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A STUDY OF THE DROPOUT PROBLEM  
IN A SMALL HIGH SCHOOL IN ILLINOIS

by  
James W. Brackney  
Bachelor of Science  
Southern Illinois University 1956

A  
Thesis  
submitted to the  
Department of Education  
of Eastern Illinois University  
in partial fulfillment  
of the requirements  
for the degree  
Master of Science  
in Education

Master's Degree Certificate  
for  
Plan A or Plan B Papers\*

I certify that

JAMES BRACKLEY

has completed a paper entitled A STUDY OF DROPOUTS  
IN A SMALL SCHOOL IN ILLINOIS  
in \_\_\_\_\_  
(course number if Plan B).

I recommend acceptance in partial completion of the requirements for  
the Degree M. S. E.

This paper/was read by:

Signatures of the Committee

          
Date

          
Adviser

\*To be filed before the middle of the term in which the degree is to be conferred.

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## CHAPTER I

### INTRODUCTION

"We Waste a Million Kids a Year" was the title of an article on dropouts which appeared in the May 24th issue of The Saturday Evening Post. The authors, Kohler and Fontaine, went on to say, "They are virtually unemployable at their present level of training and education."<sup>1</sup> The problem of unemployment was a major issue in the past presidential campaign. This problem is still a long way from being solved. It might well be an issue in the next presidential campaign. Although all unemployment can not be blamed on the high school dropout rate, dropouts are an important factor in this problem. Much of the material written on dropouts indicates that the problem is increasing at a time when the increased technology of our culture makes education more meaningful. "The United States department of labor says that unemployment among 16 and 17 year olds is the highest of all age groups, and that high school dropouts have from two to three times as much unemployment as graduates."<sup>2</sup> After leaving school, the dropout is faced with many more serious problems than the high school graduate. "High school dropouts make relatively the largest contribution toward the current unemployment figures (currently)

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<sup>1</sup>Kohler and Fontaine, "We Waste a Million Kids a Year", The Saturday Evening Post, May 24th, 1962 p. 61.

<sup>2</sup>Julie Ann Lyman, "Helping the High School Dropout", Chicago Sunday Tribune Magazine, March 18, 1962, p. 57.

in Illinois, 46 per cent of the total unemployed)."<sup>1</sup>

If these people are not trained, they can not find a place in the nation's work force. If they do not work, what are they to do? Daniel Schreiber, writing in the NASSP Spotlight, stated that many of them find their way into petty crime. He also said that many dropouts appear on the relief and public aid rolls of our states. Many of the states are in poor financial condition and can not afford this increased burden on their treasury; Illinois has felt this problem. The problem, then, is not only national in scope but a plague to the state governments as well.

What are the social implications? To what kind of life can these people look forward?

"Vera Momirski, 17, has lived in Chicago for five years. She speaks five languages, reads two others, is artistically inclined, and has a flair for fashion. Tests indicate that her knowledge of history and literature is on a college level. Yet educators, employers, and economists would have classified Vera as a liability on the labor market because she was a high school dropout."<sup>2</sup> Donald John Giese tells this story about himself.

"After I quit school, girls I'd dated in school suddenly became too busy to see me. I began to spend much of my time in the pool

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<sup>1</sup>Robert H. Zeller, "Report to American Personnel and Guidance Meeting on the State Summary Sheet for 1959", May, 1960, P. 8.

<sup>2</sup>Julie Ann Lyman, p. 57.



hall with the other dropouts. I held jobs for only short periods of time and finally landed in jail on a disorderly conduct charge."<sup>1</sup>

"A former juvenile court judge tells how these jobless and placeless teen-agers constitute 'social dynamite'. Some are bitter; they're angry at anyone who has, or is, more than they. Most are apathetic, convinced there's no sense trying to do anything."<sup>2</sup> If these are typical cases, the social picture for the dropout is very black. The impact of these people on our culture is also a cause for worry. Educators must have a feeling of failure.

Dropouts leave school to enter the race of life for which they are not prepared. In some cases educators may have driven them into this situation. The problem of dropouts is lost in the many problems of over crowded classrooms, lack of good teachers and inadequate finances.

This problem has eventually received national attention, although education has long been a state function. The problem is then one of the several states to solve. In Illinois the local school district has a great deal of responsibility in deciding the course the school would take. Under our present system of government the problem of dropouts is a national problem which has to be solved at the local level.

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<sup>1</sup>Donald John Giese, "I Was a High-School Dropout," Readers Digest, December 1961.

<sup>2</sup>Kohler and Fontaine, pp. 15 & 16.

In the year 1959, 9,195 students dropped out of the schools of the state of Illinois.<sup>1</sup> During that same year Altamont High School lost thirteen students. Over a ten-year period from 1951 to 1961 Altamont High School lost 156 students. In this same period the total enrollment was 2,462 pupils. Thus, the high school lost 7.1% of its pupils during this time. This rate increased to 9.4% for the school year 1961-1962.

#### Statement of the Problem

The problem was to determine those factors (other than graduation, transfer, or death) which students considered as reasons for leaving Altamont High School over the period of the last ten years. This study investigated the background, present attitude toward school, financial status, and plans for the future of the students who left Altamont High School in the ten-year period, 1951-1961. The information received revealed some factors which led to a student's leaving school for reasons other than those mentioned above. On the basis of the findings in this study and from a brief examination of what other schools did along these lines, it was possible to formulate some plan to keep present and future students from becoming dropouts. The questions to be answered were "Why did the problem exist?", "How acute was the problem?", and "What could be done about the problem?" The

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<sup>1</sup>State of Illinois, Office of the Superintendent of Public Instruction, "Follow-up Study of the Class of 1959".

difficulty became one of finding the reasons for dropouts' leaving school. The next step was to find some way to turn these dropouts from 'social dynamite' into useful citizens.

#### Purpose of the Study

This study was undertaken to determine and analyze the reasons for students' dropping out of Altamont High School. This study probed the reasons why the dropouts left school. More important, a knowledge of these reasons could lead to the formulation of some techniques which would discourage students from becoming dropouts in the future.

The board of education and the administration felt that the duty of the school was to educate all boys and girls of school age. This could be accomplished only if these young people were in attendance. Section 26-1 of the Illinois School Code stated that "Whoever has custody or control of any child between the ages of 7 and 16 years shall cause such child to attend some public school in the district wherein the child resides."<sup>1</sup> It was hoped to find a way to hold students the few additional years which were necessary for them to graduate after they reached the age of sixteen.

In this period of educational history when the school is taking a much greater part in formulating the thinking of our

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<sup>1</sup>Illinois, School Code (1961), Sec. 26

young people, it is possible that a knowledge of the reasons for student dropout can help the school to minimize the dropout problem. This study was not designed specifically to aid those people who had already dropped out of school, although parts of the study dealt with them. Its major purpose was to determine the reasons why those people quit school. It was hoped that knowledge of the reasons would help the staff of the school keep future potential dropouts from making the same choice. The study was defensive in nature. It was hoped that facts which could be used as guides to keep our youth in school until graduation could be found.

#### Limitations of the Problem

The subjects of this study were high school students who started the ninth grade at Altamont High School and left before graduation for reasons other than transfer or death. This limited the problem to dropouts from a single high school.

The problem was further limited by the number of dropouts who did not respond to the questionnaire. One hundred fifty-six questionnaires were sent and ninety-one were returned. This was 58.5% of the total dropouts during the school years 1951-1961.

The questionnaires were returned anonymously. This was felt to be necessary to insure a greater per cent of returns. It was impossible to follow-up an individual student, which may have affected the validity of the study, since all returns were accepted

at face value. Thus, all conclusions were based upon information received through an examination of the returned forms. It was not possible to investigate the individual returns for validity.

The area in which the study was made also limited the study. It was interesting to note that less than 6% of those people polled had moved more than sixty miles from Altamont. This limited the study to people with a background in farming and small manufacturing, who had remained in this same type of occupational environment.

These dropouts were from an area with a predominantly German farm background. It was not until the past few years that any appreciable number of students from the Bethlehem area (approximately one-fourth of the unit district) attended high school. The dropout rate for this area alone was almost 52% in the last ten years. If this study had been expanded to include those students who finished eighth grade but did not start the ninth grade, the resulting number of dropouts would have been almost doubled. A check of the permanent records for the ten-year period covered by the study showed that one hundred fifty-seven students who completed the eighth grade did not start high school.

A final limitation was the questionnaire method. It was felt that more accurate information in a larger quantity could have been obtained by the personal interview method. Time and money ruled out this method, and the questionnaire was used instead.

### Related Studies

The related studies which were used in connection with this paper can be divided into two groups. The first group consisted of those studies which were undertaken to discover the causes for students' dropping out of school. The most significant of this group was the study of 2,495 dropouts, which was undertaken by The State of Illinois under the National Defense Education Act of 1958.

The follow-up study was an attempt to do these things:

1. Gather extensive information concerning the programs in the participating high schools.
2. Make a comprehensive study of the graduates of the class of 1959.
3. Study as completely as possible the students who dropped out of school prior to the graduating class of 1959.<sup>1</sup>

The Superintendent of Public Instruction viewed this study as a means to survey the vast differences that exist in educational opportunities in Illinois, to determine the differences in programs, and to ascertain possible affects these differences might have on determining the number of dropouts. The questionnaires were mailed as many as five times in some districts. The questionnaire was comprehensive and designed for inter-change among the participating districts. The local district retained

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<sup>1</sup>Robert H. Zeller, p. 2.

the original and forwarded tabulated data to the office of the Superintendent of Public Instruction. The results showed the state dropout rate to be about twenty-four per cent of all students who started the ninth grade. The results were used in preparing the State Summary Sheet for 1959 and the bulletin "Principal Findings of the Follow-up Study". Both of these were used in connection with this study. Altamont High School participated in this study, and the results of the 1959 Altamont Study were also used in this work.

Another study of this same type was the study entitled "Follow-Up for the Future" undertaken by School District III in Kankakee, Illinois. The results of this study, which covered the school years 1956 to 1960, were compared with the results of the current Altamont study. In the study, approximately the same number of students were polled, and the results compared favorably with those of the present Altamont study. Although the Kankakee study polled both graduates and dropouts, only that portion which polled dropouts was used in this study. Other studies such as those of the Chicago Public Schools were compared.

The second type of related study which was pertinent was a study of programs designed to help those students who have already dropped out of school. The counseling processes in use today were investigated in conjunction with these studies. One such study was carried out at George Washington High School in New York City by guidance counselors Henery Hillson and Florence Meyer.

The National Association of Secondary School Principals felt that this program had a great deal of merit. It will be discussed further at a later time in this work. Another program of this type, closer to home, was the "Double EE Program" undertaken by C. Virgil Marten, president of Carson Pirie Scott and Company, and the Chicago Board of Education.

Dropouts worked two days a week for the company at the rate of \$1 per hour. They spent three days a week in classrooms provided by the Chicago Board of Education, studying subjects related to their work. These were some of the related projects which have been conducted to offer some course of action to the dropout or potential dropout.

#### Sources of Data

The data used were secured primarily from three main sources. The first and most important source was the dropouts themselves. Questionnaires were sent to approximately one hundred fifty dropouts, and the returns from these questionnaires served as the main source of data.

Another source of data was the results of the study conducted by the State of Illinois in 1959. Some of the findings of the state study were used to compare to results of the Altamont study.

The final sources of data were periodicals, pamphlets, and source books which dealt with the subject of dropouts. They were



used to supplement the information received and to make specific points about the subjects of the study as a group. The questionnaire is enclosed in Appendix II and a list of other sources is to be found in the bibliography.

#### Procedures and Treatment of Data

The lists of all students who were enrolled as freshmen at Altamont High School from 1947 to 1957 were checked against the lists of graduates of their respective graduating classes. This procedure yielded the names of those students who entered the ninth grade but did not graduate. These names were then checked against the permanent record files, and the names of all students who had transferred or died were removed from the list, leaving only those students classified for the purpose of this study as "dropouts." The dropouts who remained on the list were sent a letter explaining the purpose of this study and a questionnaire to fill out and return (see Appendixes I and II). The dropouts were provided with a self-addressed envelope in which they were to mail the completed questionnaire. The committee for this study decided that additional information concerning job mobility of dropouts was pertinent. A second letter and mobility questionnaire was then sent to the dropouts to be returned in the same fashion as the original (see Appendixes III and IV). One hundred and fifty-six questionnaires were sent out at each mailing. Ninety-one of the original were returned, and fifty-seven of the mobility

questionnaires were returned.

The results were then treated in the following manner. A tabular summary of each item on the questionnaire was prepared. In some cases the results were expressed as percentages and in some cases as ratios. Some of the items were cross-tabulated and compared in such a way as to investigate the dropout problem at Altamont High School. The data were placed in tables to illustrate the findings of the Altamont study.

Some of the data were subjected to the Chi-square test, using the findings of the State of Illinois study of 1959 as the expected. The purpose of this testing was to determine if there were any significant differences between the results of the two studies.

Finally, the data were analyzed to determine changes the school might make. It was not expected that these data would yield a ready-made solution to the problem, but that they would shed some light on the causes.

#### Definition of Terms

The following definitions hold true for this study:

Dropouts--Those students who started the ninth grade but left school before graduation for reasons other than transfer or death.

Transfers--Students who moved from one district to another and whose transcripts were forwarded.

High School Student--A person who actually entered grade nine and

began classes.

Dropout Rate--The per cent of those students who left school as compared to the per cent of total enrollment.

Altamont Study--The study conducted for this paper.

State Summary Sheet--Tabulation of the findings of a study conducted by The Office of the State Superintendent of Public Instruction of Illinois in 1959.

Scholastic Difficulties--Those problems which arose from a student's not doing the school work expected of him.

Family Difficulties--Those problems which arose in the home and concerned school in no direct way.

Level of Educational Attainment of the Families of Dropouts--The grade level of academic achievement of the members of the family other than the dropout.

Special Training--Training other than that which a student could, and/or did receive in the public school system.

General Educational Development Test--A test of the level of educational attainment of the testee, which if successfully completed might be used as the equivalent of a high school diploma.

Adult Education Classes--Those classes offered by schools to persons who were not presently enrolled in the regular school program.

Respondents--Those dropouts polled who returned completed questionnaires.

## CHAPTER II

### THE RESULTS OF THE QUESTIONNAIRE

The following tables show certain findings of the study.

TABLE 1

SEX OF DROPOUTS POLLED AND RESPONSES

|                          | MALE | FEMALE | TOTAL |
|--------------------------|------|--------|-------|
| Dropouts Polled          | 87   | 69     | 156   |
| Returned Completed       | 26   | 41     | 67    |
| Returned for Address     | 15   | 6      | 21    |
| Transferred or Graduated | 3    | 0      | 3     |

Sixty-one per cent of the questionnaires sent to women were returned while only 29.9% of those sent to men were returned. When these results were subjected to the Chi-square test, using the distribution of returns as the observed, Chi-square was found to be 11.96. The result showed the difference of female returns over male returns to be significant at the one per cent level.

Those questionnaires returned for address and the questionnaires of students who transferred or graduated were not used in the Chi-square test. Those results were compared with the findings on sex of respondents found by the state study in a later portion of this paper.

The results of this table will be investigated for their importance in the summary of this study.

TABLE 2

## DISTRIBUTION OF AGE OF RESPONDENTS

| Age in<br>Years | Frequency |
|-----------------|-----------|
| 30 . . . . .    | 2         |
| 29 . . . . .    | 1         |
| 28 . . . . .    | 1         |
| 26 . . . . .    | 12        |
| 25 . . . . .    | 1         |
| 24 . . . . .    | 3         |
| 22 . . . . .    | 5         |
| 21 . . . . .    | 4         |
| 20 . . . . .    | 11        |
| 19 . . . . .    | 16        |
| 18 . . . . .    | 6         |
| 17 . . . . .    | 5         |

The ages of respondents ran from sixteen to thirty. The greatest responses were from the ages nineteen, twenty-six, and twenty in that order. It was interesting to note that of the twelve dropouts who were seventeen years of age only five returned the questionnaire. All twelve should have received their questionnaires, as all but one, who is now in military service, still lived in the community. The five who responded felt that the school had failed them. The twenty-nine age group had the lowest per cent (3.4%) of response of any age group polled. The nineteen age group had the highest per cent (84.2%) of any group polled.

TABLE 3

YEAR AND MONTH  
STUDENT LEFT SCHOOL

| MONTH            | 1948 | 1950 | 1951 | 1952 | 1953 | 1954 | 1955 | 1956 | 1957 | 1958 | 1959 | 1960 | 1961 | TOTAL<br>BY<br>MONTH |
|------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|----------------------|
| January          |      | 4    | 2    |      |      | 3    |      | 1    |      |      | 2    | 1    | 2    | 15                   |
| February         |      |      |      | 1    | 1    |      | 1    |      | 1    |      |      | 1    |      | 5                    |
| March            | 1    |      |      |      |      |      |      |      |      |      |      |      | 1    | 2                    |
| April            |      | 2    |      |      |      |      |      |      |      |      |      | 1    |      | 3                    |
| May *            | 17   | 15   | 11   | 4    | 2    | 5    | 4    | 6    | 8    | 4    |      |      |      | 76                   |
| September        |      |      |      |      |      | 1    | 3    |      | 2    | 1    | 8    | 4    | 8    | 27                   |
| October          |      |      |      |      |      |      |      | 5    |      | 1    |      |      |      | 6                    |
| November         |      |      | 1    |      |      |      |      |      | 2    |      |      | 2    | 1    | 6                    |
| December         | 1    | 4    | 4    | 3    | 2    |      | 1    |      |      | 1    |      |      |      | 16                   |
| TOTAL<br>BY YEAR | 19   | 25   | 18   | 8    | 5    | 9    | 9    | 12   | 13   | 7    | 10   | 9    | 12   |                      |

\*All students who did not return from summer vacation were classified as May.

This table indicates the greatest number of dropouts were students who did not return after summer vacation. It is not possible from these data to determine during which of the summer months the decision to leave school was made. The months of September, December, and January (in that order) were the next greatest in number of dropouts. The five students who dropped out during the months of April and May were all females who quit

school to be married. Four of the five were pregnant at the time.

The years of 1956 and 1957, which also showed a high dropout rate, were years of mild recession. A check of the questionnaires received from those students who dropped school during those years showed that the greatest causes for leaving were "financial difficulties" and "needed at home". The frequency of those choices was almost double that of any other year in the study. In 1961 three of the dropouts left to get married, but the other nine left for unknown reasons. Only five questionnaires were returned by students who quit in 1961. Those were from three girls who left to be married, and two others who gave lack of interest as the reason for leaving. When the increased enrollment was taken into account, the dropout rate showed a definite decrease over the period covered by the table until the year 1960-1961.

The month of May was used to indicate those students who did not return after summer vacation as it was the last month of school attendance. It was possible that the actual decision to quit school was made at this time or as late as the month of August. It was felt that the month of May served as a better reference point than September due to the usual summer turn over.

TABLE 4

LEVEL OF EDUCATIONAL ATTAINMENT  
OF FAMILIES OF DROPOUTS

|               | LESS THAN<br>8TH GRADE | 8TH GRADE | SOME HIGH<br>SCHOOL | HIGH<br>SCHOOL | COLLEGE |
|---------------|------------------------|-----------|---------------------|----------------|---------|
| Father        | 10                     | 50        |                     | 2              |         |
| Mother        | 3                      | 32        | 10                  | 5              |         |
| Stepmother    |                        | 5         | 1                   | 3              |         |
| Foster Mother |                        | 6         | 1                   | 1              |         |
| Foster Father |                        | 2         | 1                   | 1              |         |
| Brothers      | 2                      | 8         | 3                   | 41             | 2       |
| Sisters       | 3                      | 28        | 7                   | 10             | 1       |

This table indicates that the greatest per cent of the dropouts came from families with an eighth grade educational level. As readily seen from the table, broken homes or deceased parents played a part in the environment of the dropouts polled. Nineteen-plus per cent of those who returned questionnaires were products of this kind of home. Much related research on dropouts gave those factors as possible causes for some high school dropouts. The fact that the educational level of brothers of the dropouts was greater than that of the sisters seemed to follow the cultural characteristics of the community.



TABLE 5

## SIBLINGS OF RESPONDENTS

| TOTAL NUMBER | FREQUENCY | NUMBER YOUNGER | NUMBER OLDER |
|--------------|-----------|----------------|--------------|
| 0            | 5         | --             | --           |
| 1            | 5         | 2              | 3            |
| 2            | 3         | 1              | 3            |
| 3            | 12        | 24             | 12           |
| 4            | 7         | 8              | 20           |
| 5            | 11        | 42             | 13           |
| 6            | --        | --             | --           |
| 7            | 2         | --             | 14           |
| 8            | 7         | 32             | 24           |
| 9            | 1         | 9              | --           |
| 10           | 6         | 41             | 19           |
| 11           | 5         | 37             | 18           |
| 12           | 3         | 23             | 13           |
| TOTAL        | 67        | 219            | 141          |

From this table one can plainly see that the majority of dropouts came from large families. The average size was between seven and eight--five or six siblings and two parents. The actual average for siblings was 5.37. This family size will be of more importance when the occupation of the parents is discussed.

TABLE 6

## YEARLY INCOME OF 43 DROPOUTS

| SALARY<br>PER YEAR | MID<br>POINT | FREQUENCY | FX      |
|--------------------|--------------|-----------|---------|
| \$ 500 - 1000      | 750          | 3         | 2,250   |
| 1001 - 2000        | 1500         | 2         | 3,000   |
| 2001 - 3000        | 2500         | 8         | 20,000  |
| 3001 - 4000        | 3500         | 13        | 45,000  |
| 4001 - 5000        | 4500         | 6         | 27,000  |
| 5001 - 6000        | 5500         | 2         | 11,000  |
| 6001 - 7000        | 6500         | 7         | 45,500  |
| 7001 - 8000        | 7500         | 1         | 7,500   |
| 8001 - 9000        | 8500         | 0         | --      |
| 9001 - 10000       | 9500         | 1         | 9,500   |
| TOTAL              |              | N - 43    | 170,750 |

Using the formula  $M = \frac{\sum fx}{N}$ , the mean salary for the forty-three dropouts who completed the income portion of the questionnaire was found to be \$3,970.93.

Only forty-three of the sixty-seven respondents filled out the portion of the questionnaire which dealt with yearly income. Of the twenty-four who did not, eleven were housewives who had no income; eight were unemployed, and five chose to leave that portion blank for unknown reasons.

Most of those males who did not complete this portion of the questionnaire listed their occupation as laborer. The one person who reported an income of between \$9,001 and \$10,000 greatly increased the mean figure. The mid point of \$9500 was much higher than the mean figure. The respondent was a woman, twenty-six years of age, employed as a clerical worker. She had completed only one year of high school and had had no further training. The greatest number of the dropouts' salaries lay in the \$2,000 to \$4,000 range.

TABLE 7

## AVERAGE NUMBER OF JOBS HELD BY DROPOUTS

| YEAR STUDENT LEFT SCHOOL | 1948 | 1951 | 1952 | 1953 | 1954 | 1955 | 1956 | 1957 | 1958 | 1959 | 1960 | 1961 |
|--------------------------|------|------|------|------|------|------|------|------|------|------|------|------|
| Number Reporting         | 2    | 1    | 4    | 2    | 9    | 4    | 6    | 7    | 5    | 5    | 7    | 5    |
| Jobs Held (Average)      | 7    | 12   | 8    | 7    | 6    | 5    | 10   | 4    | 3    | 6    | 8    | 1    |

The mean number of jobs held was 5.58. This figure was quite high for those students who had been out of school just a few years. The one respondent from the year 1951 who had held twelve jobs was at the time unemployed. The actual average for the year 1961 was less than one because of the five who were unemployed and the other four who still had their first job.

The longest period of employment reported was eight years.

and the shortest was three days. The average length of employment of all respondents was a little more than three and one half years per respondent. Those students who dropped out during 1956 and 1957 had the shortest average employment. The number of jobs was high but not high enough to off-set this factor, which leads one to believe they had long periods of unemployment.

Many of the items on the questionnaire were unsuited for tabulation. The first such question was Question Six which asked the respondent to tell how the school had failed him. Most respondents left this blank. The comments of those who did fill out this part of the questionnaire fell into two general groups. Many felt that failure was due to a lack of understanding and help from teachers. The other group felt that the curriculum failed to provide those subjects in which they either were interested or in which they believed they were capable of doing well.

The next questions of importance were Questions Four, "If you had the choice would you quit again?", and Eight, "Would you encourage today's students to finish school?" Sixty of the sixty-seven respondents answered Question Four in the affirmative. All but one of the sixty-seven answered Question Eight positively. It was expected that those who answered Question Four "no" would do the same for Question Eight. Those data were subjected to the Chi-square test using the answers to Question Four as the expected and the answers to Question Eight as the observed. A Chi-square of 5.74 was obtained. This was found to be significant at

the .05 level but not at the .01 level.

Fathers occupations were grouped into four categories. Fifty-four per cent of the respondents listed the occupation of the father or legal male guardian as farmer. Twenty-six per cent listed the father's occupation as laborer. Twelve per cent listed his occupation as factory worker, and the remaining eight per cent listed various and sundry jobs.

Sixty-two per cent of all mothers or other female guardians were listed as housewives. The remaining thirty-eight per cent were divided fairly equally among the occupations of factory worker, clerical worker, and waitress.

All but ten of the respondents stated that their job required no special training. Those who did receive special training had received it as a type of on-the-job training.

All those who answered the question, "Are you satisfied with your present job?", chose the affirmative. Those who were unemployed left this blank. All the respondents felt that they could have found a better job with a high school education.

None of the respondents had completed high school with a General Education Development Test. All of the dropouts stated that they were aware of this possibility, but none had taken advantage of it.

None of those dropouts who returned the questionnaire had attended adult education classes. Some of the dropouts on the mailing list now live in cities where adult education classes are

offered. Either none of those people responded to the questionnaire, or they had not taken advantage of the opportunity. The latter of those two alternatives was in direct contrast to the answers to Question Four, page three, "Would you attend adult education classes?" Sixty-one answered this question affirmatively, four were undecided, and three left it blank. There were no negative responses to this question. This would seem to indicate that the first of the two alternatives was true.

The type of adult classes desired was classified into two groups. The preferences of the males were industrial arts, mechanics, and agriculture classes with a complete disregard for reading, writing, and arithmetic. The preferences of the females were for commercial subjects--typing, shorthand, bookkeeping--with a few requesting mathematics and English.

Many of those classes are now being offered in the county. With the exception of agriculture classes they are poorly attended. The Altamont Unit offered classes in agriculture and sewing only.

This concludes the discussion of the results of the Altamont study, but leaves the question, "How do these results compare to those found by the state study?"

## CHAPTER III

### COMPARISON WITH FINDINGS OF THE STATE DROPOUT SURVEY

The State of Illinois realized that dropouts were a problem in 1959 and conducted a state-wide survey to study this problem. To determine the relationship of the present Altamont study the results of it were compared with those of the state survey. The state polled 2,495 dropouts and the Altamont study only one hundred fifty-six, but the results were compared on a percentage basis.

Both studies found that the greatest number of students left school over the summer months. September was the second highest month in number of dropouts leaving school in both studies. The state survey made an attempt to determine in which of the summer months the greatest number of students decided not to return to school. The survey found that month to be June.

The division between male and female returns was almost equal for the state study, but 61% of the returns in the Altamont study were by females. It had already been noted that this is a significant difference.

The most frequent reason for leaving school noted by the state study was academic failure. The Altamont study found lack of interest to be the main cause. The state questionnaire did not list "lack of interest" as a choice, so no definite conclusion was drawn here. It seemed reasonable to assume that much of the

lack of interest could be caused by academic failure.

The state survey found the educational level of the mothers of dropouts to be slightly above the eighth grade in the "some high school" classification (see Appendix IV). The Altamont study found this level to be the eighth grade. It has already been suggested that this difference could be the result of the geographical area of the study. The same difference could hold true for the father's educational level. The state summary placed it at the "some high school" level, whereas the Altamont study placed it just below the eighth grade. The Altamont study found the educational level of the dropouts' sisters to be at the eighth grade and that of the brothers at the high school level. The state results for the brother's level were the same, but the state results placed the sister's level in the "some high school" range.

The state survey found the father's occupation fell in the unskilled and the semi-skilled laborer classifications. The state study found a little over one-half of one per cent of the fathers to be employed in agriculture. Well over fifty per cent of the fathers of Altamont dropouts were engaged in agriculture. The state study surveyed both rural and urban population, but the population for the Altamont study was primarily rural.

When compared on a proportional basis, the results of the two studies correlated closely, with the few exceptions already noted.



## CHAPTER IV

### PROGRAMS IN USE TODAY

As previously stated, the purpose of this study was to investigate briefly what was being done today to help dropouts. Three plans now in effect were chosen as representative of what was being done.

Two of those plans, the approach of the American Vocational Association, and the plan used at George Washington High School in New York, were preventative in nature and slanted toward keeping the potential dropout in school. The Double E program undertaken by Carson Pirie Scott and Company and the Chicago School Board was designed to get the student who had left to return to school at least part time. The approach of the American Vocational Association was known as Cooperative Education. It followed the same lines as the Distributive Education and Diversified Occupations programs which are a part of many of our schools today. "The stores on main street provide the laboratory for the student in cooperative distribution training. Under the watchful eyes of two supervisors - the teacher - co-ordinator in the school and the downtown supervisor on the job - the student finds his way in distribution and retail sales."<sup>1</sup> Louise Bernard writing in the July 1962 issue of Overview endorsed this program because of its

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<sup>1</sup>Louise Bernard, "Out of School and Out of Work," Overview, July, 1962.

appeal to the pupils. This type of program gave the student a chance to put to practical use the skills he had learned in school.

The actual practice in the workaday world showed the student the need for acquiring additional skills. The net result was a more interested, better-educated and better-prepared student.

Another program of the preventative type was that of the George Washington High School in New York City. This was a guidance-centered program aimed at the potential dropout. Those students who teachers believed were potential dropouts were referred to a counselor. During an initial interview the counselor studied those factors which might cause the student to leave school before graduation. He then began to eliminate those factors whenever possible.

Curriculums were planned for some students, others were found jobs, some received medical attention, and some were just plain talked out of quitting school. This was a slow process and each step had to be taken with great care. Because of its slowness, some students quit before the project had a chance, but the net results were gratifying. This program depended on alert teachers who could spot potential dropouts, and good counselors such as Henry Hillson and Florence Meyer. Mr. Hillson and Mrs. Meyer in a report on this project for the National Association of Secondary School Principals' Bulletin stated that, "This project had proved satisfactory in almost sixty per cent of the cases

referred by teachers and administrators."<sup>1</sup> This program, like the Vocational Association program required outside help from the community. Most schools which undertook this kind of program could look to the State Title Five program for some financial support. In most schools the size of Altamont this type of program would probably necessitate employment of a full-time trained counselor.

The third program, The Double E program, was designed to help those students who had already left school. The program was started by Fred W. England, President of Carson Pirie Scott and Company and Dr. Benjamin Willis, Superintendent of the Chicago Public Schools. From a cross section of the Chicago student drop-out population, the board of education selected sixty youngsters to be the test group for the Double E program. Four full-time Chicago Public School teachers were assigned to the program. Their salaries were paid by a Ford Foundation grant.

The students spent three days a week at Carson's (earning \$1 an hour) and two days in the classroom. The subjects taught required no text books and homework, but were fully accredited and could be applied toward a high school diploma. Forty-eight students completed the program. Most were very enthusiastic about the program because they had had a chance to finish school while

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<sup>1</sup>Hillson, Henery and Meyer, Florence, "Demonstration Guidance Project in George Washington (NYC) HS, NASSP Spotlight, March - April, 1962, p. 3.

earning a salary. David Hunter of the Ford Foundation calls Carson's Double E program the country's "most promising approach to the dropout problem. Two plus two equals four. Education plus employment equals our productive citizens of tomorrow."<sup>1</sup>

The Chicago Board of Education adopted a resolution calling for Superintendent Willis to encourage other firms to take part in the same program. This type of program could be adopted in any community where industry and business would co-operate. These three plans characterize the types of programs in use today.

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<sup>1</sup>Julie Ann Lyman, p. 54.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The results of the survey indicated some factors which were used to draw conclusions and make recommendations. The results of Table 1 indicated that some factor was operating which caused the male dropouts polled to be reluctant to return the completed questionnaire.

The results of Table 2 indicated that the more recent dropouts had a negative attitude toward the school and no desire to be of assistance to the school. They had the lowest per cent of response of any of the dropouts polled.

The summer months seemed to be the time when most dropouts decided to leave school. It was suggested that this decision was less difficult to make when the dropout was out of touch with school officials. The study found September, December, and May to be the months during the school year in which most students left school. It appeared that most students who completed the first seven months completed the school year.

The high dropout rate for the years 1950 and 1951 could be explained in part by the Korean War. Most of the students who left school during those years were male. A check of the permanent records revealed that most of them entered some branch of military service shortly after leaving school. The years 1956 and 1957 were years of business recession, which may have accounted

for the high dropout rate. There was no single factor which seemed to cause students to leave school in the other years included in the study.

The rather large per cent of female dropouts found by the Altamont study could be explained by the German farm culture of the community--assuming this is a culture which does not realize the need for education of women.

The survey indicated that the majority of dropouts come from large families. The average family size was found to be seven members. More of the dropouts tended to have younger siblings at home. This fact suggested that possibly some of the dropouts were needed at home to care for those siblings.

Table 7 indicated that dropouts as a whole had difficulty holding permanent jobs or engaged in jobs which lasted for a short period of time.

All the dropouts felt they could have found a better job if they had had a high school education, but none of them had made any attempt to obtain this education. This suggested that those dropouts had reached the occupational level which their education would allow and had resigned themselves to it.

The results of the Altamont study and those of the state study were much the same with two exceptions. The exceptions were the frequency of response of female dropouts and the educational achievement level of female members of the family.

The Altamont study had a much greater per cent of female

respondents. The educational achievement level of the female family members in the Altamont study was below that found by the state study. Excluding those, the studies yielded much the same results.

It was difficult to generalize the reasons given by dropouts for leaving school, since those reasons differed from those of school authorities. Young people, apparently, were not really aware of the actual reason. Reasons such as marriage, lack of interest and need for work were often superficial. It was obvious that dropping out of school involved many factors that were inter-related, rather than a single factor. The process began at an earlier date than the day the student left school.

Some basic reasons why students drop out of school were apparent from this study. For some, school was too difficult; some had disrupted homes. For others, the school did not provide an adequate program or an opportunity for learning at their level.

Dropouts more frequently came from large families, and they generally looked upon the school with a dim view. The attendance record of dropouts showed they missed more and more school before they quit--a danger sign too often overlooked by school officials.

In many cases the community cultural background may have been an important factor in the dropout problem. This was evident in the Altamont study. Home training may have been a factor in many cases. The temptation of a job and spending money now, with no thought for the future, was another factor in this problem.

There were many other factors too numerous to name, and some yet to be discovered, which would comprise the whole picture. There was no one definite cause but a series of inter-related factors making up the problem.

There was no simple solution for the dropout problem. The problem was found to be so complex that it would take the interaction of many forces before a high degree of success could be obtained in keeping all students in school.

Those conclusions led to the following recommendations. Those students needed advice, jobs, and help to do constructive thinking about abilities, limitations, jobs and the future. Intensified counseling programs, remedial programs, smaller classes, better trained teachers, financial aid, better curriculum and better schools would provide a great part of the solution of this problem. Programs such as those mentioned in this study were proving somewhat effective, but the problem still required much further study.

It seemed that the in-school months of May, September, and December were the months in which the school officials should do the most work to avoid dropouts. If at all possible the school officials should attempt to keep contact with potential dropouts during the summer months. Before this could be accomplished, the school should establish some criteria for determining potential dropouts.

As a great many of the dropouts polled felt the school had



failed them, the present faculty and administration should re-evaluate its curriculum, program, and teaching techniques to determine weaknesses. One weakness that was evident was the adult education program. Altamont High School offered classes only in agriculture and sewing. Most dropouts expressed interest in classes in industrial arts and commerce.

It was noted that the major reason for leaving school listed by the dropouts was lack of interest. A program such as the George Washington High School program or the program of the American Vocational Association might provide the spark of interest necessary to keep potential dropouts in school.

It was obvious that this subject was very complex and this study had not completely investigated it. Further study is recommended to validate this study and probe deeper into the problem.

APPENDIX I

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Cover Letter for  
the Original Questionnaire

Dear

The purpose of this study is to determine the cause of students leaving Altamont High School before graduation. From this information, we hope to improve the holding power of the high school. Holding power is the ability to keep students in school until graduation. You are not asked to sign your name and all information will be held in strict confidence.

I feel that by now most of you will realize the true reason you left school. I also believe that many of you would like to help the present students stay in school. You can do so by filling out and returning the enclosed questionnaire.

I am including questions on the possibility of adult education to get your views on this subject. These findings will be turned over to the county adult education committee.

Yours truly

James Brackney  
Asst. Principal  
Altamont High School

APPENDIX II

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Dropout Questionnaire

QUESTIONNAIRE FOR DROP OUT STUDY AT ALLEGANY HIGH SCHOOL

GENERAL INFORMATION

- 1. Age at present \_\_\_\_\_ Sex   M     F
- 2. When did you leave school? \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_
- 3. Why did you leave school? (Check one)

- Scholastic difficulties \_\_\_\_\_
- Family difficulties \_\_\_\_\_
- Needed at home \_\_\_\_\_
- Financial difficulties \_\_\_\_\_
- Marriage \_\_\_\_\_
- Lack of interest \_\_\_\_\_
- Felt that school had failed \_\_\_\_\_
- Other (specify) \_\_\_\_\_

4. If you had the opportunity to make this choice again, would you quit school?   yes     no  

5. Do you feel the school failed you?   yes     no  

6. If the answer is yes explain how.

7. What would you suggest the school change or add to keep more students.

8. Would you encourage today's students to finish school?   yes     no    
Why?

Family's educational level

|               | Less than<br>8th Grade | 8th<br>Grade | Some High<br>School | High<br>School | College |
|---------------|------------------------|--------------|---------------------|----------------|---------|
| father        |                        |              |                     |                |         |
| mother        |                        |              |                     |                |         |
| stepmother    |                        |              |                     |                |         |
| grandmother   |                        |              |                     |                |         |
| grandfather   |                        |              |                     |                |         |
| foster mother |                        |              |                     |                |         |
| foster father |                        |              |                     |                |         |
| brother       |                        |              |                     |                |         |
| sisters       |                        |              |                     |                |         |

Number of brothers and sisters older than you \_\_\_\_\_  
 father's occupation \_\_\_\_\_  
 other head of family occupation \_\_\_\_\_  
 Number of brothers and sisters younger than you \_\_\_\_\_  
 mother's occupation \_\_\_\_\_

OCCUPATIONAL INFORMATION

1. What is your present job? \_\_\_\_\_

2. What is your present salary? (check one)

- less than \$1,000 per year \_\_\_\_\_
- \$1,001 to \$2,000 " \_\_\_\_\_
- \$2,001 to \$3,000 " \_\_\_\_\_
- \$3,001 to \$4,000 " \_\_\_\_\_
- \$4,001 to \$5,000 " \_\_\_\_\_
- \$5,001 to \$6,000 " \_\_\_\_\_
- \$6,001 to \$7,000" \_\_\_\_\_
- \$7,001 to \$8,000 " \_\_\_\_\_
- \$8,001 to \$9,000 " \_\_\_\_\_
- \$9,001 to \$10,000" \_\_\_\_\_
- more than \$10,000" \_\_\_\_\_

3. Does your present job require any special training? \_\_\_\_\_ yes \_\_\_\_\_ no  
 Specify: \_\_\_\_\_

4. Are you satisfied with your present job? \_\_\_\_\_ yes \_\_\_\_\_ no

5. Do you feel that a high school education would help you find a better job? \_\_\_\_\_ yes \_\_\_\_\_ no

## ADULT EDUCATION

1. Have you completed high school with a General Educational Development (G. E. D.) Test? \_\_\_\_yes \_\_\_\_no.
2. Are you aware of this possibility? \_\_\_\_yes \_\_\_\_no.
3. Have you attended adult education classes? \_\_\_\_yes \_\_\_\_no.  
If the answer is yes, list the classes attended
  - 1.
  - 2.
  - 3.
  - 4.
4. Would you attend adult education classes if they were offered?  
\_\_\_\_yes \_\_\_\_no.
5. List in order of preference the type of classes you would attend.  
(i. e. woodworking, typing and math)
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.

APPENDIX III

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Cover Letter for  
the Mobility Survey



Dear

I find it necessary to ask for more information to complete the dropout questionnaire which you received a short time ago.

Again, I wish to state that the purpose of this study is to attempt to increase the holding power of the high school. From your response to the question about todays students finishing high school, I know you are interested in increased holding power.

This study is undertaken in cooperation with the Federal government under the National Education Defense Act. The study has the interest and support of the board of education and the administration of Unit 10. All the study needs is your support.

If you have returned the original questionnaire, you need only fill out the enclosed form. If you have not returned the original questionnaire, please do so and return it with the enclosed form. If you have misplaced your questionnaire, please write to me and I will send you one.

Let me emphasize that no names are required and all information received will be held in strict confidence.

Yours truly,

James Mackney, Asst. Principal

Clyde Jenkins, Superintendent

Harold Quade, Board President

APPENDIX IV

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Mobility Survey

MOBILITY SURVEY

1. Year you left school \_\_\_\_\_.
2. How many jobs have you held since that time? \_\_\_\_\_.
3. What was your longest period of employment? \_\_\_\_\_.
4. Your shortest? \_\_\_\_\_.

APPENDIX V

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State Summary Sheet

Office of the Superintendent of Public Instruction  
George T. Wilkins, Superintendent

State Summary Sheet  
Tabulation of 2,495 Student Drop-Outs

Total Cards 2,495

|                       |                           |                         |
|-----------------------|---------------------------|-------------------------|
| Graduate <u>0</u>     | Non-Graduate <u>2,495</u> | Male <u>1,406</u>       |
| White <u>2,409</u>    | Non-White <u>81</u> (5)   | Female <u>1,086</u> (3) |
| Birth Dates           |                           |                         |
| Before 1939 <u>53</u> | After 1942 <u>2</u>       |                         |

|           | <u>1939</u> | <u>1940</u> | <u>1941</u> | <u>1942</u> |       |
|-----------|-------------|-------------|-------------|-------------|-------|
| January   | <u>11</u>   | <u>46</u>   | <u>132</u>  | <u>0</u>    |       |
| February  | <u>14</u>   | <u>49</u>   | <u>106</u>  | <u>2</u>    |       |
| March     | <u>14</u>   | <u>56</u>   | <u>98</u>   | <u>3</u>    |       |
| April     | <u>26</u>   | <u>57</u>   | <u>148</u>  | <u>3</u>    |       |
| May       | <u>24</u>   | <u>80</u>   | <u>111</u>  | <u>2</u>    |       |
| June      | <u>23</u>   | <u>79</u>   | <u>100</u>  | <u>3</u>    |       |
| July      | <u>28</u>   | <u>65</u>   | <u>112</u>  | <u>7</u>    |       |
| August    | <u>30</u>   | <u>87</u>   | <u>56</u>   | <u>3</u>    |       |
| September | <u>19</u>   | <u>60</u>   | <u>91</u>   | <u>0</u>    |       |
| October   | <u>23</u>   | <u>76</u>   | <u>101</u>  | <u>2</u>    |       |
| November  | <u>12</u>   | <u>47</u>   | <u>97</u>   | <u>19</u>   |       |
| December  | <u>24</u>   | <u>64</u>   | <u>104</u>  | <u>5</u>    |       |
| Totals    | 248         | 766         | 1,256       | 49          | (121) |

1st Grade Entrance Age in Months

|                       |       |
|-----------------------|-------|
| <u>17</u> 63 or Less  |       |
| <u>3</u> 64-65 Mos.   |       |
| <u>10</u> 66-67 "     |       |
| <u>116</u> 68-69 "    |       |
| <u>274</u> 70-71 "    |       |
| <u>368</u> 72-73 "    |       |
| <u>350</u> 74-75 "    |       |
| <u>277</u> 76-77 "    |       |
| <u>289</u> 78-79 "    |       |
| <u>178</u> 80-81 "    |       |
| <u>59</u> 82-83 "     |       |
| <u>145</u> 84 or More | (409) |

High School Curriculum

|                               |
|-------------------------------|
| <u>1,497</u> General          |
| <u>152</u> Business           |
| <u>427</u> Vocation           |
| <u>91</u> College Prep. (328) |

Attendance Records

|                         |                             |
|-------------------------|-----------------------------|
| <u>442</u> 0 to 5 Days  | <u>115</u> 26 to 30 Days    |
| <u>394</u> 6 to 10 Days | <u>150</u> 27 to 35 "       |
| <u>308</u> 11 to 15 "   | <u>85</u> 36 to 40 "        |
| <u>270</u> 16 to 20 "   | <u>40</u> 41 to 45 "        |
| <u>224</u> 21 to 25 "   | <u>151</u> 46 or Over (316) |

Ability Measure

|                       |                       |
|-----------------------|-----------------------|
| <u>313</u> 0 Decile   | <u>181</u> 6th Decile |
| <u>236</u> 1st Decile | <u>94</u> 7th "       |
| <u>222</u> 2nd "      | <u>107</u> 8th "      |
| <u>215</u> 3rd "      | <u>67</u> 9th " (601) |
| <u>236</u> 4th "      |                       |
| <u>223</u> 5th "      |                       |

|                 |                               |
|-----------------|-------------------------------|
| Semesters       | Required to Complete 8 Grades |
| <u>1</u> 12     | <u>7</u> 17                   |
| <u>15</u> 13    | <u>475</u> 18                 |
| <u>5</u> 14     | <u>3</u> 19                   |
| <u>3</u> 15     | <u>129</u> 20                 |
| <u>1,618</u> 16 | <u>21</u> 21 (218)            |

Note: Numbers in Parenthesis Denote Blank.

Course Least Profitable

239 Language Arts  
40 Foreign Language  
142 Math.  
115 Science  
204 Social Science  
38 Business  
34 Vocational  
11 Fine Arts  
27 P.E. (1,645)

Guidance Services

292 Test Interpretation  
173 Coll. & Tech. School Inf.  
243 Getting Along with Others  
265 Info. on Extra Curricular  
290 Recognize Abilities  
150 Parent Conferences  
187 Social Family  
265 Vocational/Employment  
108 Military  
379 Educational Planning (1,664)

Parents Have Contact

369 Yes  
724 No (1,402)

School Help Develop Your Abilities

511 Yes  
530 No (1,454)

Future Plans

11 Continue College 1 More Year  
2 Continue College 2 More Years  
12 Continue College 3 " " (2,043)  
10 Continue College 4 " "  
39 Prepare for A Profession (Post Graduate)  
378 Take Other Specialized Training

Number of Older Children

|                       |                                |
|-----------------------|--------------------------------|
| <u>400</u> None Older | <u>31</u> Five Older           |
| <u>300</u> One "      | <u>14</u> Six "                |
| <u>198</u> Two "      | <u>7</u> Seven "               |
| <u>108</u> Three "    | <u>10</u> Eight "              |
| <u>50</u> Four "      | <u>11</u> Nine or More (1,366) |

Number of Younger Children

|                         |                               |
|-------------------------|-------------------------------|
| <u>282</u> None Younger | <u>37</u> Five Younger        |
| <u>327</u> One "        | <u>16</u> Six "               |
| <u>231</u> Two "        | <u>9</u> Seven "              |
| <u>138</u> Three "      | <u>11</u> Eight "             |
| <u>78</u> Four "        | <u>6</u> Nine or More (1,360) |

Step or Foster Mother's Education

2 Less Than 8th Grade  
7 8th Grade Graduate  
12 Some High School  
12 High School Graduate  
2 College  
0 Other Advanced Training  
0 Still in School (2,460)

Step or Foster Father's Education

13 Less Than 8th Grade  
9 8th Grade Graduate  
14 Some High School  
26 High School Graduate  
5 College  
1 Other Advanced Training  
0 Still in School (2,427)

Grandmother's Education

36 Less Than 8th Grade  
29 8th Grade Graduate  
12 Some High School  
13 High School Graduate  
4 College  
0 Other Advanced Training  
0 Still in School (2,401)

Brother'(s) Education

77 Less Than 8th Grade  
45 8th Grade Graduate  
259 Some High School  
200 High School Graduate  
46 College  
2 Other Advanced Training  
159 Still in School (1,870)

Sister'(s) Education

68 Less Than 8th Grade  
39 8th Grade Graduate  
175 Some High School  
168 High School Graduate  
20 College  
0 Other Advanced Training  
106 Still in School (1,919)

Father's Job Classification

|                         |                             |
|-------------------------|-----------------------------|
| <u>223</u> Unskilled    | <u>48</u> Sales             |
| <u>217</u> Semi-skilled | <u>27</u> Clerical          |
| <u>270</u> Skilled      | <u>73</u> Managerial        |
| <u>55</u> Agriculture   | <u>17</u> Semi-professional |
| <u>72</u> Service       | <u>19</u> Professional      |

(1,474)

Extracurricular Activities

|                           |                                 |         |
|---------------------------|---------------------------------|---------|
| <u>252</u> Athletics      | <u>37</u> Newspaper             |         |
| <u>25</u> Student Council | <u>222</u> Music                |         |
| <u>34</u> Yearbook        | <u>189</u> Subject Matter Clubs |         |
| <u>189</u> Intramurals    | <u>36</u> Speech                | (1,857) |

Grading System

|                              |         |
|------------------------------|---------|
| <u>995</u> Fair (Just)       |         |
| <u>59</u> Too Strict         |         |
| <u>107</u> Not Strict Enough | (1,334) |

Discipline

|                              |         |
|------------------------------|---------|
| <u>754</u> Fair (Just)       |         |
| <u>110</u> Too Strict        |         |
| <u>284</u> Not Strict Enough | (1,347) |

Course Selection

|                                       |         |
|---------------------------------------|---------|
| <u>861</u> Good Selection             |         |
| <u>11</u> Not Enough Language Arts    |         |
| <u>30</u> Not Enough Foreign Language |         |
| <u>7</u> Not Enough Math.             |         |
| <u>10</u> Not Enough Science          |         |
| <u>5</u> Not Enough Social Sciences   |         |
| <u>21</u> Not Enough Business         |         |
| <u>78</u> Not Enough Vocational       |         |
| <u>6</u> Not Enough Fine Arts         | (1,466) |

Required Courses (Too Many)

|   |         |
|---|---------|
| <u>71</u> Not Enough Time for Electives     |         |
| <u>62</u> Too Much Language Arts Required   |         |
| <u>1</u> Too Much Foreign Language Required |         |
| <u>5</u> Too Much Math. Required            |         |
| <u>14</u> Too Much Science Required         |         |
| <u>42</u> Too Much Social Science Required  |         |
| <u>0</u> Too Much Business Required         |         |
| <u>0</u> Too Much Vocational Required       |         |
| <u>3</u> Too Much Fine Arts Required        | (2,324) |

Required Courses (Not Enough)

|                                      |         |
|--------------------------------------|---------|
| <u>23</u> Need More Language Arts    |         |
| <u>12</u> Need More Foreign Language |         |
| <u>53</u> Need More Math.            |         |
| <u>29</u> Need More Science          |         |
| <u>14</u> Need More Social Science   |         |
| <u>13</u> Need More Business         |         |
| <u>35</u> Need More Vocational       |         |
| <u>4</u> Need More Fine Arts         |         |
| <u>1</u> Need More P.E.              | (2,353) |

Course Most Profitable

|                          |                       |         |
|--------------------------|-----------------------|---------|
| <u>261</u> Language Arts | <u>112</u> Business   |         |
| <u>8</u> Foreign Lang.   | <u>252</u> Vocational |         |
| <u>171</u> Math.         | <u>23</u> Fine Arts   |         |
| <u>57</u> Science        | <u>9</u> P.E.         | (1,524) |
| <u>78</u> Social Science |                       |         |

Important College Adjustments

|                                    |         |
|------------------------------------|---------|
| <u>7</u> College Major             |         |
| <u>4</u> Friends                   |         |
| <u>20</u> Study Habits             |         |
| <u>6</u> Finances                  |         |
| <u>3</u> Moral/Religious Decisions |         |
| <u>4</u> Living Away from Home     |         |
| <u>5</u> Living with Others        |         |
| <u>0</u> None                      | (2,461) |

School Staff Confident

|                      |         |
|----------------------|---------|
| <u>222</u> Counselor |         |
| <u>73</u> Principal  |         |
| <u>339</u> Teacher   |         |
| <u>63</u> Other      |         |
| <u>422</u> No One    | (1,440) |

Teacher Characteristics

|                            |         |
|----------------------------|---------|
| <u>48</u> Tough            |         |
| <u>55</u> Dignified        |         |
| <u>121</u> Easy            |         |
| <u>345</u> Informal        |         |
| <u>492</u> Strict but Fair | (1,434) |

Family Status

|  |         |
|--|---------|
| <u>363</u> Both Parents in Home            |         |
| <u>73</u> Father Deceased                  |         |
| <u>47</u> Mother Only in Home              |         |
| <u>11</u> Live with Guardian               |         |
| <u>23</u> Mother Deceased                  |         |
| <u>10</u> Father Only in Home              |         |
| <u>13</u> One or More Grandparents in Home |         |
| <u>491</u> Parents Both Living             |         |
| <u>23</u> Parents Divorced                 |         |
| <u>3</u> Parents Separated                 |         |
| <u>88</u> Mother & Stepfather in Home      |         |
| <u>24</u> Father & Stepmother in Home      | (1,326) |

Mother's Education

|                                   |         |
|-----------------------------------|---------|
| <u>131</u> Less Than 8th Grade    |         |
| <u>301</u> 8th Grade Graduate     |         |
| <u>345</u> Some High School       |         |
| <u>244</u> High School Graduate   |         |
| <u>41</u> College                 |         |
| <u>12</u> Other Advanced Training |         |
| <u>0</u> Still in School          | (1,421) |

Father's Education

|                                   |         |
|-----------------------------------|---------|
| <u>195</u> Less Than 8th Grade    |         |
| <u>295</u> 8th Grade Graduate     |         |
| <u>261</u> Some High School       |         |
| <u>173</u> High School Graduate   |         |
| <u>66</u> College                 |         |
| <u>15</u> Other Advanced Training |         |
| <u>0</u> Still in School          | (1,490) |

Mother's Job Classification

|                        |                              |
|------------------------|------------------------------|
| <u>97</u> Unskilled    | <u>29</u> Sales              |
| <u>51</u> Semi-skilled | <u>68</u> Clerical           |
| <u>15</u> Skilled      | <u>13</u> Managerial         |
| <u>1</u> Agriculture   | <u>7</u> Semi-professional   |
| <u>87</u> Service      | <u>12</u> Professional       |
|                        | <u>685</u> Housewife (1,430) |

Number of Languages Spoken in Home

|                       |         |
|-----------------------|---------|
| <u>1,024</u> One      |         |
| <u>108</u> Two        |         |
| <u>11</u> Three       |         |
| <u>1</u> Four         |         |
| <u>0</u> Five or More | (1,351) |

Age for Girls to Marry

|                    |         |
|--------------------|---------|
| <u>49</u> Under 18 |         |
| <u>756</u> 18-21   |         |
| <u>292</u> 22-24   |         |
| <u>27</u> Older    | (1,371) |

Other Family Head Job Classification

|                        |                            |
|------------------------|----------------------------|
| <u>9</u> Unskilled     | <u>7</u> Sales             |
| <u>18</u> Semi-skilled | <u>1</u> Clerical          |
| <u>16</u> Skilled      | <u>2</u> Managerial        |
| <u>4</u> Agriculture   | <u>0</u> Semi-professional |
| <u>5</u> Service       | <u>1</u> Professional      |
|                        | (2,432)                    |

Principal Language in Home

|                      |         |
|----------------------|---------|
| <u>1,150</u> English |         |
| <u>10</u> Other      | (1,335) |

Age for Boys to Marry

|                   |         |
|-------------------|---------|
| <u>4</u> Under 18 |         |
| <u>251</u> 18-21  |         |
| <u>716</u> 22-24  |         |
| <u>158</u> Older  | (1,366) |



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