REASONS FOR TAKING AN APPRENTICESHIP

Reason	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Required for a better job, more income	4	8	3	16
Family tradition	1	2	1	5
Totals	5	11	4	21

distinct difference between the dropouts and the graduate in their reasons for taking an apprenticeship is that where 16 per cent of the graduates took an apprenticeship in order to get a better job, or to earn more money, only 8 per cent of the dropouts gave this as a response.

It should be pointed out that family influence is another factor to be considered when discussing continuing education.

Correspondence courses

Another means of continuing one's education is through correspondence courses. Advertisements for correspondence courses are common in magazines. The information on correspondence study is presented in Tables 62 and 63.

Table 62 (See Appendix A, Q. 54) presents data on the percentage of dropouts and graduates who have studied by correspondence.

TABLE 62

CORRESPONDENCE STUDY

Have you ever taken a correspondence course?	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Have taken a correspondence course	8	17	6	32
Have not taken a correspondence course	40	83	13	68
Totals	48	100	19	100

It can be seen that there is a difference between the dropouts and the graduates. While 17 per cent of the dropouts reported that they have taken a correspondence course, 32 per cent of the graduates have taken a correspondence course.

It has been noted that some of the dropouts who attended a trade school left without graduating. Does this pattern carry over to correspondence courses? Table 63 (See Appendix A, Q. 54b) contains information on whether or not the respondents who started a correspondence course finished it.

TABLE 63

COMPLETION OF AT LEAST ONE CORRESPONDENCE COURSE

Completed a Course	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Completed a correspondence course	4	8	5	26
Did not complete a correspondence course	4	8	1	5
Totals	8	16	6	31

It can be seen that the difference between the two groups remain. Of the 17 per cent of the dropouts who took a correspondence course, half of them did not finish the course, whereas of the 32 per cent of the graduates who took a correspondence course, only one-fifth did not complete the course.

Adult education

A program for continuing education that is administered by the public schools is the adult education program.

Tables 64 to 66 present information on aspects of adult education.

The respondents were asked if they knew of an adult education program in the community. Table 64 (See Appendix A, Q. 56) contains this information.

TABLE 64

KNOWLEDGE OF THE AVAILABILITY OF AN ADULT EDUCATION PROGRAM

Knowledge of an Adult Education Program	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
There is an adult education program	32	61	19	100
There is no adult education program	6	13	0	0
Do not know if there is an adult education program	10	21	0	0
Totals	48	100	19	100

All the graduates reported that they were aware of an adult education program in their community, but only 66 per cent of the dropouts in the same community knew that there was an adult education program.

It would be expected that all of the respondents would know of the program since the school system distributes a pamphlet to each child to take home, describing the course offerings and information on where the courses are held.

Table 65 (See Appendix A, Q. 56b) presents data on the respondents' knowledge of the adult education program, the courses offered, and where they are held.

TABLE 65

KNOWLEDGE OF COURSE OFFERINGS IN ADULT EDUCATION

Knowledge of Course Offerings	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
I know what courses are offered and where they are held	19	40	12	63
I do not know what courses are offered nor where they are held	16	33	0	0
I am not certain of what courses are offered	13	27	7	37
Totals	48	100	19	100

It can be seen that of the 67 per cent of the dropouts who reported that there is an adult education program, only slightly more than half of them are certain that they know what courses are offered and where they are held. On the other hand, all of the graduates reported that there is an adult education program, but over one-third (37 per cent) were not sure what was offered.

In view of the fact that the school district sends a notice home with each child it is surprising that so large a percentage of dropouts and graduates are not aware of the courses being offered by the district.

Of the graduates and dropouts who reported that they knew of the adult education program in their community, how many of these respondents have taken advantage of this opportunity?

Table 66 (See Appendex A, Q. 57) contains information on whether or not the respondents have ever taken an adult education course. Once again, the pattern is clearly discernible. Whereas, only 8 per cent of the dropouts took an adult education course, more than four times as many graduates (37 per cent) took a course in adult education.

TABLE 66

PARTICIPATION IN ADULT EDUCATION COURSES

Participation	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Have never taken an adult education course	44	92	12	63
Have taken an adult education course	4	8	7	37
Totals	48	100	19	100

Other forms of continuing education

In order to discover the present situation of the respondents, they were asked whether or not they were studying anything at the present time. Only one droppout responded in the affirmative. He said that he is studying to be a minister. This training is quite informal, that is he is

not in attendance at any school. He studies the Bible at home and has weekly meetings with his minister. Of the graduates, one is working for an advanced degree at a university and the other is taking a correspondence course.

All forms of continuing education

Table 67 (See Appendix A, Q. 51, 52, 53, 54, 55, 65) presents a summary of all types of continuing education that the respondents were questioned about.

TABLE 67

SUMMARY OF ALL TYPES OF CONTINUING EDUCATION

Types of Continuing Education	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Trade school	5	10	5	26
Apprenticeship	5	10	4	21
Correspondence courses	8	17	6	32
Adult education courses	4	8	7	37
Totals	22	45	22	116

It can be seen from this table that in the educational training categories such as trade school, apprenticeship, and correspondence courses about twice the percentage of graduates as dropouts participated in each of the respective categories. In the adult education program, more than four times the percentage of graduates as dropouts utilized

this facility. To the above figures should be added the note that more than twice the percentage of dropouts as graduates did not complete the training they started.

An important point of note should be made about the percentages given in the above table. In totaling the percentages it will be seen that the sum for the graduates exceeds 100 per cent. This can be explained by the fact that some of the graduates have participated in more than one program of continuing education. This fact is also true of the dropouts. Some dropouts have participated in more than one program, whereas other dropouts have not participated in any program.

A more accurate picture of the facts can be gained from Table 68. Table 68 (See Appendix A, Q. 51, 52, 53, 54, 65) contains a breakdown of the respondents in terms of the type of continuing education they participated in.

It can be seen in the above table that thirty dropouts (64 per cent) have not taken advantage of any form of continuing education. All of the graduates have taken at least one type of continuing education program.

These figures do not give a truly accurate account of the facts. The fact is that four of the dropouts who started a correspondence course never completed that course. Also, two of the dropouts who attended a trade school never finished a course of study. Thus, in reality, only twelve dropouts (25 per cent) have taken advantage of some form of continuing education. On the other hand, ten graduates (54 per cent) have taken advantage of more than one form of continuing education program.

This finding substantiates the findings of Cantoni. Cantoni found that:

TABLE 68

RESPONDENTS WHO HAVE TAKEN MORE THAN ONE TYPE OF CONTINUING EDUCATION

Type	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
No continuing education	30	64	0	0
Trade school only	3	6	1	5
Trade school and correspondence course	2	4	2	11
Trade school and adult education course	0	0	2	11
Apprenticeship only	3	6	3	14
Apprenticeship and correspondence course	1	2	0	0
Apprenticeship and adult education course	0	0	1	5
Correspondence course only	5	10	1	5
Correspondence course and adult education course	1	2	2	11
Adult education course only	3	6	0	0
College, non-graduate, only	0	0	2	11
College, graduate, only	0	0	2	11
College graduate and adult education course	0	0	2	11
College graduate and correspondence course	0	0	1	5
Totals	48	100	19	100

> Only in rare instances did dropouts take further course work after they left school, but a majority of high school graduates furthered their educational preparation by attending colleges, business colleges, and trade school.[1]

Thus, it is quite evident that graduates, more than dropouts, avail themselves of the opportunities for continuing education that are present in the community and the surrounding area.

Summary

There are more union members among the dropouts than among the graduates. This is probably due to the difference in job status. Of the thirty-six dropouts who were eligible to join a union, thirty are union members. Of the ten graduates who were eligible to join a union, six are union members.

Only 13 per cent of the dropouts who are union members reported that their union sponsored a training program. Of the graduates, only one knew that his union sponsored a training program. It is probable that these facts indicate a lack of communication between the unions and their membership.

The only training program reported as being sponsored by the unions was an apprentice program. This was reported by two dropouts and one graduate. The other union members who reported that their union sponsored a training program did not know what kind of training was offered. Of the respondents who knew what type of training was offered, none planned to take advantage of the training.

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[1]Louis J. Cantoni, "Stay-Ins Get Better Jobs," Personnel and Guidance Journal, XXXIII (1955), 353.

More respondents were aware of company-sponsored training programs. Of the dropouts, 40 per cent said that the company they worked for sponsored training programs, whereas 47 per cent of the graduates gave a similar response. Of the respondents who knew of company-sponsored training programs, 13 per cent of the dropouts and 16 per cent of the graduates said they plan to attend one of the programs.

Ten per cent of the dropouts and 26 per cent of the graduates attended a trade school. All of the graduates attended because of their employment, either to get a promotion, a better job, or to maintain the job they had. Only 4 per cent of the dropouts attended a trade school because of employment. Whereas, all of the graduates completed a trade school course, only 6 per cent of the dropouts completed a course in a trade school.

One form of continuing education is through correspondence courses. Whereas, 32 per cent of the graduates had taken at least one correspondence course, only 17 per cent of the dropouts had taken advantage of this form of continuing education. Of the graduates, only 5 per cent did not complete the courses started, but half of the dropouts who started a correspondence course did not complete it.

The adult education program is another form of continuing education. One-third of the dropouts did not know that such a program exists in their community. Of the other two-thirds, almost half of them were not aware of the course offerings. For the graduates, all of them knew of the adult education program, but only 63 per cent knew what types of courses were offered. Only 8 per cent of the dropouts had ever taken an adult education course compared with 37 per cent of the graduates who have taken such a course.

All of the graduates have taken advantage of at least one form of continuing education, and 54 per cent have taken advantage of more than one type of program. On the other hand, only 25 per cent of the dropouts have taken advantage of some form of continuing education.

Generally, the graduates are more aware of the opportunities for educational training and make better use of the educational facilities.

Leisure Time Activities

Dropping out of school affects a person in many ways. An integral part of this study was to determine whether or not there were any differences between dropouts and graduates in how they spend their leisure time. Does dropping out of school affect the leisure time activities of the dropouts?

Newspapers

One aspect of leisure time activity is reading. Table 69 (See Appendix A, Q. 59) presents data on the dropouts and graduates and the reading of newspapers. Specifically, the question was: "What newspapers do you read?"

An important finding is that 20 per cent of the dropouts do not read any newspaper. Of the graduates, 68 per cent said they read both the local papers and the metropolitan papers, whereas 40 per cent of the dropouts indicated that they read the local and metropolitan papers. It should be mentioned that 4 per cent of the dropouts indicated that they read only out-of-town papers. These out-of-town papers are local home time papers that are published

TABLE 69

NEWSPAPERS READ

Newspapers	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
None	10	20	0	0
Local papers	6	13	2	11
Metropolitan papers	8	17	1	5
Out-of-town papers	2	4	0	0
Local and metropolitan papers	19	40	13	68
Local, metropolitan, and out-of-town papers	3	6	3	16
Totals	48	100	19	100

weekly. Thus, it appears that the graduates read newspapers to a greater extent than the dropouts.

Magazines

Another aspect of reading is that of reading magazines. Table 70 (See Appendix A, Q. 60) shows the type of magazines read by dropouts and graduates.

It can be seen that the graduates reported more magazine reading than the dropouts. Whereas, 84 per cent of the graduates reported that they read at least one magazine, only 50 per cent of the dropouts reported that they read magazines.

The graduates reported that they read Popular Mechanics, professional journals, news magazines, and

TABLE 70

MAGAZINES READ

Magazine	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
None	24	50	3	16
Popular Mechanics, etc.	0	0	3	16
Professional journals	0	0	2	11
Newsweek, Time, etc.	2	4	4	21
Look, Life, etc.	8	18	6	31
Trade publications	0	0	1	5
Church bulletins	2	4	0	0
Man, True, Stag, etc.	3	6	0	0
Reader's Digest, Coronet	4	8	0	0
Field and Stream, Sports	5	10	0	0
Totals	48	100	19	100

picture magazines such as Life and Look. On the other hand, the dropouts, those who read magazines, reported they read such magazines as True, Life, Reader's Digest, and Field and Stream.

No attempt was made to classify the magazines as to quality, but one can see that if a system of classification was set up with news magazines, professional journals, and picture magazines on one end of a scale and True, Man, Reader's Digest, Field and Stream, and church bulletins on the other end, there is a clear distinction between the graduates and dropouts in magazine reading.

Books

Another reading activity is that of reading books. Table 71 (See Appendix A, Q. 61) shows the number of books read by dropouts and graduates in a one month period immediately preceding the interview.

TABLE 71

BOOKS READ IN A ONE MONTH PERIOD

Number	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
None	38	79	12	63
One	6	13	4	21
Two	2	4	0	0
Three	1	2	2	11
Four or more	1	2	1	5
Totals	48	100	19	100

It can be seen that 79 per cent of the dropouts and 63 per cent of the graduates reported that they have not read any book in the one month period. Again, it is clear that graduates do more reading than do the dropouts.

This finding is not unusual. Penty[2] found that more poor readers than good readers drop out of school. Therefore, it can be expected that more of the good readers than

[2]Ruth C. Penty, Reading Ability and High School Dropouts (New York: Bureau of Publications, Teachers College, Columbia University, 1956).

the poor readers will continue to read once they have left the school.

The respondents who indicated that they read a book were asked where they obtained the book. Most of the books read by both dropouts and graduates were the paperback books that can be readily purchased. None of the respondents reported than any of the books they read were borrowed from a library.

Organizations

Leisure time activities include the organizations one belongs to. Some people spend a great deal of their leisure time working with organizations. Table 72 (See Appendix A, Q. 62) gives information on the organizations to which the respondents belong.

TABLE 72

MEMBERSHIP IN ORGANIZATIONS

Organization	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
None	35	73	5	26
Service clubs	0	0	2	11
Professional societies	1	2	4	21
Social organizations	11	23	2	11
Community organizations, Boy Scouts, Boy's Club	1	2	6	31
Totals	48	100	19	100

Here it can be seen that 73 per cent of the dropouts belong to no organizations, whereas only 26 per cent of the graduates do not belong to organizations. However, among those dropouts who do belong to organizations there is a difference between these dropouts and the graduates. Of the 28 per cent of the dropouts belonging to organizations 85 per cent belong to social organizations. On the other hand, of the 75 per cent of the graduates who belong to organizations, 43 per cent are involved in youth work or community organizations, 29 per cent belong to professional societies, and only 14 per cent list social organizations.

Is there any relationship between participation in school activities and organizational membership? This factor was investigated. It is interesting to note that the results show that only one of the dropouts who belongs to an organization has completed a high school education. Of the other twelve dropouts who hold membership in some organization, only two have completed more than an eighth grade education. This means that of the thirteen dropouts who belong to some organization only three of them entered high school. Of these three, all participated in some school activity. It might have been expected that those dropouts who participated in school activities would participate in the activities of some organization. This is not the case. It is difficult to explain why the dropouts who participated in school activities are not members of any organization. On the other hand, it was found that 89 per cent of the graduates participated in at least one school activity (Table 43) and yet 26 per cent of the dropouts do not hold membership in any organization. It should be noted that among the 26 per cent who do not hold membership in any

organization are the 11 per cent who did not participate in school activities when they were attending school.

What, if any, is the relationship between organizational membership and continuing education? When this factor was investigated it was found that there is an apparent relationship between these two elements. Of the thirteen dropouts who belong to an organization, eight have taken some kind of continuing education program; either trade school, an apprenticeship, correspondence courses, or adult education. Only five of the dropouts who have some organizational affiliation have not taken advantage of some form of continuing education. It was noted earlier that all of the graduates have taken some type of continuing education program. Thus, it appears that there is some relationship between continuing education and organizational affiliation.

Television

Watching television has become a great leisure time activity in recent years. Table 73 (See Appendix A, Q. 63) presents data on the number of hours per day that the respondents watch television.

There are some differences in the number of hours that dropouts and graduates watch television each day. The differences might have been greater, but some respondents reported that because of their working hours they did not have time to watch television.

Activities

In addition to the questions on reading, membership in organizations, and television watching the respondents

TABLE 73

NUMBER OF HOURS PER DAY SPENT WATCHING TELEVISION

Number of Hours	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
0 - 2	33	69	15	79
3 - 6	15	31	4	21
Totals	48	100	19	100

were asked how they spent their leisure time. This information is presented in Table 74 (See Appendix A, Q. 66).

TABLE 74

LEISURE TIME ACTIVITIES

Activity	Dropouts		Graduates	
	No.	Per Cent	No.	Per Cent
Solitary activity, active	20	42	7	38
Solitary activity, passive	14	29	5	26
Social activity with family	3	6	1	5
Social activity with friends	8	17	5	26
Social activity--community interest	2	4	1	5
Second job	1	2	0	0
Totals	48	100	19	100

It can be seen that 42 per cent of the dropouts and 38 per cent of the graduates reported that their leisure time activities are in the solitary, active category. This category encompasses such activities as gardening, home workshops, creative arts, collecting things, reading, or hunting and fishing. These are activities that one usually does alone.

Dropouts and graduates, almost to the same degree, are involved in passive solitary leisure time activities. These activities include watching television, watching sporting events, going to the movies, or listening to records.

There is only a slight difference between dropouts and graduates who, for leisure time activity, are involved in social activities with their families. Included in the category of social activities with family are such activities as visiting with family, picnics, playing with the children, hobbies that the family participates in, or family trips.

The only real difference in this table is in the leisure time activities that are categorized as social, with friends. This category includes visiting people, other than the family, having friends visit, card playing, golf, organized club activities, or creative arts with others. Here it can be seen that whereas only 17 per cent of the dropouts reported this category for leisure time activities, 26 per cent of the graduates gave this response.

Social activity with community interest includes such activities as attending church, youth work, Boy Scouts, social welfare work, or political work. It can be seen that

there is very little difference between the dropouts and the graduates in this respect.

Only one dropout reported that he has a second job and therefore does not have time for leisure time activities.

Thus, there is little difference between dropouts and graduates in the area of leisure time activities. The only difference that shows up is social activity with friends. In this activity, more graduates reported that they are involved in leisure time activities with friends than did the dropouts.

Summary

One way of enjoying leisure time is to read. The data show that 20 per cent of the dropouts do not read the newspaper, 50 per cent read no magazines, and only 21 per cent have read at least one book in the month immediately preceding the interview. On the other hand, all of the graduates reported that they read the newspaper, only 16 per cent do not read magazines, and 37 per cent have read at least one book in a one month period immediately preceding the interview.

If the dropout joins any organization, the chances are it will be a social organization. Twenty-three per cent of the dropouts belong to social organizations. On the other hand, 73 per cent of the dropouts are not members of any organization. For the graduates, only 26 per cent do not have any organizational affiliation.

The main difference between the dropouts and the graduates is that more graduates spend their leisure time in social activities with friends than do dropouts. Almost three-fourths of the dropouts spend their leisure time in

solitary activities, whereas only 63 per cent of the graduates are in the same category.

The data do not show any relationship between participation in school activities and organizational affiliation. Of the thirteen dropouts who hold membership in organizations, only three participated in school activities. That is, only three of the thirteen dropouts who have some organizational affiliation went to high school. All three participated in school activities.

The data indicate that there is a relationship between organizational affiliation and continuing education. Of the thirteen dropouts who hold membership in some organization, eight have taken advantage of some form of continuing education.

CHAPTER V

CASE STUDIES OF SELECTED DROPOUTS

This chapter will examine in detail the lives of selected dropouts in order to get a better understanding of the effects of leaving school before graduation.

In the two preceding chapters data were presented for two groups, the dropouts and the graduates. Presenting data in this way, by groups, tends to obscure individuals. While it is important that group distributions be presented and examined, there is a feeling that much can be gained from examining individuals. Therefore, this chapter will supplement the data chapters by focusing on individuals, rather than groups.

In this chapter selected dropouts will be closely examined. It is the intention of the author to describe four groups of dropouts by using the case study approach. It is hoped that by examining individual dropouts certain characteristics, common to the dropouts, will be uncovered. It might be possible to discover differences between groups of dropouts, using this technique.

The chapter will be organized in the following manner. Following the introduction, case studies of the four dropouts who completed their high school training after they dropped out of school will be presented. Following these case studies, an attempt will be made to point up the elements common to these four dropouts. The next section will

present case studies of two Negroes. This is done to show that the use of seven Negroes in the sample did not bias the study. An attempt will be made to show the differences between the Negroes and the Caucasians in this study. Following this section will be a section devoted to describing three prototypes. These prototypes are composites, that is, none of the three ptototypes are real persons. Each prototype is made up of a group of dropouts, the elements common to each group of dropouts are incorporated in the case study of the prototype. These prototypes will be used to describe three groups of dropouts: dropouts who have never taken advantage of any form of continuing education since leaving school; dropouts who started some type of training program, but never completed it; and dropouts who started some type of training program and did complete it.

The Dropouts Who Graduated

Some of the dropouts who merit close study are those who returned to school to complete their education, or who received a diploma through correspondence courses, or through the military service. Why did these dropouts go on to complete their high school education? What elements do they hold in common? It is hoped that the following section will shed some light on these questions.

The case of Mr. A

Mr. A is an airplane pilot. He is 39 years old and lives with his wife and four children in a house that he is buying. Because of his work, Mr. A is away from home about half of the time.

Mr. A was raised in Pennsylvania. His father had an eighth grade education which Mr. A pointed out was a "good" education for those days. Mr. A's father owned and operated a restaurant, and as a boy Mr. A worked at the restaurant.

Mr. A has three younger brothers and one older sister. All of his siblings are high school graduates.

Mr. A was enrolled in an industrial curriculum when he was in high school. He liked his courses in shop work and mechanical drawing, but disliked the academic subjects. Mr. A said he had too much work to do at home to take part in any of the school activities.

When Mr. A was a senior in high school, a change in administration brought a new principal to the school. Mr. A had many opportunities to visit with the new principal because often he had not prepared his lessons and his teachers would send him to see the principal to explain the reason for his unpreparedness. Sometimes, when he had not prepared his lessons, Mr. A would stay home rather than go to school. He said he did not like the principal, nor did he care for school. So in his senior year, at eighteen years of age, Mr. A left school. In Table 35 he was classified as leaving school because he did not like school.

Within one month after leaving school, Mr. A got a job in a steel mill as a "pickler." A "pickler" is one who puts metal into an acid bath in order to get the metal clean. Mr. A held this job for three years.

While working at the steel mill, Mr. A attended a school at night to learn how to work with sheet metal. He said he took the course in the hope that it would get him a better job.

Mr. A's hope was realized, he got a better job. Although he was still employed by the steel mill, his new job was operating a drill press. Mr. A held this job for two years.

After working for five years, Mr. A went into the military service. He was a member of the Air Force and his assignment was as a gunner in an airplane.

It was while he was serving in the Air Force that Mr. A acquired a love for flying and decided that he would like to fly a plane as a means of earning a living. He said he knew that he needed a high school diploma in order to get a flying job. Therefore, he enrolled in the GED (General Education Development) courses and thus completed his high school training.

When Mr. A was discharged from the military service, he returned home and, with the aid of the G.I. Bill, enrolled in flight school. He said that he was determined to learn how to fly a plane.

When Mr. A finished his flight training, he realized that he could not get a job flying a plane because he did not have enough flying experience. This was quite a setback for him. Mr. A said that there were only two other jobs he felt he could do. He could go back to work in the steel mill, or he could work in a restaurant. Not wishing to return to the steel mill, Mr. A bought a restaurant.

During the seven years that Mr. A owned the restaurant, he piloted a plane at every opportunity in an effort to accumulate enough hours in the air to be eligible for a flying job. Finally, his chance came. Mr. A was employed by a major airline as a co-pilot, a job he has held for eight years. Mr. A said that he likes his job, and would

rather fly a plane than do anything else. He is content with his job and has no desire to do anything else.

Mr. A is a member of the Airline Pilots Association, a union for pilots who fly commercial planes. Other than this, he is not a member of any other organization.

Reading is a favorite pastime of Mr. A. He has plenty of time to read, especially when he is away from home. Mr. A reads the newspaper; in fact, because his job takes him to many different parts of the country, he reads newspapers from many sections of the country. He also reads the Reader's Digest and books about the Civil War. Mr. A said he is intrigued by the Civil War and had read two books on the subject in the month immediately preceding the interview.

Because he is away from home so much of the time, Mr. A likes to relax, when he comes home, by watching television and enjoying his family. In Table 74, Mr. A is classified as a respondent who engages in social activities with his family.

Mr. A appears to be quite content. He has a good job doing what he enjoys, and his salary is above average. Last year Mr. A earned $14,000.

The one thing that stands out in this study of Mr. A was his strong desire to fly an airplane. Apparently this desire supplied the motivation for Mr. A to complete his high school education. It was this desire to fly that caused Mr. A to prepare himself for his job by flying whenever he could.

The case of Mr. B

Mr. B is employed as a fireman for the city of Ypsilanti. He is 37 years old and lives with his wife and three children in a house he is buying.

Mr. B was born and raised in Ypsilanti and attended school there. Mr. B's father was a clerk in the office of the New York Central Railroad. His father had attended high school, but Mr. B could not remember how much schooling his father had.

When he was in high school, Mr. B took a general course. He liked courses in mechanical drawing, art, and mathematics. However, in other courses, Mr. B admitted that he had a very difficult time getting passing grades. Because of his poor grades, Mr. B did not participate in any of the school activities. Mr. B said that he felt he did not have the ability to do the work that was required of him. This feeling persisted and Mr. B left school in his senior year. He was nineteen at the time, old enough to join the armed forces, which he did. In Table 35, Mr. B was classified as failing in school work.

While in the military service, Mr. B attended aviation mechanics school to learn how to service military aircraft. He liked his job in the military service, but when he was discharged after three years, Mr. B was glad to return home.

Once out of uniform, Mr. B set about to find employment. Through the efforts of a friend, Mr. B was employed as a stock clerk in an A & P (Great Atlantic and Pacific Tea Company) store. Mr. B liked his job, but as he put it, "I knew that if I wanted to go anywhere, I had to have a high school diploma." Therefore, Mr. B enrolled in a

correspondence course to complete his high school education. After fourteen months of correspondence course work, and at the age of twenty-three, Mr. B received his high school diploma.

After working at the A & P store for five years, Mr. B took a civil service examination. This examination led to his job as a fireman for the city.

Mr. B is not too happy with his job. He reported that although he likes the security of his job, the hours are too long. When asked what occupation he would select if he had the opportunity to do so, Mr. B said he would probably go into the grocery business full time.

Mr. B is a member of the Firefighters Local and the PTA (Parents-Teachers Association). He confines his membership to these two organizations.

Mr. B said that he has much free time when he is working. Therefore, he reads a great deal. Almost all of his reading is done at the fire station. He reads three daily newspapers and whatever magazines are available at the fire station.

When asked about his leisure time, Mr. B said that he does not have any time for recreation. When he is not working at his regular job as a fireman, Mr. B works part-time for the A & P store. Between his two jobs, Mr. B works 93 hours a week. In Table 74, Mr. B is the respondent who is classified as having a second job.

Mr. B has hopes that his children will finish high school. He said he tells them constantly that without a high school diploma they would find it difficult to get any job.

Mr. B feels that his life is one great struggle to earn a living for his family. Working two jobs, Mr. B earned between $6,000.00 and $7,000.00 last year.

In the case of Mr. B, it is interesting to note that he was a senior in high school, and nineteen years old when he left school. This means, he was old enough to have graduated had he not been retained earlier in his school career. Although the data do not indicate that he was ever retained, this assumption can be made because of his age as a senior. It is this type of person that Segel and Schwarm[1] talk about when they say that dropouts stay in school almost as long as the graduates, in number of years.

It is difficult to explain why Mr. B should have taken a job that is classified as unskilled when he was trained in a skilled job in the military service.

The case of Mr. C

Mr. C is an automobile mechanic. He is 38 years old and lives with his wife and two children in a house he is buying. Both of Mr. C's children are in school, and he hopes they will remain in school long enough to graduate.

Mr. C attended school in a small town in Massachusetts where he lived with his mother, father, and three younger brothers. Mr. C's father died when he was three years old, but from his mother he learned that his father had been a carpenter.

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[1]David Segel and Oscar J. Schwarm, Retention in High Schools in Large Cities, Bulletin 1957, No. 15, Office of Education, U.S. Department of Health, Education, and Welfare (Washington: U.S. Government Printing Office, 1957).

Mr. C left school during his senior year when he was eighteen years old. When asked why he left school, Mr. C said he left to join the armed forces. Thus, in Table 35 he is classified as having left school to join the military service. Asked how his parents felt about his leaving school, Mr. C replied that his mother did not care.

While in the military service, Mr. C attended aviation mechanics school and learned to service military aircraft. Mr. C enrolled in the GED courses and completed his high school education. The reasons for taking these courses are not clear.

After serving in the armed forces for three years, Mr. C came to Michigan to work in the automobile factories. He started as a metal finisher in one of the automobile factories, and although he kept the same job, he worked for three different companies in a one year period.

When he got tired of factory work, Mr. C went to work as a carpenter. This job lasted for one year. Then he went back to work in the factories as a metal finisher.

Eleven years ago, Mr. C went to work in the General Motors Experimental Center. This got him interested in auto mechanics, and through practical experience and his military training Mr. C became an automobile mechanic.

As a full-fledged mechanic, Mr. C traveled from job to job. In the past ten years Mr. C has held six jobs, all as a mechanic. Mr. C likes his work, but feels that he would like to be his own boss. In fact, he tried operating his own business last year, but said he operated at a loss.

Even though Mr. C has a high school diploma he feels that he needs more work in English, and he would also like to go to school and take accounting. However, he does not

feel that he can afford to go to school. Mr. C is not aware of the adult education program in his community.

Mr. C likes to read magazines. Although he reads the newspaper once in a while, he likes magazines that are written for men. These magazines are True, Stag, and Sports Illustrated. In the month immediately preceding the interview he read four paperback books. His preference in books is for mystery stories.

Mr. C does not hold membership in any organization.

For recreation, Mr. C likes to go bowling, skin diving, and target shooting with a bow and arrow. Thus, in Table 74, Mr. C is classified as spending his leisure time in social activity with friends.

It is difficult to understand the motivation that caused Mr. C to complete his high school education. He does not appear to have any clear goal in mind. Perhaps he thought it would be easier to get a job with a high school diploma, or perhaps he has intentions of continuing on in school. In fact, he still mentions the possibility of returning to school.

The case of Mr. D

Mr. D is a car salesman. He is 39 years old and lives with his wife and four children in a house that he is buying.

Mr. D was raised in Detroit, Michigan where he lived with his parents, one younger brother, and two younger sisters. None of his siblings graduated from high school. Mr. D's father had a grade school education and was employed as a general maintenance man in one of the automobile factories.

Mr. D completed the seventh grade when he "got tired of school" and made up his mind to leave school. He was fifteen at the time, and he said the reason he left was that he "seemed to be lost." His parents were indifferent to his leaving school, but he feels that if he had had a better home life he would not have left school when he did.

Once out of school, Mr. D tried to get a job. His method of looking for employment consisted of answering the want ads in the newspaper. After one year of looking, Mr. D found a job as a messenger boy for Western Union. He held this job for six months and then went into the CCC (Civilian Conservation Corps) for two years.

After his experience in the CCC, Mr. D went into the Marine Corps. It was while he was in the service that Mr. D decided that he would like to be a minister. Recognizing that he needed further training, and that a high school diploma was required to get into Bible College, Mr. D enrolled in the GED courses and completed his high school education in the military service.

Once out of uniform, Mr. D sought a job. He worked in a factory as a furnace tender for one year. Then he worked in another factory moving heavy equipment for one year. Finally, he decided to take advantage of the G.I. Bill, and he enrolled in a Bible College. In 1951, Mr. D was ordained a minister in the Church of Christ.

Mr. D found that he could not afford to be a minister full time; the salary was inadequate. Thus, he got a job selling cars and continued his church work on a part-time basis. He has held this job for ten years, selling cars and doing church work, but he has worked for many different companies. Mr. D is not happy with his job. He would like to

be a minister full time. However, he has to work, and selling cars allows him a certain amount of freedom. This he likes, but he is dissatisfied with the long hours and the inadequate salary. When asked why he selected selling as his occupation, Mr. D replied that he thought he could get rich quick as a salesman.

Even though Mr. D has the equivalent of a high school diploma, he feels that he is not a high school graduate. He said that he has always regretted the fact that he did not finish high school. He feels that a person is better equipped to cope with the world if he has a high school education.

Mr. D reported that he never went back to school, never attended a trade school, never took any correspondence courses, never took an adult education course. When asked why he never took any further training, Mr. D replied that it was never required and he never felt the need for it.

Mr. D said that he does not have time to do much reading. However, he does read the daily newspaper and the Reader's Digest.

Mr. D's only activity is as a member of his church, and he spends his leisure time in the various church activities.

Last year Mr. D earned between $2,000.00 and $3,000.00.

Mr. D is the only dropout to complete his education who was not in his senior year in high school when he left school. In the case of Mr. D, it is apparent that his desire to become a minister provided the motivation for him to complete his high school education.

Summary

These are the four respondents who completed their high school training after dropping out of school. None of the other dropouts graduated from high school. These dropouts appear to have three common elements.

One of the first things that is noted in examining the case studies of the dropouts who completed their high school education is that in all the cases the decision to complete their education was made after the dropouts changed reference groups. When the respondents were home they presumably maintained their friendships with people they had known for some time. To what extent the new reference group influenced the decision to return to school is not known. However, tentatively, it can be assumed that this change of reference groups was quite important to the respondents who completed their education.

Another element that stands out is that none of the dropouts who completed their education returned to the public schools. All four of the dropouts who completed their high school education found a source other than the public schools. Three of these respondents completed their education through the military service, and one respondent completed his education through correspondence courses.

The final element that these dropouts have in common, although it is only true for three of the four respondents, is the fact that they were seniors in high school when they left school. Mr. D is the only respondent, of the four, who was not a senior in high school at the time of leaving; he left school at the end of the seventh grade. Hence, it appears that the higher one goes in school before leaving, the more likely one is to complete his education.

There is another element that stands out among some of the four respondents who completed their high school education. Although this element is not as strongly evident as some of the others, it is nevertheless important to note it. In the cases of Messrs. A and D, it is quite apparent that these respondents had clear goals in mind when they made the decision to complete their education. In the case of Mr. B, he apparently thought that a high school diploma was necessary in order to get the job he wanted. In the case of Mr. C, the reason why he completed his education is not clear. However, it appears that having clear goals are instrumental in the decision to return to school.

Thus, it seems that in the case of the four respondents who completed their high school education a number of things stand out as elements they hold in common. One thing is that the decision to return to complete the requirements for a high school diploma was made when the reference group was changed. All of the dropouts who subsequently completed their high school training found sources other than the public schools. Three of the four respondents who completed their education were seniors in high school at the time of leaving. Finally, two of the four respondents had a definite goal in mind when the decision to complete the requirements for a high school diploma was made.

The Negroes

In view of the fact that seven Negroes were included in this study, the author thinks it appropriate to describe some of these respondents. It is the intention to show that the inclusion of seven Negroes did not bias the study. Although there are some differences between the Negroes and

the Caucasians, the Negroes who were studied are more like the general population of the sample than they are as an ethnic group.

The case of Mr. G

Mr. G is an athletic director in the recreation department of the Veteran's hospital. His job consists of teaching games to the patients and supervising these games. He is living with his wife and five children in a home which they are renting.

Mr. G's father had an eighth grade education and worked as a farmer in Kentucky, where Mr. G attended school. Mr. G lived with his parents and two brothers, both of whom are high school graduates, and five sisters, three of whom are college graduates. The other two did not finish school.

Mr. G reported that he liked school. He was very active when he was in high school; he was a member of the Glee Club, the Dramatics Club, and participated in sports. Mr. G did not want to leave school, but the year was 1942, and the United States was at war and short of manpower. Mr. G was nineteen years old and a senior in high school when he was drafted into military service. Thus, in Table 35, he is classified as having left school to join the military service.

While in the military service, Mr. G was assigned to a construction battalion. He attended a military school where he learned how to construct and maintain various pieces of field equipment.

When Mr. G was released from the service, he attended a technical institute with the hopes of becoming a diesel engineer. He remained in school for one semester and then

left. He said that he left because he did not have enough money to stay in school, even though he was attending school with the aid of the G.I. Bill.

After this experience, Mr. G went to work in a factory. His job was an inspector on the assembly line. Mr. G held this job for seven and one-half years. During the time Mr. G was working at the factory he started to take a correspondence course in television repair. He said that he felt he could get a good job when he finished the course, but he did not finish.

When the factory closed down, Mr. G was again looking for a job. He said that because of his natural ability in sports, he sought a job that would utilize these talents. He found the job he was looking for when he discovered his present job. Although he is quite satisfied with his job, he feels that the salary is inadequate. When asked about the choice of a job, considering his qualifications, Mr. G reported that he would like to do a number of things; such as owning his own bowling alley, owning a taxi, or owning a night club.

Mr. G reported that he reads three daily newspapers. He also reads a weekly news magazine, U.S. News and World Report, and a monthly magazine, Mechanix Illustrated. The books he reads are of the paperback variety, and he reads about one a month.

Mr. G is a member of the American Legion, and he is also a Mason. He takes an active part in these organizations and attends almost all the meetings.

Last year, Mr. G earned between $5,000.00 and $6,000.00.

It is interesting to note that Mr. G was nineteen years old when he was drafted into the military service. This means, he was old enough to have graduated from high school. Mr. G gave no indication that the fact that he was a Negro and lived in the South had anything to do with the fact that he was nineteen years old and only a senior. Mr. G reported that he liked school, and it can be seen that he tried two different forms of continuing education without success. It appears that Mr. G is upwardly mobile and this provided the motivation to attempt to improve himself.

The case of Mr. H

Mr. H is a construction worker. He lives with his wife and six children in a home which they are renting. In addition to his full time job, Mr. H does odd jobs for his neighbors.

Mr. H attended school in Ypsilanti, Michigan. He lived at home with his mother, father, three brothers, and four sisters. His father had completed the seventh grade, and was employed as a brick layer.

Mr. H was very active in sports while in high school. He participated in the major sports: baseball, football, and basketball. In fact, Mr. H enjoyed sports so much that he spent most of his summers playing baseball. It was this active interest in sports that caused Mr. H to have difficulty while in school. Mr. H played basketball with a semi-professional team. When word got back to the school that Mr. H was playing semi-professional basketball, he was notified that he would not be allowed to participate in school sports for one year. He said that this disturbed him, and he made up his mind to leave school. Thus, when he was in

the eleventh grade, at eighteen years of age, Mr. H left school. In Table 35 he is classified as being dissatisfied with school.

Mr. H said that his parents did not like the idea of his leaving school. Furthermore, he reported that his teachers, the principal, and even the superintendent tried to persuade him to remain in school. Nonetheless, he left school.

Mr. H reported that he found a job immediately after leaving school. His job was working with his father as a brick layer's helper. When he heard that one of the local factories was hiring, he applied for a job. He worked at this factory doing odd jobs and general maintenance work. Finally, Mr. H got back into construction work as a brick layer. Although his work is seasonal, Mr. H earns extra money by doing work for his neighbors. Mr. H said that he likes his job and would not choose to do anything else.

Mr. H is a member of a labor union, and he reported that the union offered an apprentice program. However, Mr. H never attended this program because he was already qualified as a brick layer when he joined the union. That is, he served an unofficial apprenticeship with his father and had had enough experience to qualify as a journeyman when he joined the union.

Mr. H said that he would like to return to school and earn a high school diploma. When asked what courses he would take, if he returned to school, Mr. H replied that he would take college preparatory courses. However, he has not taken advantage of any form of continuing education. The reason is given in his statement, "I started a family and it

just wasn't possible to." However, he does know that there are adult education courses available.

Mr. H reported that he does not do much reading. He reads the sports section of the newspaper and magazines on sports, but not much else.

Mr. H is still very active in sports and belongs to an organized softball team and a bowling team. His leisure time is spent participating in various sports.

Last year Mr. H earned between $3,000.00 and $4,000.00.

In the case of Mr. H, it was not really dissatisfaction with any subject or teacher that caused him to leave school. Rather, the cause was the fact that he would not be allowed to participate in school sports. Mr. H was fortunate in having a father who was able to teach him a trade. This fact enabled him to get around the union prerequisite that a high school diploma is necessary in order to get into the apprentice program.

Summary

The two case studies of Negroes were presented to show a comparison between the Negroes and the Caucasians in this study. The two respondents who were examined were selected at random from the seven Negroes who were included in the study.

In general, the Negroes are only slightly different from the other respondents on the following points. Proportionately more of the Negroes are renting. Approximately 29 per cent of the Negroes are renting, but only 14 per cent of the Caucasians are renting. The Negroes have larger families than the rest of the respondents. The Negroes average 7.6

children, whereas the dropouts, as a group, average 3.1 children, and the graduates average 3.0 children. One of the Negroes is unemployed. He is the only respondent who is unemployed (Table 10). Only one Negro has a job that is classified as unskilled. One Negro has a skilled job, and the others have semi-skilled jobs. Thus, as a group, the Negroes have higher status jobs than 42 per cent of the dropouts (Table 10).

Two of the Negroes took advantage of some form of continuing education. One completed a correspondence course, and the other did not complete either the trade school course he started or the correspondence course he began. As a group, the Negroes have done slightly worse, in the area of continuing education, than the dropouts as a group. Whereas, 29 per cent of the Negroes have taken advantage of any form of continuing education, the dropouts as a group have reported that 37 per cent have taken advantage of some form of continuing education. If those respondents who started a course but never finished are not included, the figures drop to 14 per cent for the Negroes and 25 per cent for the dropouts as a group.

One other factor stands out. Of the Negroes, all but one has attended school for more than eight years. This means, that the Negroes, as a group, exceed the dropouts as a group in the number of years they attended school (Table 34). Whereas, 45 per cent of the dropouts attended high school, 86 per cent of the Negroes attended high school.

Thus, in some respects the Negroes are different from the Caucasians. However, it is the feeling of the author that these differences do not materially affect the findings.

The Dropouts Who Did Not Complete Their Education

The following section will present case studies of three groups of dropouts. These groups are: those dropouts who have never taken any form of continuing education since leaving school; those dropouts who started some kind of training program, but did not finish; and those dropouts who have completed some type of training program.

The case studies that will be presented in this section are not real persons. They are composites. That is, each prototype, or composite, is made up of four dropouts. The four dropouts selected to be used in the composition of each prototype were selected because they were interviewed by the author. By using dropouts who were interviewed by the author, a more complete and detailed case study can be made.

The facts that are provided for each prototype are representative of the group of dropouts the prototype represents. For example, if the prototype is given an age of 37, this means that this is the average age of the four dropouts who made up this prototype. If the prototype is described as operating a drill press machine, this means that his job is descriptive of the type of job held by the four dropouts who are represented by this prototype. If the prototype is listed as having been raised in Michigan, this means that there are more dropouts represented by this prototype who have been raised in Michigan than in any other state.

Thus, the prototypes described below are not real people, but are representative of groups of dropouts.

Mr. John Dropout

Mr. John Dropout operates a drill press machine in one of the local factories. He is thirty-six years old and lives with his wife and three children in a house that he is buying.

Mr. Dropout was raised in the state of Michigan. He lived with his mother, father, two brothers, and two sisters. Only one of his siblings completed high school, the others left before graduation. Mr. Dropout's father had no more than an elementary school education and was employed as a laborer in a factory.

Mr. Dropout never had the opportunity to explore the high school curriculum because he did not go to high school. After completion of the eighth grade, at fifteen years of age, Mr. Dropout left school. Many factors influenced his decision to leave school. Some of the reasons given by Mr. Dropout for having left school are: he felt that he had too much work to do at home, he could not get along with his teachers, and he did not like his school work. In addition, he felt that he would like to go to work and earn his own money.

Mr. Dropout's parents did not like the idea that their son was leaving school, but they did nothing to prevent him from doing so. In fact, Mr. Dropout felt that if his parents were more alert to some of his needs he would not have left school when he did.

Shortly after leaving school, Mr. Dropout found himself in the military service. He did not attend any military school other than to receive his basic training. His military service was uneventful.

When he got out of the service, Mr. Dropout set out to find employment. With the help of his friends and family he got a job in a factory. His job was working on the assembly line. During the fifteen years since he has been out of the service, Mr. Dropout has held four different jobs. These jobs were all unskilled work in some factory, usually on the assembly line. When asked what guidance he received in selecting his occupation, Mr. Dropout said that he did not have any help and he took whatever job he could get.

Mr. Dropout does not like his work. However, he feels that with his education and training he is very fortunate to have a job. He is often bothered by the fact that he does not have a high school diploma. He feels that, if he had a diploma, he would be in a better position to get a promotion. Since he does not have a diploma, he feels that he should not worry about it because there is nothing he can do about it now.

When asked what kind of work he would do if he had his choice, considering his qualifications, Mr. Dropout selected a skilled job such as tool and die maker or television repairman. He reported that this job demands special skill and training, but admitted that he did not have the special skill or training necessary for the job.

Mr. Dropout said that the union to which he belongs does not sponsor any kind of training program. He also indicated that the company he works for does not offer a training program.

Mr. Dropout has never attended a trade school nor was he ever an apprentice. When asked why he never studied a trade, he said that he really never thought about it. He had never investigated the possibilities because he always

had a job. Furthermore, he was too busy. When asked what he was busy doing, he replied that he was "just busy, working and things."

He has never taken a correspondence course or an adult education course. In fact, Mr. Dropout did not know what kind of courses were offered in the adult education program, nor where they were held.

Mr. Dropout reported that while a daily newspaper is delivered to his home, he does not read it. Nor does he read any magazines or books. His recreation consists of watching television, which he does for about four hours a day. In addition to watching television, Mr. Dropout said he gets his recreation by working on his car.

Mr. Dropout is a member of a labor union, but does not hold membership in any other organization.

Mr. Dropout considers himself very fortunate. Even though there were work stoppages, he earned between $5,000.00 and $6,000.00 last year.

Mr. Dropout is characteristic of many dropouts who never took advantage of any type of continuing education program. To a great extent he is unaware of the opportunities that are available. His goals appear to be immediate. That is, he has a job and does not see the value of further training. As long as his immediate needs are met, Mr. Dropout will not attempt to improve himself.

Mr. Will E. Nilly

Mr. Nilly works in a factory on the assembly line. He is thirty-nine years old and lives with his wife and four children in a house he is buying. One of his children has

already left school without receiving a diploma and the others are presently in school.

Mr. Nilly attended school in the state of Michigan. As a youngster, he lived at home with his parents, three brothers, and two sisters. Of his siblings, only one was a high school graduate. His father was a farmer and did not complete the sixth grade.

Mr. Nilly completed the eighth grade at the age of sixteen and decided to leave school. He admitted having a difficult time in school. He had trouble learning his lessons. "The subjects were too difficult," he said. Mr. Nilly said that he was tired of going to school, and his parents did not care whether or not he attended school. Mr. Nilly does not feel that anyone could have prevented him from leaving school when he did. As he puts it, "I made up my mind to leave, and nobody could stop me."

Mr. Nilly got his first job through the efforts of one of his relatives. This was a job as a handyman in a small garage. Mr. Nilly was not in the adult world very long when he was called to serve his country.

Mr. Nilly served in the armed forces as a "plain foot soldier." He did not attend any of the military training programs other than the basic training that all servicemen receive upon entering the military service.

Once out of service, Mr. Nilly took whatever job he could get. This was an unskilled job. In the last ten years, Mr. Nilly has held three jobs.

Mr. Nilly is happy to have a job and does not wish to complain. However, he said that his work is too difficult, and he feels that he has too much responsibility.

Mr. Nilly does not feel that he has an opportunity to advance with his company. When asked what he would choose to work at if he had his choice of jobs, Mr. Nilly replied that with his education and training he did not think that he could do any better than he is now doing.

Mr. Nilly is not aware of any training program that is sponsored by his union. He knows that the company has a training program for foreman, but he does not feel that he could qualify for it because of his lack of education.

Mr. Nilly said that the lack of a high school diploma has prevented him from advancing in his job. However, he has always been fortunate enough to have a job, so the lack of a diploma never prevented him from getting a job. He does feel that if he had a diploma he could go farther in his job.

Hoping that further training would get him a better job, Mr. Nilly enrolled in a trade school. His training was abruptly ended when Mr. Nilly decided that he did not care to continue with his schooling. He is not too certain why he left the trade school; he said something about not having the time. In fact, Mr. Nilly discontinued his training after being in school for only a few weeks.

Mr. Nilly also took an adult education course. He started the course with the intention of making up his high school deficiencies and thereby obtain a high school diploma. Here too, Mr. Nilly did not finish the course. He said he could not finish the course because his job interferred. He explained this by saying that he had too much work to do on his job and was too tired to go to school at night.

Mr. Nilly does not do much reading. He reads the daily newspaper and enjoys Life magazine.

In addition to his union membership, Mr. Nilly belongs to the Fraternal Order of the Eagles, a social organization. He is not active in this organization, but he does attend the monthly dances.

Mr. Nilly relaxes at home by watching television for about two hours a day. He enjoys dramas with a western setting. Some other forms of relaxation are: playing cards, drinking beer, and working around the house.

Mr. Nilly is content. He is buying a home and he has a job. Mr. Nilly earned between $5,000.00 and $6,000.00 last year.

Mr. Nilly is not unusual among the dropouts. He recognizes that further training would assist him in reaching goals that he sets for himself. These goals are subject to change as Mr. Nilly comes to the conclusion that he does not care to participate in a training program. Mr. Nilly has made two attempts to further his education, but in each case he did not complete the course he started. Mr. Nilly apparently does not have the perseverance necessary to complete a course of study.

Mr. Percy Veer

Mr. Veer is forty-two years old and lives with his wife and three children in a house he is buying. Mr. Veer's children are all in school, and he hopes they will stay in school long enough to graduate. He is fairly certain that he could influence his children to remain in school until they graduate.

Mr. Veer grew up in the state of Michigan. He lived with his parents, three brothers, and one sister. Of his brothers, two graduated from high school; one even went to

college. His sister and the other brother did not remain in school long enough to graduate. His father was employed as a laborer. His mother died when he was fourteen, and Mr. Veer said there was no one to look after him when his mother died.

When he was attending high school, Mr. Veer was taking a general course of study. He was not too active in school activities, but he did play basketball. After completion of the tenth grade, at the age of sixteen, Mr. Veer left school. He blames this on the fact that his mother died and there was no one to look after him. His father would not give him the money he felt he needed, and this gave him the feeling that no one cared for him. So he left school with visions of earning "big money."

Once out of school, Mr. Veer looked for a job. Finally, with the aid of a friend, he got a job selling magazines. After two years on the job, Mr. Veer joined the CCC.

After leaving the CCC, Mr. Veer went into the military service. While in the military service, he attended a school to learn how to cook and bake.

When Mr. Veer left the armed forces, he obtained a job in a factory. After working in a factory for three years, Mr. Veer felt that there was no future in factory work. After trying a few other jobs, he decided that if he was going to improve himself he had to get more training. Knowing that he could not afford to leave his job in order to attend a trade school, Mr. Veer decided to take course work through correspondence.

Mr. Veer had no illusions that the course would be easy, but he felt that as long as he could progress at his

own pace he would be able to do it. This encouraged him. Mr. Veer studied and worked on his course for two years. Then, when he had completed the course, with his certificate in hand, he set out to find employment. His newly learned knowledge was not wasted; Mr. Veer easily found a job where he could put his knowledge to work. He is now a diesel mechanic.

Mr. Veer is well aware of the adult education program in his community. He knows what courses are offered and where they are held. However, he has not taken any of the adult education courses.

Mr. Veer reads two newspapers each day. He also reads a weekly magazine, Look. In the month immediately preceding the interview, Mr. Veer read one paperback book. This was a western story by Zane Grey.

Mr. Veer likes to relax by watching television and playing with his children. He is not active in any organization, but he does belong to a Sportsman's league. He likes to go hunting and fishing when he gets time.

Mr. Veer is quite proud of the fact that he has completed a correspondence course. He feels that this is quite an accomplishment for someone with no more education than he has. He feels that even though he does not have a high school diploma, he does have something that is a tribute to his perseverance. Mr. Veer earned between $6,000.00 and $7,000.00 last year.

Mr. Veer is one of the few dropouts who completed a course of training after leaving school. Apparently, the motivation to learn a trade was supplied by his desire to improve himself. Mr. Veer appears to have set a goal for himself and then worked at reaching his goal. His

persistence has been rewarded by a certificate of completion and a skilled job.

Summary

These are prototypes of three types of dropouts: those who have never taken any form of continuing education since they left school, those who enrolled in a course of study but never completed it, and those who completed a course of study. The prototypes are not real people, they are composites of groups of dropouts.

One difference that is immediately apparent is that Mr. Veer completed ten grades of school, whereas the other two prototypes completed only eight grades. There appears to be some relationship between Mr. Veer and the dropouts who completed their high school training after leaving school. With the exception of Mr. D all of the dropouts who completed their high school training were in high school when they left, in fact they were seniors. It can be seen that none of the prototypes attended high school. This lends emphasis to the generalization, made earlier, that the more grades one completes before he leaves the public schools, the more likely he is to continue with his education.

Another difference between the prototypes is that, with the exception of Mr. Veer, none of them had any extensive training while in the military service. Mr. Veer is the only one among them who attended a school which might have had some carry over into civilian life.

A comparison with the dropouts who completed their high school education indicates that of the four who received a high school diploma, two attended a school in the military service that gave them the opportunity to learn a skilled job.

One difference that is very clear is that of selecting another occupation. The respondents were asked to consider their qualifications and then to discuss the occupation they would select if the opportunity presented itself. Mr. Dropout reported that he would choose a skilled job, but admitted that he did not have the skills necessary for this job. Not only did he not have the skills, but he reported that it was too late for him to start to acquire them now. On the other hand, Mr. Nilly recognized his limitations and reported that in reality he could not expect a better job than he now has. Mr. Veer is content with the progress he has made. He started out at the same level as Messrs. Dropout and Nilly, but he followed his plans and completed his training. In effect, Mr. Veer selected his occupation. In this respect, Mr. Veer is more like the dropouts who completed their high school training than like the dropouts who did not complete their training. Of the dropouts who completed the requirements for a high school diploma, three of them selected their occupation.

Another interesting difference between the prototypes is the element of reading. It can be seen that Mr. Dropout does no reading whatsoever, Mr. Nilly does very little reading, and Mr. Veer does more reading than either Mr. Dropout or Mr. Nilly. This is not unusual. Penty[2] has shown that there is a relationship between reading and leaving school. Generally, the poor reader is more likely to drop out of school than the able reader. In this respect too, Mr. Veer is more like the dropouts who have completed

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[2]Ruth C. Penty, Reading Ability and High School Dropouts (New York: Bureau of Publications, Teachers College, Columbia University, 1956).

their education than he is like the dropouts who have not obtained their high school diploma. Mr. Veer reads more than either Mr. C or Mr. D, but not quite as much as Messrs. A and B.

The difference in recreation between the prototypes is noteworthy. All three spend some of their leisure time watching television. However, Mr. Nilly watches television more than Mr. Veer, and Mr. Dropout more than Mr. Nilly. Thus, it appears that there is an inverse relationship between reading and watching television. In addition to watching television, Mr. Dropout works on his car, Mr. Nilly drinks beer and plays cards, and Mr. Veer is involved in sporting activities. While the data are not specific enough to make sweeping generalizations, it does appear that there is a relationship between activity level and continuing education. In comparison with the dropouts who have completed their high school education, Mr. Veer spends his leisure time in more active recreation than Messrs. A, B, and D. However, this might be accounted for by the nature of their jobs. Mr. A is away from home much of the time, Mr. B works at two jobs, and Mr. D is quite involved in church work.

In terms of salary, Mr. Veer earns more than either Mr. Dropout or Mr. Nilly. Mr. Veer's salary is a reflection of his job status which is higher than that of the other prototypes. It is difficult to compare the salary of Mr. Veer with the dropouts who have completed their high school training. Mr. B works two jobs, Mr. C operated his own business at a loss last year, and Mr. D works on commission.

Summarizing the case studies that have been presented, it can be seen that Mr. Veer is more like the dropouts who

have completed their high school training than like the drop-outs who have not obtained their high school diploma. This observation appears to hold for all the dimensions examined.

The case studies presented in this chapter give a more definitive picture of some of the dropouts. In the two preceding chapters, data were presented for the dropouts as a group. The case studies are supplemental to the group data and provide for comparisons between dropouts.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Purpose of Study

The purpose of this study was to determine what has happened to selected dropouts since they left school. More specifically, it was the purpose of this study to try to find answers to the following questions:

1. What type of employment has the dropout secured?
2. How many jobs has he held since leaving school?
3. Does the dropout attend a trade school or serve an apprenticeship?
4. Does the dropout take advantage of adult education courses?
5. Does the dropout take advantage of the opportunities for continuing education?
6. If the dropout takes advantage of the opportunities for continuing education, to what extent does he enter the program? Does he take one course or a sequence of courses?
7. Does the dropout take advantage of company or union educational plans if they are offered?
8. Does the dropout's employment affect his continuing education; does it prevent him from taking advantage of educational opportunities?
9. What are some of the factors that influenced the dropout to continue or not continue his education?

10. What does the dropout do in his leisure time?
11. Does the dropout belong to civic or social organizations?
12. How did the parents of the dropouts feel when their children left school?
13. Was there anyone who might have prevented the dropout from leaving school when he did?
14. How does the dropout feel about education for his children?

Procedure

In order to carry out this research, a community which met the following criteria was selected:

1. The community had to have a number of dropouts who had been out of school for several years.
2. The school district within the community selected would have to give permission to the researcher to use the school records.
3. The community selected had to have a program of continuing education.
4. The community selected had to be sufficiently close to Ann Arbor, Michigan to allow the research team access to the respondents without incurring a large expenditure of money.

The city of Ypsilanti, Michigan was selected as the research site for the study because it met these criteria.

The population for the sample was chosen from fathers of sixth grade children enrolled in the public elementary schools of the city of Ypsilanti. A sampling frame, developed from the school records, was compiled. This frame contained the names of dropouts and graduates. A sample of

dropouts, selected at random, was drawn. In order to be able to make more meaningful statements regarding the dropouts, a criterion group of high school graduates was selected by a procedure similar to the one used to select the dropouts. Fifty dropouts and twenty-five graduates constituted the sample.

The data used in this research were obtained from forty-four dropouts, or 88 per cent of the dropouts, and twenty-three graduates, or 94 per cent of the graduate sample. Four of the graduates were reclassified as dropouts because they had been out of school for several years before completing their high school education.

The method of collecting the data was by the use of the personal interview. A research team was recruited and trained by the author. This team collected the data used in this study.

Summary and Conclusions

The data collected by the research team were coded and analyzed by the author. These data are presented in Chapters III and IV. It was not the intention of the author to prove or disprove any hypotheses. The study was exploratory in nature, that is, it was an attempt to find out what happened to selected dropouts since they left school. In an attempt to answer the questions listed above, the author has come to certain conclusions regarding dropouts. These conclusions will be presented in answers to the questions.

1. What type of employment has the dropout secured?

Most of the dropouts (40 dropouts, 84 per cent) are working at unskilled or semi-skilled jobs. Only one dropout

is found in the professional, technician category, and he is a dropout who has completed his high school education through the military service. One dropout is in the managerial category, but he differs from his graduate counterpart in that he is a service manager for an automobile dealer, whereas the graduate in this category is the managing editor of a daily newspaper.

Whereas 42 per cent (20 cases) of the dropouts are employed in jobs that are classified as semi-skilled, only 11 per cent (2 cases) of the graduates are in the same category. Where 42 per cent (20 cases) of the dropouts are employed in jobs that are classified as unskilled, only 16 per cent (3 cases) of the graduates are in this category. On the other hand, where 21 per cent (4 cases) of the graduates are employed in jobs that are classified as skilled jobs, only 8 per cent (4 cases) of the dropouts hold a similar position. Thirty-six per cent (7 cases) of the graduates are in the professional, technician category, but only 2 per cent (1 case) of the dropouts are in the same category. Furthermore, all of the graduates are employed full-time at their regular jobs, but 4 per cent (2 cases) of the dropouts are unemployed and 2 per cent (1 case) are not working at a regular job (See Table 12).

Thus, the answer to this question is that the dropouts have attained lower status jobs than the graduates.

2. How many jobs has the dropout held since leaving school?

The dropouts have held an average of 5.1 jobs since leaving school. This compares with an average of 3.6 jobs for the graduates. These figures reflect the total number of jobs held by each group. In terms of the number of

different types of jobs held by each group, the dropouts averaged 3.9 jobs and the graduates 3 jobs. Whereas 67 per cent (32 cases) of the dropouts held five different jobs or less, 79 per cent (15 cases) of the graduates fell into the same category. Where 19 per cent (9 cases) of the dropouts have held only one or two different kinds of jobs, 47 per cent (9 cases) of the graduates have held a similar number. This leads to the conclusion that dropouts tend to be more unstable in their jobs than graduates.

Twenty-seven per cent (13 cases) of the dropouts started to work while they were still in school; the same is true for only 11 per cent (2 cases) of the graduates. Also, 45 per cent (21 cases) of the dropouts reported that they found jobs in less than one month after leaving school, whereas only 37 per cent (7 cases) of the graduates found jobs that quickly. However, all the graduates were either in college, in the armed forces, or working within six months after graduation; 10 per cent (5 cases) of the dropouts took between one and two years to find employment. Generally, the dropouts found employment quicker than the graduates, but the graduates appear to have been more selective about the choice of a job.

None of the dropouts or graduates reported that the school played any part in helping them to secure employment. Twenty-three per cent (11 cases) of the dropouts were initially employed on a family farm, but none of the graduates reported that they worked on a farm. Thirty-three per cent (16 cases) of the dropouts and forty-two per cent (8 cases) of the graduates reported that they got their initial job either through a friend or a relative. Thus, school played no active role in helping either the dropouts or the

graduates to secure employment. The chief agent in helping both the graduates and the dropouts to secure a job was either a friend or a relative.

It is important to note that 44 per cent (21 cases) of the dropouts reported that they really did not select an occupation; they took whatever job they could get. Of the rest of the dropouts, 25 per cent (12 cases) reported that family influence was a great factor in helping them to select an occupation. On the other hand, 27 per cent (5 cases) of the graduates reported that their school experiences helped them to select an occupation. Here again, the influence of the family is undeniable; 21 per cent (4 cases) of the graduates reported family influence as a factor in helping them to select an occupation. Of the rest of the graduates, 21 per cent (4 cases) reported that chance determined what jobs they held; that is, they did not have anything specific in mind, but took whatever job was available. School experiences are useful in helping the graduates select an occupation, but have had no effect on the dropouts' choice of a job. Family influence is a major factor in helping the dropouts and the graduates select an occupation. Dropouts leave school without any specific job in mind and end up taking whatever job they can get.

More than half of the graduates reported that they had a chance for a promotion, whereas only 31 per cent (15 cases) of the dropouts gave the same response. Conversely, 44 per cent (21 cases) of the dropouts were certain that they did not have a chance for promotion, but only 32 per cent (6 cases) of the graduates felt the same way. Therefore, fewer dropouts than graduates perceive opportunities for promotion.

In terms of job satisfaction, the dropouts tend to report the economic factors as giving them satisfaction, whereas the graduates tend to emphasize factors of achievement as a source of job satisfaction. Of the graduates, 68 per cent (13 cases) said they would choose to do just what they were doing if they had to select an occupation, whereas only 25 per cent (12 cases) of the dropouts gave the same response. Thus, dropouts are less satisfied with their jobs than graduates.

3. Does the dropout attend a trade school or serve an apprenticeship?

Trade school

Only 10 per cent (5 cases) of the dropouts attended a trade school, whereas 26 per cent (5 cases) of the graduates were in a similar position. All of the graduates appear to have had a definite reason for attending a trade school; 21 per cent (4 cases) attended in order to get a promotion or a better job; and 5 per cent (1 case) felt the need for increasing their skill on the job already held. On the other hand, only 4 per cent (2 cases) of the dropouts attended a trade school for these reasons. The other 6 per cent (3 cases) of the dropouts who attended a trade school did not seem to have any clear goal; 2 per cent (1 case) attended because friends were attending, and 4 per cent (2 cases) because the training was cheap.

The reasons most frequently given for not attending a trade school were: "I always had a job," or "I never saw any reason to attend." Almost one-third of the dropouts gave one of these as a reason for not attending a trade

school. Another one-fourth of the dropouts reported they did not know why they never attended a trade school.

Of the dropouts who attended a trade school, only 2 per cent (1 case) were in attendance for as long as eight months. The others who attended a trade school, took courses of short duration, between six weeks and three months. On the other hand, only 5 per cent (1 case) of the graduates took a course of less than one year duration. Thus, it appears that if a dropout attends a trade school, he is most likely to take a course which requires a minimum of time, whereas graduates are more likely to take a course requiring a much longer time.

All of the graduates who attended a trade school reported that they completed the course they started. However, of the 10 per cent (5 cases) of the dropouts who attended a trade school, 4 per cent (2 cases) did not finish the course. Thus, it appears that the pattern of school leaving is consistent. High school graduates tend to continue in a trade school until they finish the course, but dropouts have a tendency to drop out of the trade school as they dropped out of high school.

Apprentice programs

As with attendance at a trade school, more graduates than dropouts participated in an apprentice program. There is virtually no difference between the dropouts and the graduates who served an apprenticeship as to the reason for participating in such a program. All of the respondents who participated in an apprentice program completed the training program. Whereas more graduates than dropouts participated in an apprentice program the major reason for participating

in an apprentice program, for both dropouts and graduates, was to get a better job with more money.

4. Does the dropout take advantage of adult education courses?

In order to take advantage of an educational program one must be aware that such a program exists. Whereas 100 per cent of the graduates knew that there was an adult education program, only 66 per cent (32 cases) of the dropouts were aware of such a program. Of the dropouts who knew of the adult education program, only slightly more than half of them knew what courses were offered or where they were held. Of the dropouts, only 8 per cent (4 cases) have ever taken an adult education course, whereas 37 per cent (7 cases) of the graduates took at least one course through an adult education program. Hence, it can be said that very few of the dropouts have taken advantage of the adult education program in their community.

5. Does the dropout take advantage of opportunities for continuing his education?

Of the dropouts, 10 per cent (5 cases) have attended a trade school, 10 per cent (5 cases) served an apprenticeship, 17 per cent (8 cases) took a correspondence course, and 8 per cent (4 cases) took an adult education course. In comparison, 26 per cent (5 cases) of the graduates attended a trade school, 21 per cent (4 cases) served an apprenticeship, 37 per cent (5 cases) took an adult education course, and 32 per cent (6 cases) took a correspondence course. Of the dropouts, 64 per cent (30 cases) have not taken advantage of any form of continuing education. Only 8 per cent (4

cases) of the dropouts have taken more than one form of training. On the other hand, all of the graduates have taken advantage of at least one form of continuing education. In fact, 54 per cent (12 cases) of the graduates have taken advantage of more than one form of continuing education.

Of the dropouts studied, few have taken advantage of the opportunities for continuing education. The figure would be much lower if those who have not completed the training they started were omitted. In that case, the 8 per cent (4 cases) of the dropouts who did not complete the correspondence course and the 4 per cent (2 cases) who did not finish the trade school program would not be counted. Thus, in reality, only 25 per cent of the dropouts took advantage of some form of continuing education and completed a course of study, but all of the graduates participated in some form of continuing education.

6. If the dropout takes advantage of the opportunities for continuing his education, to what extent does he enter the program; does he take one course or a sequence of courses?

Only 25 per cent of the dropouts took advantage of some form of continuing education. It is difficult to know to what extent one enters any program. That is, it is difficult to determine how involved one really gets in any training program.

Trade school

The data show that of the 10 per cent (5 cases) of the dropouts who entered a trade school only 6 per cent (3

cases) completed the training course. Furthermore, only 2 per cent (1 case) of the dropouts remained in the trade for as long as eight months. It is hard to imagine one learning a trade in eight months, no less a shorter period of time. The data do not show causality, but it is interesting to note that not one of the dropouts is engaged in work demanding the skills he learned in a trade school. This is not to say that the training they took did not help them, but it might imply that the training was insufficient. It should be pointed out that the dropouts who completed a trade school course are working at unskilled or semi-skilled jobs.

A comparison with the graduates who completed a trade school training program shows that of the 26 per cent (5 cases) who participated in such a training program, only 11 per cent (2 cases) are not working at the trade they studied. Of these, one has a higher status job than the trade he studied; the other is working at a semi-skilled job. The one working at the semi-skilled job is the graduate who took a trade school course of less than one year duration (Table 53). Thus, of the dropouts who completed a course at a trade school, it is doubtful that they became skilled at the trade they studied because they did not remain in school for very long, and none of them are working at the trade they studied.

Apprentice program

All of the respondents, both dropouts and graduates, who took an apprenticeship completed the training and are now employed in a job requiring some of the skills they learned in their training. Thus, all of the respondents who served an apprenticeship appear to have been genuinely

involved in a program of study and successfully completed a training program which allowed them to obtain skilled jobs.

Correspondence courses

Of the dropouts, 17 per cent (8 cases) took a correspondence course. However, only 8 per cent (4 cases) of these respondents completed the course they started. Of the 8 per cent (4 cases) of the dropouts who finished a correspondence course only 2 per cent (1 case) are employed in a job requiring the skills learned through a correspondence course. The other dropouts who completed a correspondence course took the course for pleasure, or in the hope of earning additional income. On the other hand, 32 per cent (6 cases) of the graduates took a course through correspondence. Of these, 26 per cent (5 cases) completed the course. None of the graduates took a course through correspondence to learn a trade. They took a course either as a hobby or as a form of job-upgrading. The most difficult area to evaluate is continuing education by correspondence courses. The data show that only one dropout became sufficiently skilled in the trade he studied to get a job requiring those skills. Thus, correspondence courses have not been effective as a source of continuing education for dropouts.

Adult education program

Only 8 per cent (4 cases) of the dropouts reported that they took an adult education course. None of these took more than one course. In comparison, 37 per cent (7 cases) of the graduates have taken at least one course through an adult education program. None of the graduates reported that they took more than one course.

Thus, the answer to this question is that except for the dropouts who served an apprenticeship, the dropouts who were studied did not become very involved in any program of continuing education.

7. Does the dropout take advantage of company or union educational plans if they are offered?

Very few dropouts (13 per cent) were certain that their union sponsored a training program. Of these, only 4 per cent (2 cases) knew what kind of programs were offered. None of the dropouts planned to attend the training program, nor had any of them taken advantage of the program. On the other hand, 5 per cent (1 case) of the graduates knew of union-sponsored training programs. This respondent had already taken advantage of the training program.

Of the company-sponsored training programs, 40 per cent (19 cases) of the dropouts reported that they were aware of such programs. On the other hand, 47 per cent (9 cases) of the graduates knew of such programs. When asked whether or not they planned to attend any of the company-sponsored programs, only 13 per cent of the dropouts and 16 per cent of the graduates reported that they planned to attend. Of those who did not plan to attend, only 2 per cent of the dropouts and 11 per cent of the graduates had already taken advantage of company-sponsored training programs. Therefore, the answer to this question is that very few dropouts and graduates have taken advantage of training programs that are offered by various companies and unions.

8. Does a dropout's employment affect his continuing education; does it prevent him from taking advantage of educational opportunities?

Employment does not appear to be a major factor in a dropout's decision not to take advantage of opportunities for continuing education. Of the 13 per cent (6 cases) of the dropouts who were aware of union sponsored training programs, none planned to participate in any of the programs. Of these, half said the reason they did not plan to participate was because they were too busy earning a living. Thus, only 6 per cent (3 cases) of the dropouts did not plan to participate in union sponsored training programs because of their employment. Of the graduates, only 5 per cent (1 case) knew of a union sponsored training program. This respondent did not plan to attend because he had already taken advantage of the program.

Of the 90 per cent (43 cases) of the dropouts who did not attend a trade school, only 17 per cent (8 cases) said they did not attend because they had to work. Six per cent of the dropouts gave this reason in answer to two questions. Therefore, the 17 per cent who said they did not attend a trade school because they had to work include the 6 per cent who gave this as a reason for not attending a union sponsored training program. Of the 74 per cent (14 cases) of the graduates who did not attend a trade school, only 5 per cent (1 case) gave employment as a reason for not attending.

The reasons most frequently given by the dropouts for not attending a trade school were: there was no need to attend; they always had a job; or that they were not interested. Thirty per cent of the dropouts gave this as a

reason for not attending a trade school. On the other hand, of the graduates who did not attend a trade school, 26 per cent gave the same reason. Perhaps the major reason why many dropouts do not take advantage of opportunities for continuing education is that they do not know of these opportunities. Only 13 per cent of the dropouts were aware that the union they belong to sponsors a training program. Further evidence of this is offered by the fact that only 40 per cent of the dropouts knew what courses were offered in the adult education program in their community. Thus, it appears that employment is not the major reason why dropouts do not take advantage of opportunities for continuing education. The major reasons seem to be a lack of desire to take advantage of the opportunities and ignorance of what is available.

9. What are some of the factors that influenced the dropout to continue or not continue his education?

Of the 10 per cent (5 cases) of the dropouts who served an apprenticeship, 8 per cent said that the reason for taking an apprenticeship was to improve employment opportunities. There is no difference between the dropouts and the graduates as to the reasons for serving an apprenticeship. Thus, it appears that the main motivation for taking advantage of continuing education programs is to improve employment opportunities, either to get a promotion or to move to a better job.

The reasons most frequently given by the dropouts for not planning to take advantage of company or union sponsored training plans were: too old, nothing suitable, not enough education. Twenty-nine per cent (14 cases) of

the dropouts said they never attended a trade school because there was no reason to; they had jobs. The most important reason for not taking advantage of opportunities for continuing education is a lack of motivation.

10. What does the dropout do in his leisure time?

Half of the dropouts reported that they do not read even one magazine, and 21 per cent of the dropouts do not read the newspaper.

One of the ways the dropouts spend their leisure time is by watching television. Almost one-third of the dropouts reported that they watched television between three to six hours per day.

Of the dropouts, 42 per cent indicated that they spent their leisure time in active solitary activities such as home workshops, hunting, fishing, creative arts, and gardening. Another 29 per cent spend their leisure time in passive solitary activities such as watching television, watching sporting events, going to the movies, or listening to records.

The main difference between the dropout and the graduate is that more graduates than dropouts spend their leisure time in social activities with friends.

The answer to this question is that reading is not one of the ways the dropout spends his leisure time. The dropouts spend their leisure time in solitary activities.

11. Does the dropout belong to civic or social organizations?

Of the dropouts, 23 per cent belong to social organizations. This is a majority because 73 per cent of the dropouts do not have any organizational affiliation. In

comparison, only 11 per cent of the graduates belong to social organizations and 26 per cent have no affiliations. However, 11 per cent of the graduates belong to service organizations, but none of the dropouts belong to service organization. In addition, 21 per cent of the graduates belong to professional societies, but only one dropout belongs to such an organization. Thus, the dropouts do not hold membership in civic or social organizations to any great extent. However, if the dropout joins any organization, it is most likely to be a social organization.

12. How did the parents of the dropout feel when their child left school?

The answer to this question is based on the dropout's perception of how his parents felt. Only 40 per cent of the dropouts reported that their parents did not like the idea of their leaving school before graduation. Of the rest of the dropouts, 25 per cent said their parents did not mind them leaving school. It is possible to classify 53 per cent of the dropouts in the category of having parents who either did not mind having their children out of school, or who directly caused their child to leave school. Thus, a majority of the dropouts had parents who were indifferent to the fact that their child was leaving school.

13. Does the dropout feel there was anyone who might have prevented him from leaving school when he did?

Most of the dropouts (63 per cent) reported that they do not feel that anyone could have prevented them from leaving school when they did. Of the rest of the dropouts, 23 per cent indicated that a better home and family interest

would have made the difference. Only 4 per cent of the dropouts felt that an improved school program or teacher might have made the difference in the time they left school. It is therefore concluded that once a dropout makes up his mind to leave school there is very little that can be done to prevent him from leaving.

14. How does the dropout feel about education for his children?

All of the dropouts and graduates feel that it is necessary for their children to receive an education. However, where the dropout sees the importance of an education in terms of employment, more than one-third of the graduates see the importance of education in terms of social adjustment.

Dropouts tend to be less sure than graduates that they could keep their children in school until graduation. Only 6 per cent of the dropouts were sure they could keep their children in school. On the other hand, 26 per cent of the graduates were sure they could keep their children in school.

The dropout's uncertainty of his ability to keep his children in school until graduation is reflected in the fact that almost 15 per cent of the dropouts have children who did not complete their high school education. All the children of the graduates are either in school or have graduated from school. Thus, the dropouts feel that is is important that their children receive an education so they will be able to get a job when they are ready to enter the labor market.

More Conclusions

At the beginning of this study, the author hoped he would be able to answer certain questions. These questions have now been answered. However, the data in some respects went beyond supplying the answers to these specific questions. Some additional conclusions that the author has drawn from the data are listed below.

1. Dropouts have larger families than graduates.
2. Dropouts come from families where there is a history of dropping out of school.
3. A majority of the dropouts felt that the lack of a high school diploma prevented them from obtaining a job at one time or another.
4. The schools did not play an active role in helping the dropouts select an occupation.
5. In comparison with graduates, fewer dropouts see opportunities for promotion in their jobs.
6. If the dropout has any special skills, the chances are that he learned these skills in an apprentice program or in an on-the-job training program, whereas the graduates received their training in various types of schools.
7. The peak of school leaving, for the dropouts studied, occurred after completion of the eighth grade, but 55 per cent of the dropouts did not attend high school.
8. The peak age of school leaving was sixteen years of age.
9. A majority of the dropouts are regularly or sometimes disturbed by the fact that they do not have a high school diploma.

10. Most of the dropouts indicated that they would stay in school and graduate if they had to do it over again.
11. There is little difference between the graduates and dropouts who attended high school in their participation in school activities.

Hypotheses for Future Research

It was pointed out, in the first chapter, that the purpose of this study was to find out what happened to selected dropouts after they had been out of school for several years. It was hoped that this pilot study would lead to the formulation of hypotheses to be tested in some future study. On the basis of the data collected for this study and subsequent analysis, the following hypotheses are proposed:

1. Dropouts do not take advantage of continuing education because they are not aware of the opportunities that are available.
2. The higher in school a dropout goes, the more likely he will be to complete his education.
3. The goals of dropouts are not clearly defined; this leads to emphasis on immediate gratification of needs.
4. The more dissimilar the adult learning structure is to a typical school situation, the more likely the dropout will take advantage of continuing education. The rationale behind this hypothesis is that the dropout was alienated from the school as a youngster, and he is not likely to be reconciled as an adult. There is some evidence for this. Of all the forms

of continuing education, the only type from which all of the dropouts completed a training program they started is the apprentice program. The author concludes that this is because the structure of the apprentice program is different from the structure of either a trade school or a correspondence course, both of which are similar to a typical course in the public schools.

5. A high school graduate is more discriminate about his choice of a job than a dropout.
6. A student who works while attending school will be more likely to drop out of school than a student who does not work.

The schools are faced with a critical problem. The extent of the dropout problem is such that the schools and the country must be alarmed and concerned. In the coming decades there will be an intensification of the trend toward fewer jobs for unskilled and semi-skilled workers. More research, in the area of dropouts, is necessary before this problem will be solved. The author hopes that this work will aid in a more complete understanding of dropouts.

APPENDIX A

INTERVIEW SCHEDULE

Interviewers name_____

Interviewers number_____

Date_____

EFFECTS OF EDUCATION

1. How necessary do you think it is for the children these days to get all the education they can?_____

_____

_____

2. Now I'd like to ask you some personal questions.
Are you married, divorced, separated, or what?
[ ] married [ ] divorced [ ] separated [ ] other_____

3. Is this your first marriage?
[ ] Yes
[ ] No

3a. [ ] second
[ ] third
[ ] _____

4. How many children do you have?_____

5. What are their ages?_____

6. Would you mind if your child(ren) left school before graduating?_____

_____

_____

7. Do you own your home, are you buying, renting, or what?

_____

8. Is any language other than English spoken in the home?
[ ] No
[ ] Yes 8a. What language?_____

9. Do you work for yourself or for someone else?

[ ] self-employed

[ ] works for someone else

10. What sort of work do you do?_____

_____

11. Are you working now?

[ ] No

[ ] Yes

11a. Are you working

[ ] full-time

or

[ ] part-time

FOR THOSE WHO ARE SELF-EMPLOYED SKIP TO QUES. 16.

12. Is this your regular job?

[ ] Yes

[ ] No

12a. What is your regular job?_____

_____

13. Can you tell me a little of what you do on the job?____

_____

_____

14. Where are you employed?_____

15. About how many people work at this place?

[ ] under 50 [ ] 50-100 [ ] 100-250 [ ] 250-500

[ ] over 500

ASK OF EVERYBODY

16. How soon after leaving school did you get a job?_____

17. Can you tell me a little about how you found your first job?_____

_____

18. About how many different jobs have you held since leaving school?_____

19. Starting with your present job can you tell me the jobs you have held and a little about the type of work you did on these jobs?

Job	Length of time held	Kind of work

20. What do you like most about your job?_____

_____

21. What do you like least about your job?_____

_____

DO NOT ASK OF THOSE WHO ARE SELF-EMPLOYED

22. Is there a good chance for you to get ahead with this company?

[ ] No

[ ] Don't know

[ ] Yes

22a. What is your next job likely to be? _____

_____

22b. How does one go about getting this job, does it take further training, or by doing a good job, or what? _____

_____

22c. What do you think it takes to succeed in this job? _____

_____

_____

23. Considering your qualifications, if you had your choice of jobs, what would you choose to work at? _____

_____

24. Would you need any special skills or training?

[ ] No

[ ] Yes

24a. Do you have these skills?
[ ] No
[ ] Yes
[ ] Partly

24b Where did you receive your training? _____

25. Is there a union you can belong to?

[ ] No

[ ] Yes

25a. Are you a member?

[ ] No

[ ] Yes

25b. Are you a union officer?

[ ] No

[ ] Yes

25c. Does your union sponsor any kind of training program?

[ ] No

[ ] Don't know

[ ] Yes

25d. What kind of program? _____

_____

25e. What would it cost to attend this program? _____

_____

25f. Do you plan to attend this program?

[ ] Yes

[ ] No

Why not? _____

_____

25g. Would the company pay any part of the cost for this program?

[ ] No

[ ] Yes

Would the company pay

[ ] All

[ ] Part

26. Does your company or firm sponsor a training program?

[ ] No

[ ] Yes

26a. Can you tell me something about the program, how people are selected, how much it costs to attend, and anything else?_____

_____

_____

26b. Do you plan to attend?

[ ] Yes

[ ] No

Why not?_____

_____

ASK OF EVERYBODY

27. Do you have any brothers or sisters?

[ ] No

[ ] Yes

27a. How many brothers and sisters do you have, what are their ages, and how much schooling did each have?

Brothers	Age	Amt. Schooling	Sisters	Age	Amt. Sch.

28. What kind of work did your father do when you were growing up?_____

_____

29. How much schooling did your father have?_____

30. What high school or high schools did you go to?
(Name) _____

31. Where is that located? _____

32. Did you take a
[ ] general course [ ] college preparatory course
[ ] vocational course [ ] business course
trade _____

33. During what calendar year did you leave school? _____

34. Did you graduate and receive a diploma?
[ ] Yes IF "YES" SKIP TO QUESTION 40
[ ] No IF "NO" CONTINUE WITH QUESTIONS

34a. What is the highest grade you completed?
Circle one: 1 2 3 4 5 6 7 8 9
10 11 12

34b. Do you feel that your lack of a diploma ever made a difference in your getting a job?
[ ] Yes [ ] No

34c. How old were you when you left school? ___

34d. How did your parents feel about your leaving school? _____

_____

34e. Do you feel there was anyone or anything that might have made a difference about the time you left school? _____

_____

34f. Can you tell me some of the reasons why you left school? _____

_____

ASK OF ALL WHO HAVE COMPLETED AT LEAST 9 GRADES OF SCHOOL

35. Do you feel that you are any better off than people with no high school training? Explain why you feel this way?_____

_____

36. How much does it bother you that you left school before graduating?_____

_____

37. If you had to do it over again, would you stay in school long enough to graduate, would you quit, or what?_____

_____

38. What sort of things helped you in choosing an occupation?_____

_____

39. Would you like to return to school and earn credits toward a high school diploma?

[ ] No

[ ] Yes

39a. If you returned, what courses would you take?_____

ASK OF HIGH SCHOOL GRADUATES

40. How old were you when you graduated?_____

41. Did you ever feel like quitting school?

[ ] No

[ ] Yes

41a. Tell me about it. _____

_____

42. What sort of things helped you in making your educa- or vocational plans? _____

_____

_____

ASK OF EVERYBODY

43. Did you take part in any school activities apart from your classes?

[ ] No

[ ] Yes

43a. Which one(s)? _____

_____

44. Has your schooling helped you in your present job?

[ ] No

[ ] Yes

44a. In what way? _____

_____

45. Which subjects did you like most? _____

46. Which subjects did you like least? _____

47. Which subjects would you say were the least helpful to you in your work?_____

48. Which subjects would you say were most helpful to you in your work?_____

49. Can school be of any help to you now?

[ ] No

[ ] Yes

49a. How_____

_____

_____

50. Were you in military service?

[ ] No

[ ] Yes

50a. Did you attend any training program while in military service?

[ ] No

[ ] Yes

50b. Name of program_____

50c. What were some of the things that were taught in this program?_____

_____

51. Did you ever go back to school for any courses since you left?

[ ] No——IF "NO" SKIP TO QUESTION 51a.

[ ] Yes IF "YES" SKIP TO QUESTIONS 51b, 51c, 51d.

51a. Why not? _____

_____

51b. Name of course _____

51c. Was this

[ ] day school [ ] night school

51d. What made you decide to take this (these) course(s)? _____

_____

52. Did you ever attend a trade school since leaving high school?

[ ] No——IF "NO" SKIP TO QUESTION 52a.

[ ] Yes IF "YES" SKIP TO QUESTIONS 52b, 52c, 52d, 52e.

52a. Why not? _____

_____

52b. What trade? _____

52c. Amount of time in school? _____

52d. Did you graduate? _____

52e. What made you decide to go to school?

_____

_____

53. Were you ever an apprentice?

[ ] No

[ ] Yes

53a. Which trade? _____

53b. How long did your training last? _____

53c. What made you decide to get the training? _____

54. Did you ever take a correspondence course?

[ ] No

[ ] Yes

54a. Type of course _____

54b. Length of time for course _____

54c. What made you decide to take this course? _____

_____

55. Have you had any other schooling?

[ ] No

[ ] Yes

55a. Tell me a little about it; what was covered, and what made you decide to go? _____

_____

_____

56. Are there any courses offered in the evening for adults?

[ ] No

[ ] Don't know

[ ] Yes

56a. Where are they held? _____

56b. What are some of the courses offered? _____

_____

57. Have you ever taken any evening courses?

[ ] No

[ ] Yes

57a. Title of course Times per week

57b. Why did you take this (these) course(s)?

_____

_____

58. Have you ever visited anyone in school for advice or help since leaving?

[ ] No

[ ] Yes

58a. Who? Why? _____

_____

59. What newspapers have you read during the past week (names)? _____

60. What magazines have you read during the past month? In which did you actually read articles? _____

_____

61. Have you read any books during the past month?

[ ] No

[ ] Yes

61a. Title	Author	(yes or no) Completed	Where gotten

62. Do you belong to any clubs or organizations?

[ ] No

[ ] Yes

62a. Name	Size	Activity	(yes or no) Officer

63. On the average, how much time do you spend watching TV each day?

[ ] 0-2 hrs. [ ] 3-6 hrs. [ ] 7-10 hrs.

64. What kind of programs do you like best?_____

65. Are you now studying anything?

[ ] No

[ ] Yes

65a. Course	Agency	Times per week

66. How do you spend your leisure time, what do you do for fun and recreation?_____

67. About how much money did you earn last year?

[ ] under $2,000.00
[ ] $2,000.00 - 2,999.00
[ ] 3,000.00 - 3,999.00
[ ] 4,000.00 - 4,999.00
[ ] 5,000.00 - 5,999.00
[ ] $6,000.00 - 6,999.00
[ ] 7,000.00 - 7,999.00
[ ] 8,000.00 - 8,999.00
[ ] 9,000.00 - 9,999.00
[ ] 10,000.00 plus, specify if possible

APPENDIX B

LETTER TO RESPONDENTS

717 Charles Street
Ypsilanti, Michigan

Dear Mr.

I am engaged in a research project studying some of the effects of education. This study will examine the school and work experiences of a number of selected people. The results of this study should be of considerable value in helping the public schools to do a better job of educating our children.

We are very interested in talking with you about your opinions regarding the effects of education. In the near future one of our staff interviewers will call to talk with you. Those who have already been interviewed found it to be both an enjoyable and worthwhile experience. Let me assure you that your name will never be used in connection with this study. Anything you say will be completely confidential.

This project is being carried on with the approval of a committee of faculty members at the University of Michigan. The committee has as its chairman Dr. Stanley E. Dimond, Professor of Education, School of Education, University of Michigan.

Sincerely,

Bert I. Greene

Bert I. Greene
Project Director

APPENDIX C

INTERVIEWER TRAINING

Stage One

I. Psychological Basis of the Interview
   A. Obstructions to Communication
      1. Lack of Motivation
      2. Psychological Inability
      3. Language - Semantics
      4. Defense Mechanisms
      5. Goal Rejection
      6. Goal Conflict
      7. Interviewer Rejection
   B. Motivation Within the Interview
      1. Extrinsic
      2. Intrinsic
   C. Interviewer - Respondent Interaction
      1. Bias
      2. Interviewer Bias
      3. Respondent Error
   D. Interviewer Role
      1. Motivation
      2. Teacher
II. Motivation of Respondent
   A. Intrinsic
   B. Extrinsic
III. Probing to Meet Objectives
   A. When to Probe
   B. Types of Probes
      1. Non-directive Probes
      2. Summary Technique

Stage Two

Role Playing - Group Discussion

EXPENSE REPORT

Date	No. of Interviews	Character of Expense	Amount
10/17/60	2	$1.50 per hour for 3 hours.	$4.50

Total Amount _____

Signed _____

Date Paid _____

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