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## **A two year study using reality therapy as a method of counseling truant high school students in an opportunity class**

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A TWO YEAR STUDY USING REALITY THERAPY AS A  
METHOD OF COUNSELING TRUANT HIGH SCHOOL  
STUDENTS IN AN OPPORTUNITY CLASS

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A Thesis  
Presented to  
the Faculty of the School of Education  
The University of the Pacific

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
Samuel Ruben Romero

October 1969

This thesis, written and submitted by

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Dated October 1969

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## CHAPTER I

### THE PROBLEM, DEFINITIONS, AND PROCEDURES

#### I. INTRODUCTION

The belief that the modern American school can teach every student it receives, regardless of the situation that confronts him, has proven to be a paradoxical dream. A student that was accepted as an adventurer three decades ago, today is considered a "dropout" and a burden on society because of insufficient education with which to provide for himself.<sup>1</sup>

The philosophy of compulsory education, that all students are alike and that they will perform in the same manner, within limits, if exposed to a given curriculum and educational environment, has produced many of these individuals. The adoption of educational programs that are varied and designed to meet the different needs of these individuals has reduced this number, yet there still exists a residual group that refuses to attend school for unknown reasons and prefers to become "dropouts." Statistics of the U. S. Office of Education indicate, "Of the 4.2 million

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<sup>1</sup>U. S. Congress, Senate, Committee on Labor and Public Welfare, Subcommittee on Employment and Manpower, The Manpower Revolution; Its Policy Consequences; excerpts from Senate hearings before the Clark Subcommittee, Garth L. Mangum (ed.). (Garden City, New York: Doubleday & Company, Inc., 1965,) p. 10.

children who were enrolled in the fifth grade eight years ago, 700,000 will not be graduating from high school this year."<sup>2</sup>

This situation, severe enough to attract national concern, resulted in U. S. Senate investigations and studies by many groups in order to understand this type of individual. Thus, programs like the Job Corps, Neighborhood Youth Corps, and others were initiated with an emphasis on the "back to school" idea. Federal aid of over three billion dollars has prompted many school districts to offer adult and continuing education programs. According to the U. S. Office of Education:<sup>3</sup>

These programs run the gamut from projects to motivate youngsters in elementary and junior high schools to stay in school, to classes for the actual high school dropout, to financial help for the college-bound student who would otherwise have to leave the educational stream.

California, like many states, requires that education be compulsory until the age of eighteen.<sup>4</sup> This state also provides for an excellent program directed to the exceptional child, the gifted as well as the mentally retarded. Of the many adjustment-type schools also provided, the continuation

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<sup>2</sup>"Federal Funds: Aid for the Present or Potential Dropout," American Education, Vol. IV, No. 6, (June, 1968,) p. 30.

<sup>3</sup>Ibid.

<sup>4</sup>State of California, Education Code (Sacramento, Department of General Services, Document Section, 1968) Sec. 12101, p. 551, and Sec. 12551, p. 566.



school program is offered for (1) the student who must work and can only attend a minimal day or week of instruction, (2) the chronic behavior and adjustment-type student, and (3) the habitual truant.<sup>5</sup>

The California State Legislature also took into consideration that there existed this type of student. A student who previously had exhibited normal growth and adjustment and who would, for unknown reasons, begin cutting school or fail in his class work and display a delinquent pattern of behavior in school. In order to cope with this problem, on February 17, 1967, State Senator Anthony Bielensohn, Assemblymen Bill Green, and Winfield Shoemaker introduced legislation (Senate Bill 390) to amend and add to the California Education Code the Opportunity School or Class and provide for its operation in order to handle this special temporarily maladjusted student.<sup>6</sup> This bill received support and passed with the declaration that it was "urgent thereof, to take effect immediately," and was signed into law on August 25, 1967. The following study is of an Opportunity Class formed at Franklin High School, Stockton Unified School District, Stockton, California during the school years 1967-68 and 1968-69.

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<sup>5</sup>Ibid., Sec. 5950, p. 280.

<sup>6</sup>State of California, Final Calendar of Legislative Business, 1967, (Sacramento, State Publishing Office, August, 1967) p. 116.

## II. PROBLEM

### Statement of the Problem

This investigation of the Opportunity Class is to evaluate, compare, and derive, if possible, a method of relating to high school students with problems that affect their school attendance. Is the use of "reality therapy"<sup>7</sup> as a counseling method helpful in aiding the student establish a dialogue with his frustrations and control his response to the stimulus causing his truant behavior?

### Significance of the Study

This study should be timely in that today, school attendance and opportunity for advancement in life are more related than at any other time in the history of the United States. The value that is associated with educational achievement in our society of technology and computers is relevant to the social position or job placement. Several studies show migration to different jobs every several years in the future because of automation and mechanization.<sup>8</sup> The ability of an individual to adjust in this type of competitive system will depend partly on previous education, knowledge transfer, and ease of adjustment to the new position. Because nation-wide there does exist an approximate 30 per

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<sup>7</sup>Defined on page 15 of this study.

<sup>8</sup>Mangum, op. cit., p. 19.

cent loss in students who do not reach the senior year of high school, there is an immense problem facing future generations.<sup>9</sup>

The saying "an ounce of prevention is worth a pound of cure," may be applicable in this situation when the present costs of programs for the dropout student are compiled. Thus, should techniques that could aid a student solve his problems in a competent manner rather than to allow his solution to create a problem greater than the original be investigated? In this effort, much has been written on what to do after the expulsion, dropout, or placement in detention but very little can be found on methods of detecting or preventing truancy. It is with this significant thought in mind that this study was conducted, in an effort to derive some methodology or pattern to redirect these students.

The present exploratory study of this group was undertaken to collect data which would help identify changes in the traditional role of the truant behavior when counseling was directed to the present and future, rather than relating to past history and background of the student. The intent of this study was to evaluate the resultant change in the attendance patterns of these

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<sup>9</sup>American Council for Curricular Evaluation, "Learning Mathematics--An International Study," The ACCE Reporter, Vol. IV, No. 7 (August-September, 1967), 180.

students when given one more chance to attend school on an "all or nothing" basis. It was felt that such a study would be a contribution to knowledge in counseling procedure and speed integration of this type student into the normal school population and the prevailing competitive American society.

### III. PURPOSE OF THE STUDY

The present study was undertaken to collect data which would be helpful in identifying students with attendance problems who are capable of returning to normal classroom instruction through the use of the Opportunity Class program. The study will attempt to find out whether the use of a "reality therapy" in counseling is effective with this group of students.

The collection of data was in correlation with counseling sessions and students records to also survey, (1) the type of student that is suspended from regular high school for truancy, (2) in what manner does he exhibit frustration, if any, toward school, (3) what role does his home and background play in this situation, and (4) what comparison can be made with other studies of dropout and nonattending students.

#### Delimitations of the Problem

This study was limited to students suspended from regular classes for truancy at Franklin High School during

the school year of 1967-68 and 1968-69. In all cases, after suspension and pending transfer to the Continuation High School in Stockton, the student was given the choice of transfer or remaining at Franklin High School and attending the Opportunity Class for one more and final chance to resolve his attendance problem. Regardless of the reason or problems confronting the student, each had to solve his immediate and future placement with a readiness to cope with his attendance problem. Due to this situation, the sampling studied occurred only by chance. Control over who was admitted to the program was limited only to those exhibiting failure and attendance problems when there was room available in the Opportunity Class. No department cases were accepted. Some cases, where academic failure was attributed to attendance, were accepted on the recommendation of the students' counselor and approval of the deans.

#### IV. SOURCE OF DATA AND PROCEDURE

The sources of data which this study was based on are the following: (1) Opportunity Class attendance and work performance records, (2) counseling sessions, (3) periodical visitations to students' homes, (4) cumulative records of students, (5) parental conferences, and (6) background information collected from consultations with students' counselors and deans.

The data thus collected was coded to represent different variables and background information. It was then placed on Unisort Analysis cards to be evaluated in the following manner:

1. Compare the different independent variables with the dependent variable (attendance), as well as compare to each other.
2. Comparison and tabulation of other variables that are not directly connected, but that would effect the behavior of the student.
3. Tabulation in tables and charts using appropriate tallying and statistical procedure to show the relationship described in 1 and 2 above.

#### V. HYPOTHESIS

The hypothesis upon which this exploratory study was based follows:

##### Hypothesis

Truant high school students when faced with the reality of their situation, will attend school regardless of the problem confronting them.

#### VI. ASSUMPTIONS AND LIMITATIONS

The assumptions upon which this exploratory study was based follow:

##### Assumptions

1. Education is valued as a goal in the American society. Scholastic achievement determines the degree, in part, of success in our culture.
2. Assignment of students was representative of a

- general population of Franklin High School.
3. Both parental and student attitudes and perceptions concerning educational aspirations are positive.
  4. Data thus collected may be of value to writers, publishers, educators, counselors, and parents.
  5. Definitions used as a foundation of this study and taken from authoritative sources are acceptable in this type research: (1) Dictionary of Education,<sup>10</sup> (2) Dictionary of Personnel and Guidance Terms,<sup>11</sup> and (3) Dictionary of Sociology.<sup>12</sup>

The investigation was also based on certain limitations which follow:

1. Those inherent to the nature and scope of the Opportunity Class and California Code of Education.
2. Those effected by an unintentional bias in the judging of the educational aspirations of the truant student by the researcher.
3. All cases were accepted only because of demonstration of truant behavior.
4. The number in the program population used may not produce a statistically significant result.
5. Placement into regular high school sessions would be during semester break only.
6. Limited to the population of Franklin High School, age group from 15 to 18, both sexes, varied ethnic backgrounds, and of lower or lower middle class income grouping.
7. Any internal weakness in research design.

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<sup>10</sup>Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959).

<sup>11</sup>William E. Hopke (ed.) Dictionary of Personnel and Guidance Terms (Chicago: J. G. Ferguson Publishing Co., 1968).

<sup>12</sup>Henry Pratt Fairchild (ed.) Dictionary of Sociology and Related Sciences (Totowa, New Jersey: Littlefield Adams and Co., 1965).

## VII. DEFINITIONS OF TERMS USED

The following definitions of terms have been used throughout this study:

Adjustment. A dynamic process in which an individual gradually becomes better acquainted with himself, discovers what he would like to be, determines how he can achieve his goals, and improve his way of meeting life's crises. Good adjustment includes the ability to give and accept love, to accept oneself and others, to work cooperatively with others and be concerned about their welfare, to enjoy work and play, and to face reality. A well-adjusted person realizes that he is gradually becoming more like his wished for self.<sup>13</sup>

Adjustment-emotional. The degree to which the individual is able to channel his emotions into adaptive patterns determined by the demands of his environment.<sup>14</sup>

Adjustment-instructional. A shift in current instruction practice to facilitate pupil adjustment.<sup>15</sup>

Adjustment-problem. Any difficulty, conscious or unconscious, which is disturbing an individual to such a degree that his personal, social, or academic development is retarded.<sup>16</sup>

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<sup>13</sup>Hopke, op. cit., p. 8.

<sup>14</sup>Good, op. cit., p. 12.

<sup>15</sup>Ibid.

<sup>16</sup>Hopke, op. cit., p. 9.



Adjustment-pupil. (1) The correction of a maladjustment of a given pupil, involving the discovery and removal of the cause or causes of the maladjustment, frequently necessitates changes in habits and the sublimation of desires, through repeated interviews, (2) the act or process of harmonizing the pupil's need with educational environment.<sup>17</sup>

Adjustment-school. The act or process of fitting the school environment to the needs of the pupil.<sup>18</sup>

Adjustment-technique. Any process (such as fantasy projection, identification, or rationalizations) which an individual uses or habitually adopts to thwart feelings of frustration.<sup>19</sup>

Class-opportunity. A euphemistic term for a class organized for the special and individual instruction of pupils who have fallen seriously behind in their work or their grades, for reasons, other than lack of mental ability, and who may expect to rejoin their regular classes when their deficiencies are made up.<sup>20</sup>

Class-continuation. A special class or school for students who must work, have chronic behavior or attendance problems.<sup>21</sup>

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<sup>17</sup>Good, op. cit., p. 12.    <sup>18</sup>Ibid.

<sup>19</sup>Hopke, op. cit., p. 9.    <sup>20</sup>Good, op. cit., p. 96.

<sup>21</sup>California Education Code, Sec. 5950, p. 280.

Conflict theory. A psychological theory which states that many normal and most abnormal manifestations of personality are the result of mental conflict.<sup>22</sup>

Conformity. Essential adjustment to a social environment over which one has no control; submission to explicit or implicit coercion; acceptance, ordinarily without awareness, of prevailing customs and usages; agreement in form or behavior without a standard type.<sup>23</sup>

Counseling. A face to face relationship, in private, where the counselee is helped to find solutions to concerns, as they relate to the self, through dynamic interaction with the counselor.<sup>24</sup>

Adjustment. Concerned with helping "normal" individuals who are often unaware of the need for counseling. It deals with feelings and attitudes which manifest themselves by interfering with the individual vocational functioning.<sup>25</sup>

Compared with psychotherapy. Counseling and psychotherapy are two terms for the same function; there is no essential difference in the nature of the relationship, the process, the method and techniques, the purpose or goal, or the results.<sup>26</sup>

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<sup>22</sup>Good, op. cit., p. 96.      <sup>23</sup>Ibid.

<sup>24</sup>Hopke, op. cit., p. 82.      <sup>25</sup>Ibid., p. 84.

<sup>26</sup>Ibid., p. 85.

As therapy. Seems to be most effective for most students when it is not restricted to what takes place in an interview or interviews. Counseling is most effective when it is an integral part of a total environment and institutional program, consisting of many types of services brought to focus on the individual student's learning needs to aid him in finding and perfecting methods of working out his own solutions to his own problems.<sup>27</sup>

Realism. (of the self concept) Denotes the degree of agreement between the individual's picture of himself and external, objective evidence of his status on the characteristics in question.<sup>28</sup>

Reality. A metaphysical or ontological concept of being, and hence dependent for its meaning on the metaphysical or ontological position held; the physical as opposed to the consciousness; actuality; that which has an actual existence and is not imaginary, fictitious or an appearance merely.<sup>29</sup>

Responsibility. Accountability for actions and their consequences. The term implies some degree of comprehension of the nature and consequences of an act and the deliberate or voluntary carrying out of the act. Responsibility is thus not attributable to the insane or the very

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<sup>27</sup>Ibid., p. 86.

<sup>28</sup>Ibid., p. 302.

<sup>29</sup>Good, op. cit., p. 447.

young, nor would it be ascribed to an individual who was coerced into doing something against his will.<sup>30</sup> According to William Glasser, responsibility is a concept basic to reality therapy and is defined as the ability to fulfill one's needs, and to do so in a way that does not deprive others of the ability to fulfill their needs.<sup>31</sup>

Therapeutic. Healing, curing, correcting.<sup>32</sup>

Therapy. Seems to be constituted in the process of the client reorganization of the meaning of events in his life and in the process of the clients learning new attitudes, new ways of feeling, towards himself and his environment.<sup>33</sup>

Attitude. That part of psychotherapy or reeducation, that seeks to improve the general outlook on life.<sup>34</sup>

Conventional. To be discussed in Chapter II.

Directive. A therapeutic approach in which the therapist takes an active role by aiding in the uncovering of conflicts and in giving interpretations and directive guidance.<sup>35</sup>

Nondirective. Therapeutic approach that places

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<sup>30</sup>Fairchild, op. cit., p. 295.

<sup>31</sup>William Glasser, Reality Therapy, (New York: Harper & Row, Publishers, 1965), p. 6.

<sup>32</sup>Good, op. cit., p. 569.

<sup>33</sup>Hopke, op. cit., p. 365.

<sup>34</sup>Good, op. cit., p. 569.

<sup>35</sup>Hopke, op. cit., p. 365.

primary responsibility for direction of therapy on the client (patient); utilizes the individual's drive towards adjustment and works toward freeing the individual for normal personality growth; emphasis is on the individual rather than on the problem and on the emotional rather than the intellectual aspects of behavior.<sup>36</sup>

Reality. A therapy that leads all patients toward reality, toward grappling successfully with the tangible and intangible aspect of the real world, might accurately be called a therapy towards reality, or simply, "Reality Therapy."<sup>37</sup>

Truancy. (1) The deliberate absence from school on the part of the pupil without the knowledge and consent of the parent, (2) absence of a pupil from school for which no reasonable or acceptable excuse is given (unexcused absence--syn.).<sup>38</sup>

Truant. A youth who is absent from school without the knowledge and consent of his parents; legally defined, in some states, according to frequency of occurrence of such absence; popularly, a youth who is absent from school without a valid excuse.<sup>39</sup>

Habitual. A child given to constant and continual

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<sup>36</sup>Good, op. cit., p. 569.

<sup>37</sup>Glasser, op. cit., p. 9.

<sup>38</sup>Ibid., p. 582.

<sup>39</sup>Ibid.

absence from school without the knowledge or consent of his parents, the number of such truancies sometimes being specified as means of determining legally when to consider a child a habitual truant, but with considerable variation from system to system. (Probably, a habitual truant cannot be defined in terms of frequency of absence, but must be considered psychologically and sociologically.)<sup>40</sup>

Several of the terms defined have multiple definitions listed below the heading due to the varied meaning given them by the authors referred to in this study. Because of this, several terms will be further defined at the time of their occurrence in the study in order to elucidate their usage.

#### VIII. ORGANIZATION OF THE REMAINDER OF THE THESIS

The first chapter of this study has given an introduction to the thesis, stated the problem, specified the significance of the study, listed delimitations, outlined the assumptions and limitations upon which the research is based, and defined the most important terms to be used in the study.

Four additional chapters complete the remainder of the study. They are as follows: (1) Chapter II: Review

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<sup>40</sup>Ibid.

of the Literature Related to this Study, (2) Chapter III: Description of the Opportunity Class and Procedure of the Study, (3) Chapter IV: Presentation of the Collected Data as Revealed by the Investigation, and (4) Chapter V: Conclusions Based upon the Investigation and Recommendations for Further Study.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of the literature of this study was directed not only at exploring the historical and informative areas but also of uniting truancy with counseling theories as a base for the study. Due to the vast amount of information regarding truancy as a delinquent or unemployment factor, most of the studies found were not pertinent to this study, although they are related as a result of the truancy factor. Therefore, the report of the literature reviewed will focus on specific areas relating to, (1) general history of truancy, (2) counseling theories, (3) the "reality therapy," and (4) selected California laws relating to truancy.

Truancy and delinquency can be claimed as a heritage of the American people, when one considers that records indicate that juvenile delinquents from England were sent to the Colony of Virginia in order to clear some of the overcrowded prisons.<sup>1</sup> While our young nation matured, the school attending idea was not catching to many a young frontiersman who then forged ahead of the settler into the unknown territory. Yet, in 1900 when the last frontiers were

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<sup>1</sup>Dale F. Ely, Selected California Laws Relating to Minors as of September 1968, (Los Angeles: College Bookstore, 1968) p. 3.



reached, early educational research began to observe that only ten per cent of the young citizens were graduating from high school. Evidence about the concern and attempts to explain and discover delinquent behavior causes is apparent in John Ritchie.<sup>2</sup> (About adenoids)

Sometimes children who have them are very restless and nervous, and are unable to keep their attention fixed on any one thing. Often they are stupid at their books and fall behind in their school work. Another effect of adenoids, very noticeable in some cases, is a fretful, quarrelsome, and seemingly perverse disposition--a lack of self-control and a tendency to fly into a rage at the slightest provocation. This causes the victim to make trouble for his parents, for his teachers, and for all who have anything to do with him.

His solution to the problem, of course, was removal of the disturbance. It can be assumed that educational psychology has enlightened our version of treatment of this type individual when reference is made to the results after extraction.<sup>3</sup>

It is worthy to note that many of the boys in reform schools and many of those brought before the courts for offenses against the law, lose all desire to engage in wild pranks when they are freed from adenoids. Removing adenoids is not a cure for all the dullness and bad conduct in the world, but it removes a stumbling-block that is hindering the progress of thousands of children who are by nature intelligent and well-disposed.

Importance to school attendance during the first quarter of this century is reflected in that attendance was

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<sup>2</sup>John W. Ritchie, Primer of Physiology, (Yonkers-on-Hudson, New York: World Book Company, 1915) p. 74.

<sup>3</sup>Ibid., p. 75.

not compulsory in many states and it was related to the rural or farm employment restrictions. In 1928, Carl W. Ziegler noted:<sup>4</sup>

Several schools report the number of pupils who were present for different portions of a semester but no one of them correlates the data with the facts concerning success in school work, and not one of them presents any program for improving attendance.

He also makes reference to the work of other authors with:

When writing on truancy or chronic absence from school, most authors suggest to us strongly that these factors are symptoms of other elements which are more important than absence in their effect upon the scholastic progress of the child.

He added that 75 to 80 per cent of the truants came from an inferior social environment and that they are handicapped by a physical and mental inferiority.<sup>5</sup>

The situation of attendance, different than today is stated by Edgar Z. Friedenberg:<sup>6</sup>

In the first place the very problem we are discussing did not then exist. Most of the students who now drop out would never have been in high school fifty years ago; the school-leaving age has risen irregularly over the past decades, and a more rigid and self-confident school policy would not have hesitated to keep students in grade school until they reached it--whatever it was--if they did not pass. A good many of these dropped out and took unskilled jobs, which existed; and that was the last anyone

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<sup>4</sup>Carl W. Ziegler, School Attendance as a Factor in School Progress, (New York, New York: Bureau of Publications, Teacher College, Columbia University, 1928), p. 5.

<sup>5</sup>Ibid., p. 6.

<sup>6</sup>Daniel Schreiber (ed.), Profile of the School Dropout, (New York, New York: Random House, 1957), p. 16.

thought of them till election day six or seven years later. They weren't a dropout problem; they were the working class.

In 1950, the United States Office of Education estimated that about fifty per cent of all children who entered the first grade withdrew from school before graduating from the twelfth grade. This is a substantial reduction over the 1900 figure but stating it in another way, as Rudolph F. Sando did, that half of our youth who might be graduating are not doing so, gives the figure a different aspect.<sup>7</sup>

William H. McCreary and Donald E. Kitch placed California in a somewhat better position than the rest of the nation in 1951.<sup>8</sup> They also found a thirty per cent loss of the graduating class of 1951 from the eighth grade in 1947. The study also showed no appreciable loss (three or four per cent) between the eighth and tenth grades. The figures were somewhat low according to the estimated 1951 loss, and show the graduating of sixty-two to sixty-five per cent of the available California students in 1950 and 1951. A decade later the figures show an improvement

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<sup>7</sup>Rudolph F. Sando, "How to Make and Utilize Follow-up Studies of School Leavers," National Association of Secondary Principals Bulletin, Vol. 36, No. 4 (March, 1952), p. 66.

<sup>8</sup>William H. McCreary and Donald E. Kitch, "Now Hear Youth," California State Department of Education Bulletin, Vol. 22, No. 9 (October, 1953), p. 23.

according to the report, Profiles of Youth--1966<sup>9</sup> to retention of eighty-one per cent of the 1961-62 seniors who were freshmen in 1957-58 and eighty-four per cent of the 1964-65 seniors who were freshmen in 1961-62. As the retention figures improved, so did the total enrollment increase, and in 1961-62 there were an estimated 41,000 dropouts in the state compared to 53,000 in 1964-65.

Enrollment of seniors increased from 159,000 to 218,000 during this time. The report listed reasons for dropping out; fifty-seven per cent was attributed to dissatisfaction or failure in school, marriage claimed twenty-five per cent, economic reasons other than employment thirteen per cent, and institutionalization five per cent. The report also concluded that most dropouts were after the age of sixteen and correlated to the compulsory attendance age limit.

Dean L. Hummel states:<sup>10</sup>

Most dropout studies indicate that the dropout has felt that he has had little opportunity to talk with an interested adult about concerns of a personal, social, or educational or vocational nature. . . . A small percentage will have problems of such depth that extended therapy is needed.

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<sup>9</sup>Library of Congress, Legislative Reference Service. Profile of Youth--1966. (Washington: U. S. Government Printing Office., 1966) Part 2, p. 361.

<sup>10</sup>Daniel Schreiber (ed.), Guidance and the School Dropout (Project: School Dropouts, National Education Association and American Personnel and Guidance Association, Washington, 1964), p. 126.

Hummel also identifies characteristics general to dropouts and includes a record of poor school attendance as well as mentioning that the incidence of ninth and tenth graders who leave is greater in number and degree than eleventh and twelfth graders.<sup>11</sup>

Bruce Shear in summing up thirty years as an educator, passes the attendance problem from the rationalization stage to the recognition stage, then to a rather long assessment stage, to the point of general public concern before some concerted action is taken on the problem. He concludes with the statement, "Counselors should be ready to 'work with' others in the school and community in mounting a real offensive against the dropout problem," thus implying that counseling is the basis of this concerted effort.<sup>12</sup>

Daniel Schreiber in his testimony to the U. S. Senate Subcommittee on Manpower in 1963, related that most studies indicate about 2/3 of the dropouts have recorded I. Q. scores of ninety or above and are therefore presumably capable of completing the regular academic curriculum.<sup>13</sup> In his book, Guidance and the School Dropout, he states:<sup>14</sup>

For all students, particularly dropouts, sixteen years is a critical age because it is the end of compulsory education in most states, and the child is free to leave school at, or any time after, reaching that age. . . . The problem is an educational

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<sup>11</sup>Ibid., p. 120.

<sup>12</sup>Ibid., p. 126.

<sup>13</sup>Mangum, op. cit., p. 379. <sup>14</sup>Schreiber, op. cit., p. 3.

one--to help youth achieve meaningful success in their environment and to become intelligent, productive, participating adults in our society.

Dugald S. Arbuckle states:<sup>15</sup>

The counselor would help the potential dropout to make his school experiences more real, not in the sense that it would become any more pleasant, but rather that it is there, and he is there, and he can make reality out of the unpleasant as well as the pleasant. One does not have to run: one only runs because one chooses to.

As prerequisites for a counselor Arbuckle concludes:<sup>16</sup>

Nor does this counselor see himself as the provider of information, since most children who come to him are not suffering from the lack of information but rather from the personal inability to make any sense out of the vast quantity of information that is constantly being poured, shoved, and stuffed into them. He would not be the sort of counselor described by the U. S. Department of Labor.

In his chapter, "Wish and Will," Rollo May states:<sup>17</sup>

The human wish is not merely a call from primitive needs demanding satisfaction. It has some selectivity, with the wish, we began to orient ourselves to the future, to admit that we want the future to be such and such; we reach down deep in ourselves and preoccupy ourselves with longing to change the future.

If we are to make the youngster plan ahead and even wish, then the school should make the task of caring easier as Margery Cooper points out from her studies: <sup>18</sup>

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<sup>15</sup>Ibid., p. 189.

<sup>16</sup>Ibid., p. 189.

<sup>17</sup>Rollo May, "Love and Will," Psychology Today, Vol. 3, No. 3 (August, 1969), p. 52.

<sup>18</sup>Margery G. Cooper, "School Refusal,": Educational Research, Vol. 8, No. 2 (February, 1966), p. 125.

If a truant is to be expected to accept school and the phobic<sup>19</sup> to be put 'in contact with the object of his dread' more research must be done to establish what parts of school life are most difficult for them to bear.

In her conclusion she recommends more liaison between school and home should be maintained and underlying all is the need for smaller classes with more ancillary and auxillary help. In her later research, "School Refusal: An Inquiry into the Part Played by School and Home," she further states:<sup>20</sup>

Deliberate unlawful absence in case of truants, was seen to be related to their home background. The higher social level of the home of the phobics appeared to help the children absorb school values, the truants frequently exhibited a pattern allied to their social level. With a background of unconcern they tend to cease to identify themselves with school, being defiant and careless of its efforts. The role of the school in school refusal appeared to be a minimal one.

Carl A. Clark and Herbert J. Walberg conclude that, "Teachers can verse verbal praise and have positive effect on scholastic learning of children who are potential dropouts from intercity schools," based on their Chicago study of

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<sup>19</sup>"Phobic characters would be the correct designation for persons whose reactive behavior limits itself to the avoidance of the situations originally wished for."

Ludwig Eidelberg, Encyclopedia of Psychoanalysis, (New York, New York: The Free Press, 1968), p. 312.

<sup>20</sup>Margery G. Cooper, "School Refusal: An Inquiry Into the Part Played by School and Home," Educational Research, Vol. 8, No. 2 (June, 1966), p. 125.

one hundred and ten potential dropouts.<sup>21</sup> Several groups of nine students each were rewarded for their efforts with massive praise. Even the slowest reader received praise for his efforts several times a session. The testing revealed advances from one to four grade levels with corresponding improved attitudes. These results push the psychology that rewarding enhances learning, and the counseling theory of Andrew Salter.<sup>22</sup> He based his Conditioned Reflex Therapy on Pavlovian science and believes that behavior is learned and the individual does not control himself, he is controlled by his habits, which are the result of the way other people have acted upon him. This is in contrast to the Thorne Personality Counseling Theory. Federick C. Thorne stresses that counseling and psychotherapy should be treated like the medical field--rigid, scientific, and direct.<sup>23</sup> All empirical facts classified and categorized as in a massive pharmacopoeia. He further states that psychotherapy is reeducation and emotional blocks must be removed before training can begin. Emotional and intellectual factors receive equal weight in his theory.

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<sup>21</sup>Carl A. Clark, "The Influence of Massive Rewards on Reading Achievement in Potential Urban School Dropouts." American Educational Research Journal, Vol. 5, No. 3 (May, 1968), p. 305.

<sup>22</sup>Cecil H. Patterson, Theories of Counseling and Psychotherapy (New York: Harper & Row, Publishers, 1966), p. 144.

<sup>23</sup>Ibid., p. 63.



Albert Ellis believes in curing unreason with reason. In his Rational-Emotive Therapy, the fact that human events are largely controlled by causal factors beyond the individual's will is accepted, but he believes that the human being has the possibility, difficult though it may be, of taking action now which will change and control his future.<sup>24</sup>

Carl R. Rogers approaches counseling in what was first called non-directive but is now called the client-centered method.<sup>25</sup> How the therapy is experienced by the client, in the following stages, is the basis of his counseling method:

1. The experiencing of responsibility--responsibility to self in relationship, growing sense of and acceptance of responsibility.
2. The experiencing of exploration--explores attitudes and feelings.
3. Discovery of denied attitudes--both positive and negative attitudes arise.
4. The experience of reorganizing the self--began with change in perception of and attitude towards the self.

The theory that approaches the educational viewpoint is probably the Minnesota, Edmund G. Williamson theory.<sup>26</sup> Mostly because it was conceived in the atmosphere of the University of Minnesota, this ideology places the counselor

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<sup>24</sup>Ibid., p. 115.

<sup>25</sup>Ibid., p. 403.

<sup>26</sup>Ibid., p. 27.

essentially as a teacher, the interaction between the counselor and the counselee are those of a teacher and learner. The role of the counselor is clear, to teach or help the individual learn to understand and accept himself in terms of capabilities, aptitudes, and interests. This theory also sets limits to curative or scientific counseling. The scientific steps are: analysis, synthesis, diagnosis, prognosis, counseling (treatment), and follow-up. Curative or therapeutic counseling need not use any or all of the six steps, but the counselor may achieve his goal by being warm and accepting, by reflecting and clarifying the client's attitudes. He may not need to interpret, make suggestions or reason with the client.

Curative because of its structure and nature of application, William Glasser's Reality Therapy originated from his work with delinquent girls at Ventura, California.<sup>27</sup> Although simple in application, the nature of treatment is somewhat complex according to the needs of the client. It is assumed that in their unsuccessful effort to fulfill their needs, no matter what behavior they choose, all patients have a common characteristic: they all deny the reality of the world around them. Some break the law, exhibit truancy, avoid crowded places and even commit

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<sup>27</sup>William Glasser, Reality Therapy, (New York: Harper & Row, Publishers, 1965), p. 6.

suicide. A therapy that leads all patients toward reality, toward grappling successfully with the tangible and intangible aspect of the real world, might accurately be called a therapy towards reality, or simply, "Reality Therapy." Of course, it is not enough to help the patient face reality, he must also learn to fulfill his needs.

The fulfillment of the physiological needs for food, warmth, and rest are rarely the concern of psychiatry. The need to love and be loved and the need to feel that we are worthwhile to ourselves and to others,

states Glasser are important to psychology.<sup>28</sup> "Helping patients fulfill these two needs is the basis of Reality Therapy." The simple showing or telling of reality to a patient is not enough, in order to be able to fulfill his needs a patient must become involved actively with at least one person that is connected to reality. Thus, it becomes clear that we all have the same needs but vary in our ability to fulfill them. Thus, how we adjust to our ability to fulfill our needs is, responsibility.

Responsibility, according to Glasser, is a concept basic to Reality Therapy, and is defined as the ability to fulfill one's needs, and to do so in a way that does not deprive others of the ability to fulfill their needs.

A responsible person does that which gives him a feeling of self-worth and a feeling that he is worthwhile to others. He is motivated to strive and

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<sup>28</sup>Ibid., p. 9.

perhaps endure privation to attain self-worth. When a responsible man says that he will perform a job for us, he will try to accomplish what was asked, both for us and that he may gain a measure of self-worth for himself. An irresponsible person may or may not do what he says depending upon how he feels, the effort he has to make, and what is in it for him. He gains neither our respect nor his own, and in time he will suffer or cause others to suffer.<sup>29</sup>

The next question that must be answered is, where do we acquire responsibility? Glasser cites various examples and concludes:<sup>30</sup>

People who are not at some time in their lives, preferable early, exposed intimately to others who care enough about them both to love and discipline them will not learn to be responsible.

Of course, responsibility can be learned at all ages; it is better to learn young, thus bad habits will not be formed. Glasser further contends, "Responsibility should be learned early at home and in school rather than later from a psychiatrist." Training at home is very important and it is felt that children want to be responsible, but parents need to discipline them and teach with love and care, better ways to act responsible and behave.

Glasser defines therapy as a special kind of teaching or training which attempts to accomplish in a relatively short, intense period what would have been established during normal growing up. The more irresponsible the person, the more he has to learn about acceptable realistic behavior in

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<sup>29</sup>Ibid., p. 13.

<sup>30</sup>Ibid., p. 16.

order to fulfill his needs. Thus, the process by which the counselor or psychiatrist guides them so that they can face reality and fulfill their needs is called Reality Therapy.<sup>31</sup>

The guiding principle of counseling by this method is the involvement of the counselor. He must be honest, human in relationship with the patient, and accept him as someone who cares for what the patient is and help him fulfill his needs in the real world. This is done by three steps or stages which are: (1) involvement, (2) rejection of that behavior which is unrealistic, and (3) teaching the patient better ways to fulfill his needs within the confines of reality. Most patients realize that their behavior is defiant and involvement may be difficult, but the counselor must realize and accept the patient as he is at first.<sup>32</sup>

In his second chapter, Glasser explains six points of difference between his therapy and conventional therapy.<sup>33</sup> Conventional therapy is based on psychoanalytic beliefs and related to the past and unconscious mental conflicts of the patient. Mental illness is recognized and therefore the person is not responsible. Reality therapy does not accept the concept of mental illness and works only in the present and future without attempting to involve the past. No search

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<sup>31</sup>Ibid., p. 20.

<sup>32</sup>Ibid., p. 23.

<sup>33</sup>Ibid., p. 42.

is made for the unconscious and morality is emphasized in behavior. Responsibility for actions is stressed in filling the needs of the individual. Glasser further states:<sup>34</sup>

Conventional psychiatry wastes too much time arguing over how many diagnoses can dance at the end of a case history, time better spent treating the ever-present problem of irresponsibility.

The final area reviewed by this report is that of selected laws relating to truant minors to establish the intent of the California Legislature in forming Opportunity Schools or Classes, and the assignment of pupils therein-- what constitutes a habitual truant in California and laws relating to his placement:

Legislative Intent<sup>35</sup>

6500. In enacting this article, it is the intent of the Legislature to provide an opportunity for pupils who are habitually truant from instruction upon which they are lawfully required to attend, or who are irregular in attendance, or who are insubordinate or disorderly during their attendance upon instruction to resolve their problems and to reestablish themselves for return to regular classes or regular schools as soon as practicable.

Purpose of Assignment to Opportunity School or Class

6501. The assignment of any pupil to an opportunity school or an opportunity class shall be conducted with a view to the improvement of the pupil and to his restoration, as soon as practicable, to the regular school and regular class in which he would, if not so assigned, be required to attend.

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<sup>34</sup>Ibid., p. 49.

<sup>35</sup>California Education Code, op. cit., p. 319.

### Buildings or Classes Provided

6502. The governing board of any school district may establish schools or may set apart public school buildings or may set apart in public school buildings a room or rooms for pupils in grades 1 through 12, inclusive, as described in Section 6500. The school building so established or set apart shall be known as an opportunity school and the room or rooms set apart in a public school building shall be known as opportunity class or classes.

### Rules and Regulations<sup>36</sup>

6503. Any governing board establishing and maintaining an opportunity school or opportunity classes may make such special rules and regulations for its government and administration as are consistent with the provisions and purposes of this article, and not contrary to law.

### Opportunity School or Class in Elementary or Secondary School

6504. An opportunity school may be established as an elementary or secondary school, and an opportunity class or classes may be established in any elementary or secondary school of any school district.

### Assignment of Pupils

6506. The governing board of any school district, or the district superintendent of schools, or any person designated by the governing board in writing, may assign pupils to an opportunity school or to opportunity class or classes in accordance with the provisions and purposes of this article.

### Limitations on Suspension<sup>37</sup>

10607.5. Notwithstanding the provisions of Section 10607, no student shall be suspended from school for more than 20 days in a school year except he shall first be transferred to and enrolled in either one other regular school for adjustment

<sup>36</sup>Ibid., p. 320.

<sup>37</sup>Ibid., pp. 508-509.

purposes, an opportunity class in his school of residence, an opportunity school or class, or a continuation education school or class.

Minimum School Day for Opportunity School<sup>38</sup>

11075. The minimum day in an opportunity school or opportunity class is 180 minutes.

Definition of a Truant<sup>39</sup>

12401. Any child shall be reported as a truant, within the meaning of this article (commencing at Section 12401), who has been absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of four or more days in one school year.

Subsequent Report of Truancy

12402. Any child who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant.

Habitual Truant

12403. Any child is deemed an habitual truant who has been reported as a truant three or more times.

Subsequent Declaration of Habitual Truancy

12404. Any child who has once been declared an habitual truant and who, in a succeeding year is reported as a truant from school one or more days, or tardy on one or more days without valid excuse, may again be declared an habitual truant.

The review of the literature was presented in sequence to relate each area reviewed with the problem in order to clarify the conditions that cause this problem to exist in our society. The theories presented are rational in their

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<sup>38</sup>Ibid., p. 522.

<sup>39</sup>Ibid., p. 562.



nature and are associated with high school counseling rather than the clinical environment. The selection of laws from the California Education Code are only those directly related to the classification and operation of an Opportunity Class in a high school in the State of California which will be discussed in the following chapter.

## CHAPTER III

### DESCRIPTION OF THE OPPORTUNITY CLASS AND PROCEDURE OF THE STUDY

#### Franklin Senior High School

Franklin Senior High School is located on the eastern outskirts of the city of Stockton, California in San Joaquin County. It is one of three senior high schools and five junior high schools in the Stockton Unified School District. The school was initially established as a four-year junior high school in 1950 and became a three-year senior high school in 1957.<sup>1</sup>

The staff of 91 (1967-68) includes: Four administrators, 74 instructors, 5 counselors, 3 special education teacher-counselors, student activities director, student work coordinator, nurse, librarian, and the Opportunity Class teacher-counselor. The community relations counselor works part-time with the staff and is assigned by the district office. Enrollment of Franklin for the years 1967-68 and 1968-69 was 1812 and 1908 respectively as recorded during the months of October 1967 and December 1968. Ethnic balance at Franklin is regarded as ideal in com-

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<sup>1</sup>Verne T. Johnson, "A Report on A Flexible Schedule of Classes for Franklin High School," (unpublished Field Project Study, University of the Pacific, Stockton, 1966), p. 5.

parison to Stagg and Edison, the other two high schools in Stockton. Ethnic statistics by percentage of population are:

Caucasian		83.0
Spanish Surname	23.9	
Other	59.1	
Negro		13.0
Oriental		1.3
American Indian		0.3
Other non-white		1.8

The student body is drawn from a community that is classified as lower, lower middle, and middle class in socio-economic status. Many of the students are from broken homes, and there exists a high degree of transiency. Seasonal or other temporary employment and welfare in a high percentage of cases comprises the basic family income.

#### The Opportunity Class--Philosophy

The Opportunity Class at Franklin High School is a self-contained unit designed to rehabilitate students with temporary emotional problems and return them to regular high school classes as soon as they show readiness to conform to the attendance and academic regulations of the parent school. The philosophy of the class is to allow the student one more and final chance to adjust and solve his emotional problem while improving his basic skills, his attitude, or motivation, without the stigma of his past record. This final chance is in lieu of suspension from Franklin and transfer to the Continuation High School and allows the student to remain at the Franklin campus.

The class specifically attempts to:

1. Improve his achievement in basic skills of mathematics, reading, writing, and study habits.
2. Lessen academic achievement pressure by providing individual instruction and ample time for the student who needs extra time to learn.
3. Develop positive attitudes in each individual student by counseling.
4. Redirect the student in a manner that he can fill his needs and establish a goal in life.
5. Teach the student to live with his problem while he solves it, without letting it effect his entire future life.
6. Establish a home-school relationship that is aiding to the student in his future attendance.
7. Return the student to regular high school classes.

#### The Opportunity Class--Procedure

All students who are in attendance in the class realize that the only requirements they must meet are mandatory attendance and a show of effort on their part. This is made clear in the initial interview before placement in the class, when the question, "Do you know of any reason that would keep you from attending school tomorrow?" is asked. Later, the student is asked, "Do you think you could come to class every day regardless of any reason that would press you to cut school?"

Once the student has committed himself to attending class every day on the "all or nothing basis" or "one cut and out basis" the teacher explains the program and what is expected of the student as far as class work and deportment. Thus a personal contract of involvement is formed.

The class will help you as long as you come and require help, regardless of the problem. We are not interested in your past, only in what you can produce from now on. Parental contact is usually made during the suspension of the student from high school. If not, the student and parent meet with the Opportunity Class teacher usually before his admittance so that the program can be discussed with them. Home contact and visitation are part of the program, and progress reports are rendered, either by visit or phone, to the parent as progress is recorded throughout the student's stay in the class.

#### Student Responsibility

The student is made to realize that he is responsible for his retainment in the class. Also, his duration of stay or return to normal classes is dependent on one factor, himself. This is made real to him in the method of instruction and counseling. He has the option to request a transfer from the class to the Continuation High School at any time desired. According to G. Orville Johnson, the special class teacher must have the authority to expell or retain students in his class.<sup>2</sup> This authority has proven in this case to be one of the greater assets of the program in

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<sup>2</sup>William M. Cruickshank and G. Orville Johnson (eds.), Education of Exceptional Children and Youth, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967), p. 600.

making the situation real to the student. This forces the student to be responsible in his deportment, study, and learning habits. No one in the class will force him to do anything; yet, if he does not progress or produce satisfactory work, he will be eliminated from the group by his own actions.

### Curriculum

The student is assigned the grade level of work that he was doing. In some cases, later assignments are adjusted to the degree of proficiency demonstrated as he progresses in the class. In cases, where reading deficiencies are suspected, a reading test is administered; normally most students do not possess a reading deficiency severe enough to hinder the progress. Curriculum according to grade level, assigns each student the three basic courses listed below:

#### History:

- World History (10)
- U. S. History (11)
- U. S. Government (12)

#### Mathematics:

- Fundamental
- Business
- Algebra
- Geometry

#### English--programmed instruction 2200, 2600, 3200:

- Grammar
- Writing and Reading
- Dictionary Exercises

Driver Education (If not taken previously)

Driver training (behind the wheel) is available if

the student has completed the classroom and age requirements. This training is separate from the basic subjects English, mathematics, and history which are required subjects for graduation from Franklin High School. The aim is to concentrate the work load of the student by having only three subjects to cope with and allow more time for review of subject matter and the correction of faulty study habits the student may have.

#### Organization of Class Work

Each student has a place in the "work-hand-in-folder." All work units completed by the student are placed in this folder at the end of the day for grading or comment. They are recorded in the student work progress form (see appendix A). If the student encounters any difficulty with work assignments, he can consult the teacher or one of his peers. Peer help is encouraged and has proven valuable in that students learn while helping each other by this system. When working together, both names are recorded and handed in with their work. Weekly progress of each student is reviewed with the student and is usually included in the parental conference.

Lecture type instruction is avoided, although weekly lectures on current topics or others of general nature are presented by the teacher. These lectures are usually not over 30 minutes in length. All instruction is geared to be on individual or small group learning exercises.

Creative writing is encouraged including the use of the dictionary. At least six words from an article read are to be defined and recorded along with their opinion of what the material meant to them. Later, as an exercise, the student is given three or four words and is asked to write a short paragraph containing these words.

U. S. Government, U. S. History, and World History are presented as units of study rather than semester length courses. This enables a student to progress from unit to unit at his own rate of learning. This method also facilitates the placement of a student to a certain unit of study, or to the unit for review of material previously taken according to the individual student's needs.

Mathematics placement is usually in accordance with mathematics previously taken and the resultant deficiencies as shown by the diagnostic test developed by and for use in the Stockton Unified School District. Programmed instruction in algebra and fundamental mathematics also allows the student to progress at his own rate of learning.

Driver Education is a semester course taught as the second semester of world history to sophomores, and is presented as a normal class except geared to the individual learning speed.

### Counseling

The majority of the counseling sessions are student initiated. At no time is the past record or situation of



the student referred to by the counselor. It is, however, dealt with if the student introduces the subject. The emphasis is on future possibilities for the student and the conformity by the student to acquire them.

The teacher-counselor did not accept excuses for behavior which was not within that expected of the student. The question "why" is never asked of a student. "Where is your work that was due today?" rather than, "Why did you not complete your homework?" was asked. At first the student would usually answer with, "I did not finish it because . . ." or "I had to . . . and couldn't do it." The usual teacher response was, "As you know, excuses will not do the job--when will it be completed," or "Can I expect it today." The student will usually push to prove it was not his fault that the work was not completed. The resultant counseling session would be positive, allowing that the choice the student made was correct, other things could be more important at the time, but was his selection of priority also correct? What alternatives were there, and was there a better solution than the one chosen by the student.

An attempt is made to help the student realize that regardless of his problem at home, school, or elsewhere, he must function as an individual and is responsible for his actions, to himself, if to no one else. Thus, the student can set a limit or standard on his attendance and classroom

work. The influence of his environment is made real to him by asking questions in which the student must take a position. There are ten questions which are asked of the students pertaining to their general overview of their situation. Normally, this is accomplished on the second and subsequent sessions. Data gathered on the resultant answers is compiled on page 60 in Chapter IV. Questions are:

1. What problem or matter is "bugging" you today?
2. Do you feel more at ease at home or at school?
3. What do you dislike most about school?
4. Is there one specific area in school that you could do without?
5. What is most important to you in life today?
6. What do you want to be in five years?
7. Would you run your home situation as yours is run today?
8. In social class structure, do you think you can improve your status in the future?
9. Outside of school what bothers you most?
10. What can this class or teacher do to help you?

#### Parental Contact

A telephone is provided in the classroom for contact by parent or teacher in case of absence, illness, or appointment for visitation. Verbal or visual contact is maintained with the home or guardian throughout the stay of the student in the Opportunity Class. In many cases, the solution to the student's attendance has been made easier by the awareness or realization of the home that they are an important factor in the student's behavior patterns. By visiting the homes of the students, the teacher-counselor can better correlate the background and home conditions that might have an adverse affect on the

students' outlook on life. This also establishes an interaction that cannot be achieved during counseling sessions at school. At first visits may be weekly. Later, as the student matures in his ability to fill his needs, by telephone contact only.

#### Re-admittance to Franklin

Prior to the end of the semester, all students in the Opportunity Class are evaluated to seek out those who have demonstrated a readiness to return to regular classes. All cases are discussed with their counselors and those students recommended for return are programmed into regular classes at that time. The parents are notified and required to sign a re-admittance form along with the student and the vice-principal of the school. All factors that could hinder the student in his adjustment to regular class are reviewed in these counseling sessions before programming the student into classes. For example, if there was a teacher or class which troubled the student, this situation is avoided by this programming sequence. Transfers are usually completed in the first days of the semester with the Opportunity teacher following up on returnees along with their counselors during the subsequent semester.

In some cases, students have been integrated into the regular school for one or more periods a day before the actual complete transfer. This has proven very beneficial

in these cases and future re-admittance will be attempted at any time rather than at semester breaks if problems of individual instruction can be worked out. In 1968-69, all students returning to Franklin High School from the Continuation High School were processed and programmed through the Opportunity Class and this allowed more time for scheduling and assignment of these returnees. This practice will continue in the future.

Special situations and those transfer students who are behind one or more months in actual class work and that would prove unsuccessful if allowed in during the middle of the semester are also processed in this manner.

In this chapter, the philosophy, organization, and procedure of the Opportunity Class at Franklin High School has been presented. Also, the responsibility of the student in this class, the curriculum, the organization of class work, and counseling has been described as related to parental involvement and contact; all aspects leading to the ultimate goal of re-admittance to the parent school. Data collected on this class and its students in its two-year operation (1967-69) is presented in the following chapter.

## CHAPTER IV

### PRESENTATION OF THE DATA AS REVEALED BY THE INVESTIGATION

In this chapter, data collected will be presented in the following order: (1) the general attendance patterns of the three senior high schools in Stockton, (2) percentage of attendance in the Continuation-Opportunity programs of these high schools, (3) average daily attendance of the Opportunity classes, (4) general background data on home, school, counseling, and other related areas, (5) relationship of students returned to regular classes and those transferred to the Continuation High School, (6) ethnic breakdown of students, and (7) general characteristics of the students and other related data.

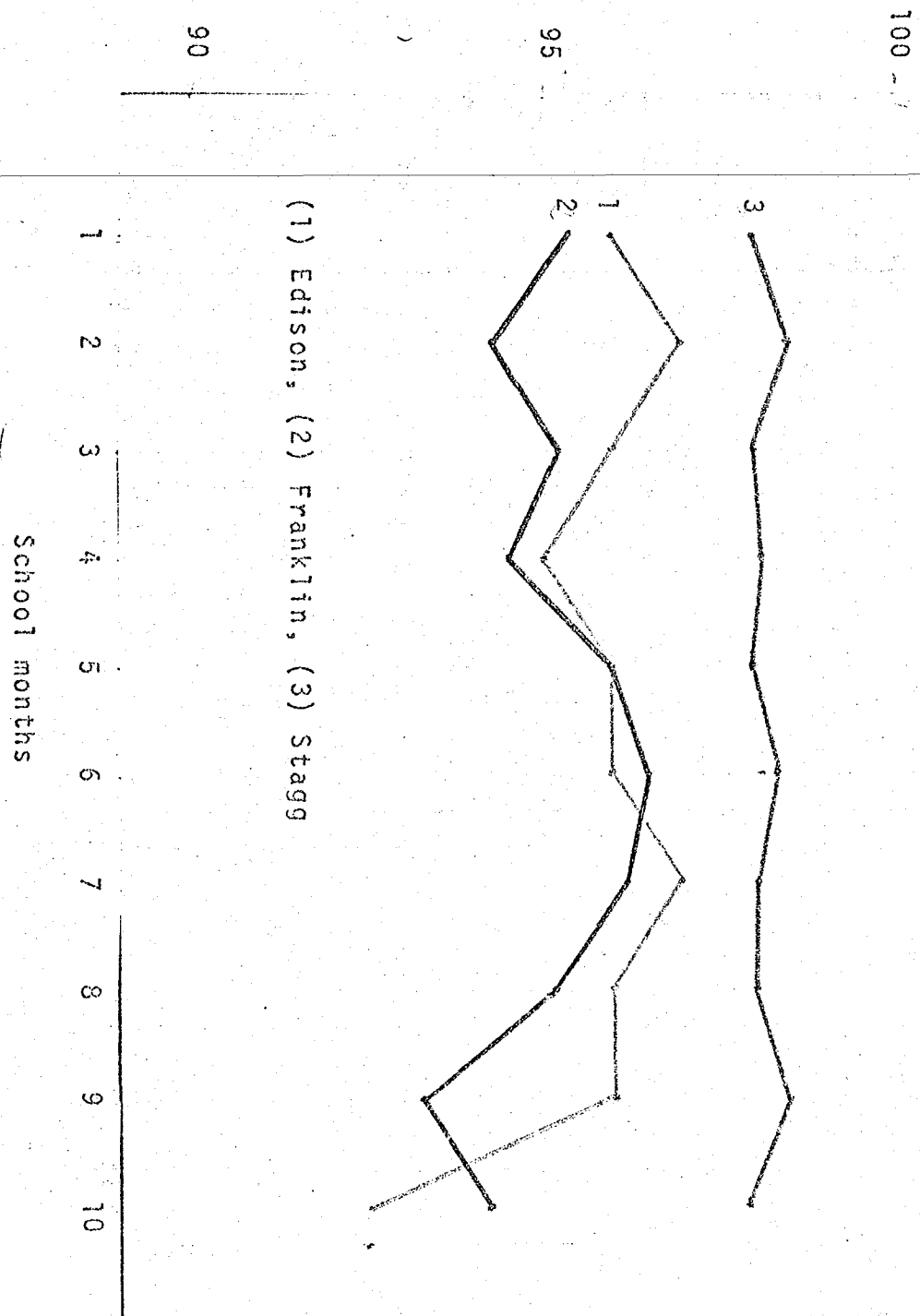
#### General Attendance

Of the three high schools in Stockton for the school year 1968-69, Franklin had the lowest percentage of attendance when comparing total enrollment against actual attendance. Stagg High School had an average attendance of over ninety-eight per cent during the 1968-69 school year, followed closely by Edison High School with a ninety-six per cent yearly average. Franklin maintained a yearly average of ninety-five per cent.

Graph I shows percentages of attendance for the 1968-69 school year (ten school months). The low points on the Franklin curve can be attributed to seasonal farm

labor and cannery employment absences. The drop in the Edison curve during the last of the year is attributed to the school unrest that was evident during this time at that school. (Graph I is shown on page 49)

Graph I  
General Attendance of Stockton High Schools 1968-69  
Percent of student attendance



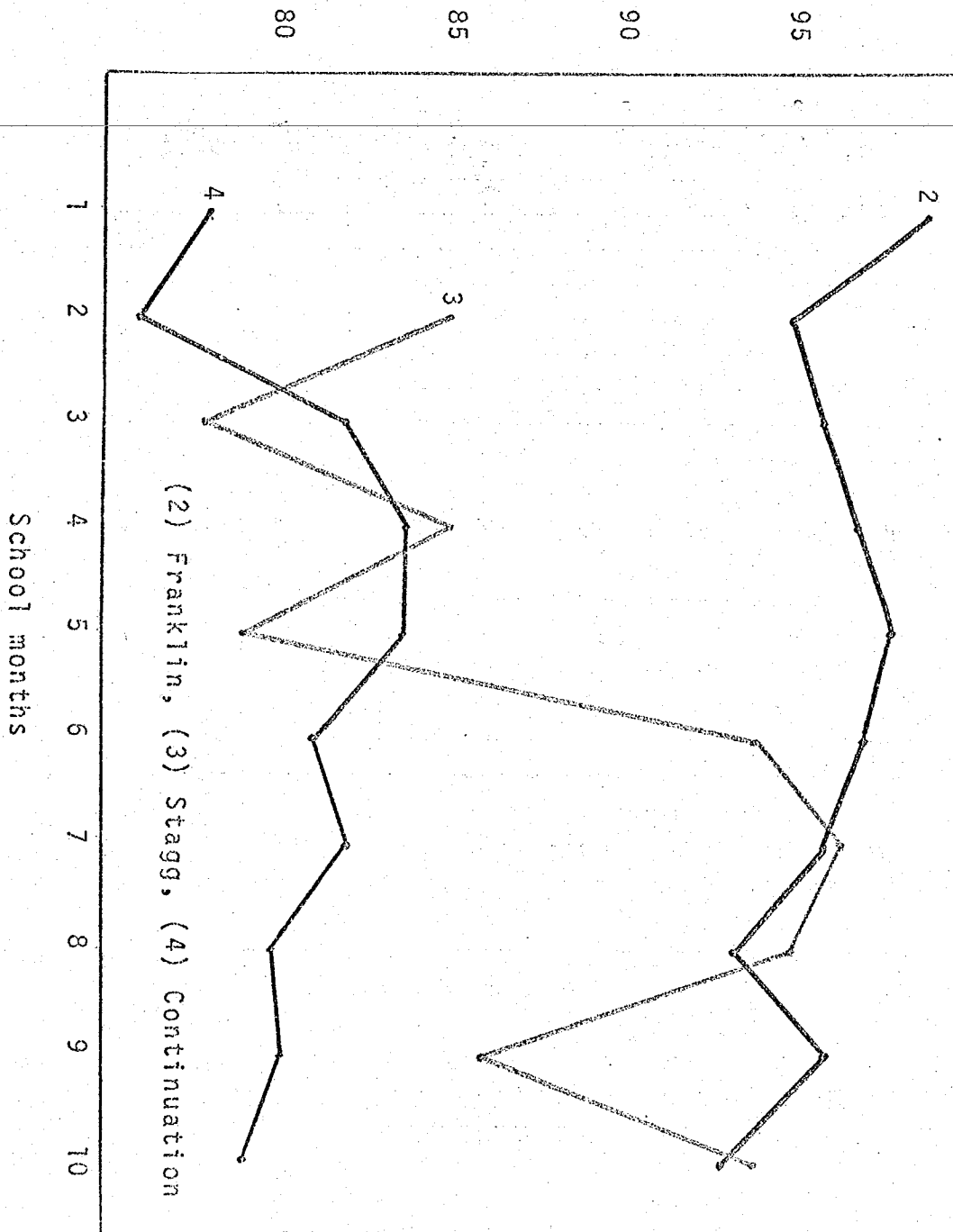
### Attendance of the Opportunity-Continuation Programs

During 1967-68, Edison High School did not participate in the special program. Graph II (page 51) is the attendance percentages of the Stagg and Franklin programs compared to the attendance of the Continuation High School. First month's figures from both schools are irrelevant as initial formation of the class was in progress, without students.

During 1968-69, all three high schools participated in the program. The ten-months graphing of the attendance percentage is shown compared to the attendance of the Continuation High School. For the Stockton Unified monthly attendance report, the attendance figures for the three Opportunity classes are included in the Continuation High School attendance report. Graph III (page 52), in showing Continuation High School attendance, has deleted the attendance of the three Opportunity classes to illustrate the true "on campus" Continuation High School attendance percentage. Its low percentage is attributed to the behavior adjustment student.



Graph II  
Attendance Percentages  
Opportunity-Continuation Classes 1967-68  
Percent of student attendance

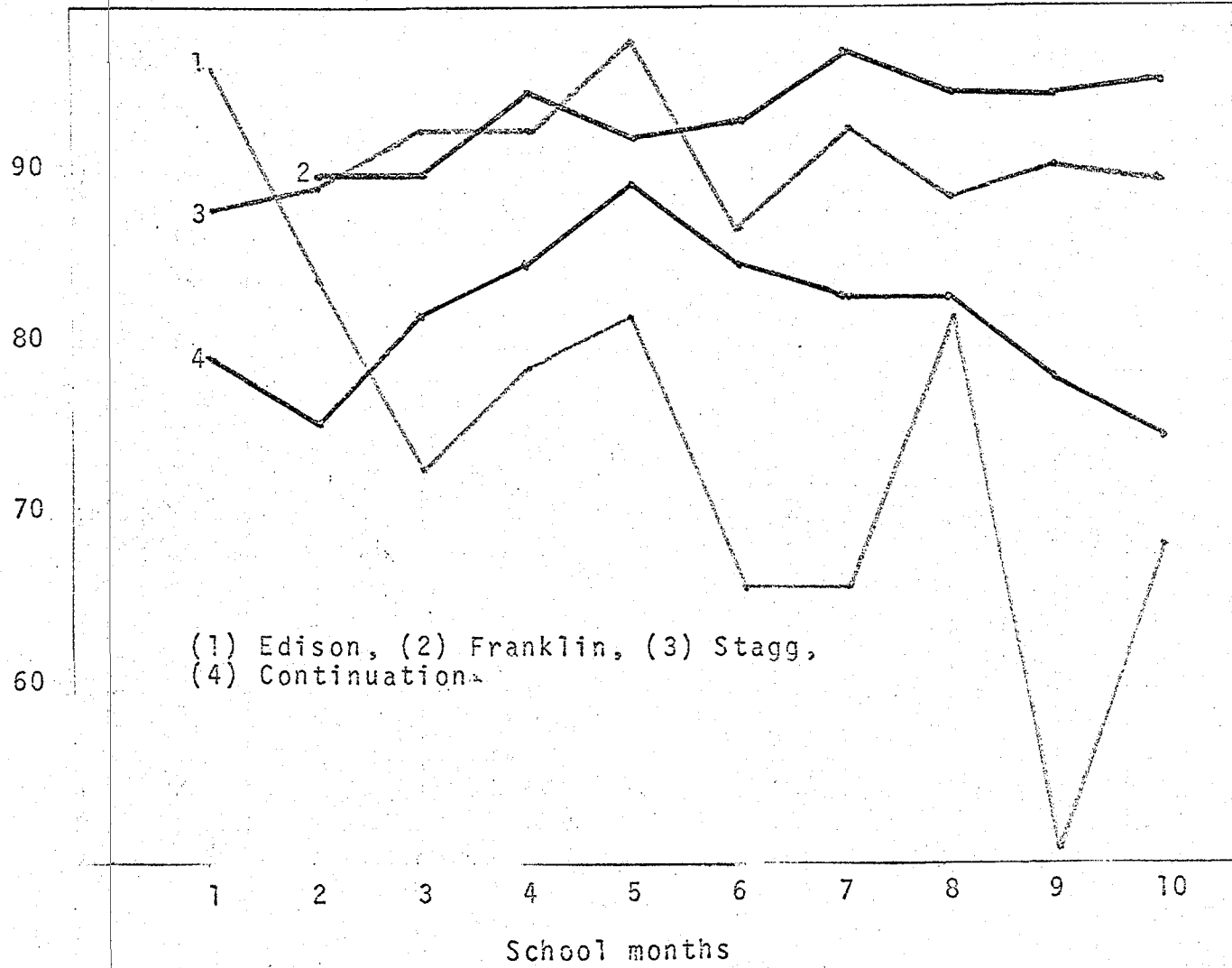


Graph III

Attendance Percentages

Opportunity-Continuation Classes 1968-69

Percent of student attendance

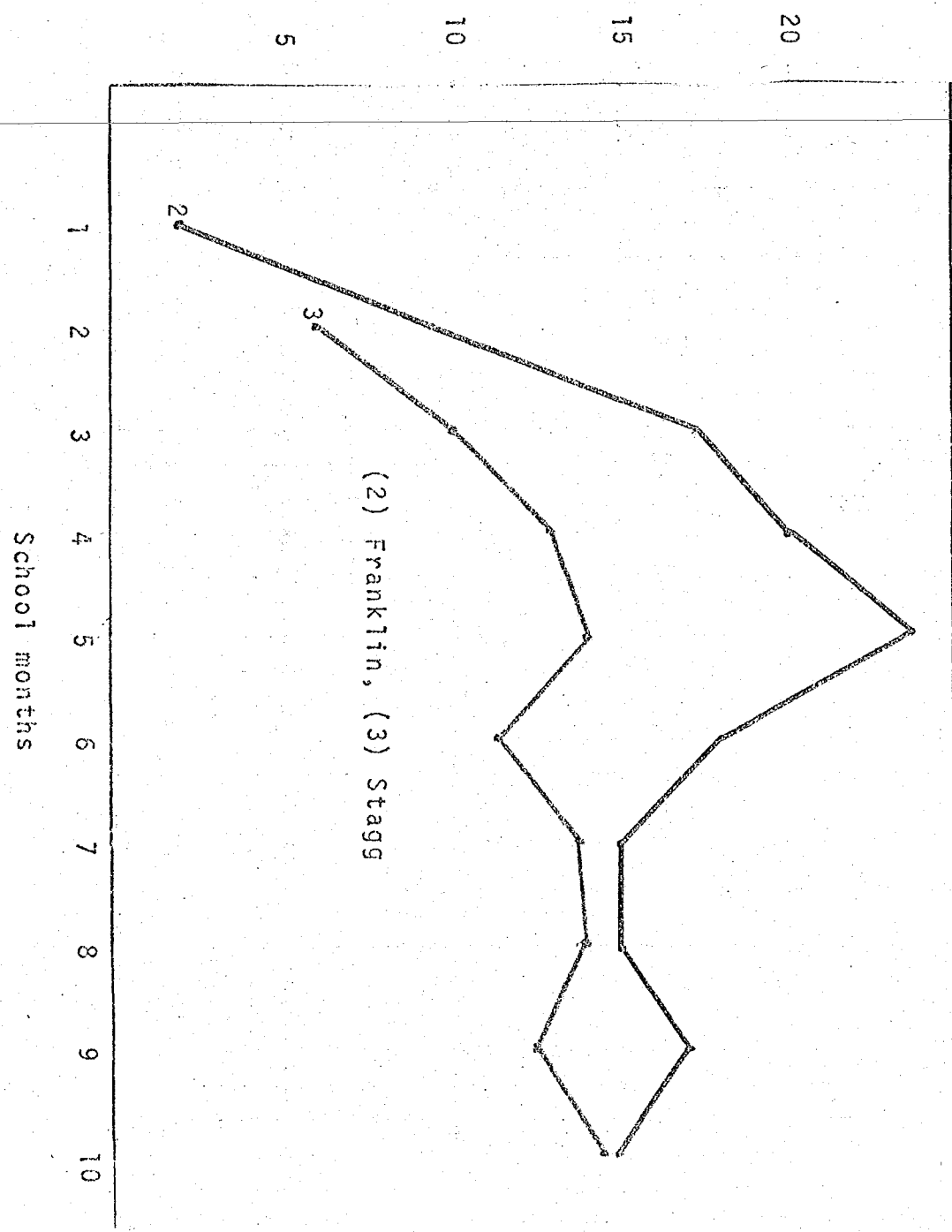


### Average Daily Attendance

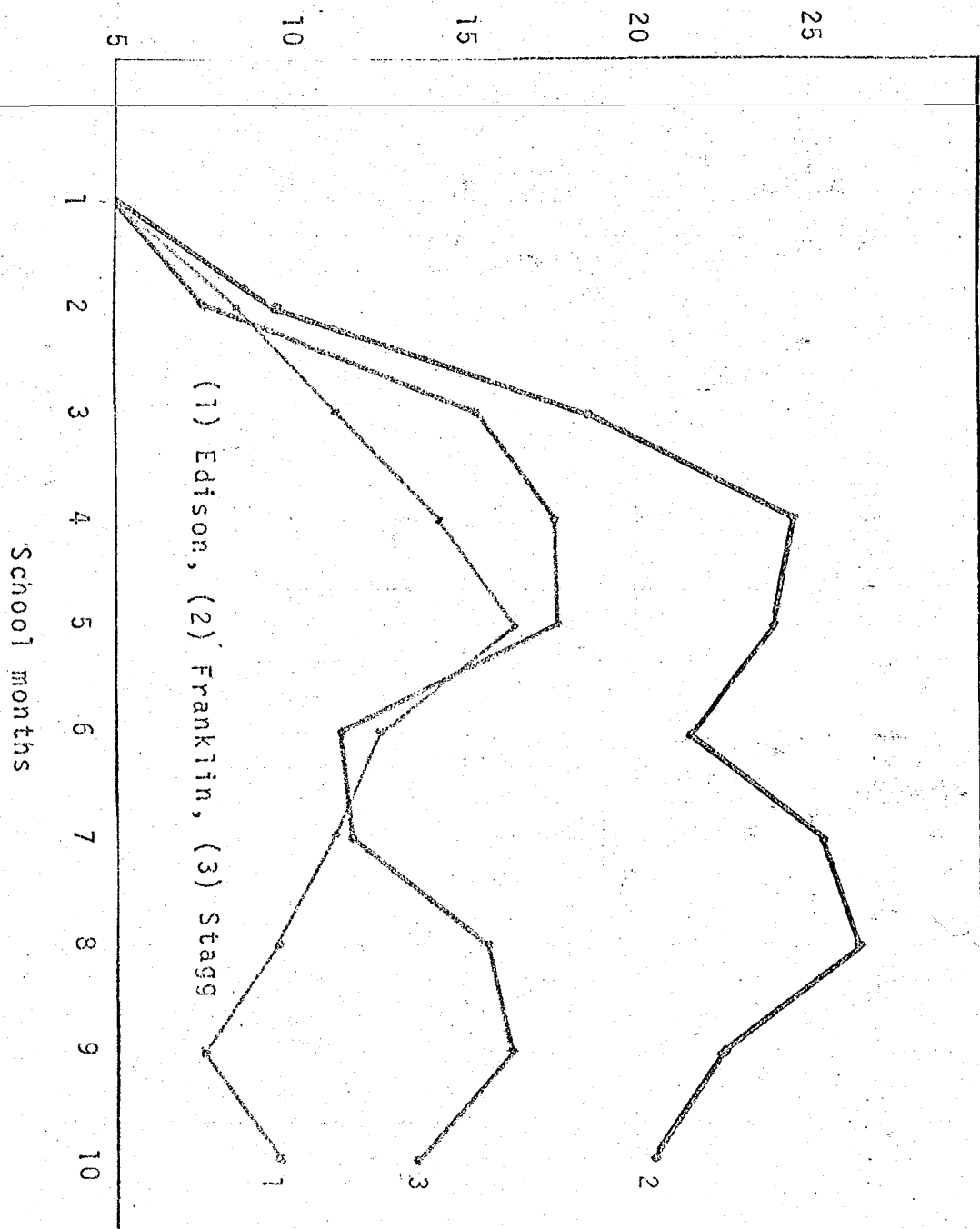
The average daily attendance of the Opportunity classes for the ten months during the school year 1967-68 is shown in Graph IV (page 54). Only Stagg and Franklin had classes in operation during this school year.

The average daily attendance of the Opportunity classes during the school year 1968-69 is shown for the ten-months in Graph V (page 55). Average daily attendance is required to be from fifteen to eighteen students daily. The teacher at Franklin, due to the class reaction to the reality approach, was able to handle more students than required at a higher percentage of attendance than the other schools. First month's figures of all three schools are low or nonexistent due to the formation of classes during that month. The dip in attendance at the end of the fifth month is due to transfers to the regular school at semester end.

Graph IV  
Average Daily Attendance  
Opportunity Classes 1967-68  
Average number of students



Graph V  
Average Daily Attendance  
Opportunity Classes 1968-69  
Average number of students



Data Compiled on the Franklin Opportunity Class

The data collected on the classes of 1967-68 and 1968-69 will be broken down to determine the number of students who reacted positively to the class and returned to Franklin and those demonstrating truancy that were transferred to the Continuation High School. Ethnic breakdowns in some areas will also be included in this section.

<u>Variable</u>	<u>1967-68</u>	<u>1968-69</u>
<u>Number of students</u>	73	85
male	48	56
female	25	29
<u>Parental income</u>		
employed	41	40
welfare	32	45
<u>Age distribution</u>		
15	1	1
16	19	31
17	33	31
18 over	20	22
<u>Grade distribution</u>		
10	35	53
11	31	26
12	7	6
<u>Age-Grade distribution</u>		
grade 10		
15	1	1
16	15	30
17	18	19
18	1	3

Variable	1967-68	1968-69
grade 11		
16	4	1
17	15	12
18	12	13
grade 12		
18	7	6
<u>Case disposition</u>		
returned to Franklin	27	35
transferred to Continuation High School	30	35
transferred to other schools	14	11
left without transfer or age 18 reached	2	4
<u>Approximate duration in class (days)</u>		
returned to Franklin		
15	1	1
30	0	1
45	2	6
60	11	17
90	14	10
transferred to Continuation		
15	16	13
30	11	14
45	2	7
60	1	0
90	0	1
transferred to other schools		
15	9	9
30	2	2
45	1	1
60	3	0
90	1	3

Variable	1967-68	1968-69
----------	---------	---------

Grade distribution

returned to Franklin

10	14	20
11	9	10
12	4	5

transferred to Continuation

10	17	27
11	12	8
12	1	0

transfers (others)

10	4	0
11	8	0
12	4	0

Grade-age distributionreturned to Franklin  
grade 10

15	1	0
16	15	10
17	18	9
18	1	1

grade 11

16	4	0
17	15	5
18	12	5

grade 12

18	7	5
----	---	---

transfers to Continuation  
grade 10

15	0	1
16	10	17
17	7	8
18	0	0



Variable	1967-68	1968-69
grade 11		
16	1	0
17	8	4
18	3	5
grade 12		
18	1	0
transferred to other schools		
grade 10		
16	1	3
17	3	2
18	0	2
grade 11		
16	2	1
17	2	3
18	6	3
grade 12		
18	2	1
<u>Parental income</u>		
returned to Franklin		
employed	14	14
welfare	13	21
transferred to Continuation		
employed	19	22
welfare	11	13
transferred to other schools		
employed	8	4
welfare	8	12

Variables	1967-68	1968-69
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Reason for transfers to other schools

pregnancy	0	1
18 or over	4	1
confinement	0	2
juvenile placement	0	5
moved to other schools	12	6

Tabulation of answers to questions asked during counseling sessions

During counseling sessions, as reported on page 44 of this study, the student was asked ten questions relating to his own particular position in his educational environment. The questions were designed to allow the student to render his view. They were recorded in at least four general categories. (see appendix B) Tabulation of answers is presented to compare school year and final placement of students; those re-admitted to Franklin (To F.H.S.) and those who were truant and transferred to Continuation High School. (To C.H.S.)

Area	To F.H.S.	To C.H.S.
------	-----------	-----------

Question I

What problem or matter is "bugging" you today:

	1967-68	
Home	16	17
School	8	11
Financing	0	0
Other	3	2

	1968-69	
Home	18	16
School	7	12
Financing	9	2
Other	1	5

Area	To F.H.S.	To C.H.S.
------	-----------	-----------

Question II

Do you feel more at ease at home or at school?

	1967-68	
Home	14	25
School	13	5
	1968-69	
Home	24	19
School	11	16

Question III

What do you dislike most about school?

	1967-68	
P.E.	9	8
English or Soc. Science	2	2
Math	6	5
Shop or Voc. Ed.	0	0
Do not know	10	15
	1968-69	
P.E.	12	9
English or Soc. Science	5	4
Math	4	1
Shop or Voc. Ed.	1	2
Do not know	13	19

Question IV

Is there one specific area in school that you could do without?

	1967-68	
P.E.	5	4
Teacher related	5	3
School rules & regulations	11	17
Do not know	6	6
	1968-69	
P.E.	2	9
Teacher related	10	7
School rules & regulations	12	11
Do not know	11	8

Question V

What is most important to you in life today?

Area	To F.H.S.	To. C.H.S.
	1967-68	
Money	6	2
Automobile	13	11
Marriage, Social	4	6
Job & position	0	0
Do not know	4	11
	1968-69	
Money	11	5
Automobile	8	14
Marriage, social	9	4
Job & position	4	0
Do not know	3	12

Question VI

What do you want to be in five years?

	1967-68	
Working	9	9
Married	12	3
Armed Forces	0	0
Do not know	4	18
	1968-69	
Working	13	12
Married	13	3
Armed Forces	1	0
Do not know	8	20

Question VII

Would you run your home situation as yours is run today?

	1967-68	
Yes	3	7
No	24	23
	1968-69	
Yes	9	7
No	26	28

Question VIII

In social class structure, do you think you can improve your status in the future?

	1967-68	
Yes	26	16
No	1	14

Area	To F.H.S.	To C.H.S.
	1968-69	
Yes	33	7
No	2	25

Question IX

Outside of school what bothers you most?

	1967-68	
Parents	11	4
Money	11	5
Social-friend	0	2
Do not know	5	19

	1968-69	
Parents	17	5
Money	12	11
Social-friend	1	1
Do not know	5	18

Question X

What can this class or teacher do to help you?

	1967-68	
Parents understand	6	2
Job	8	1
School	5	0
Studies	0	0
Do not know	8	27

	1968-69	
Parents understand	12	3
Job	11	7
School	3	0
Studies	2	0
Do not know	7	25

Tabulation of stanine and average grades received

The following tabulation and stanines and average grades received were taken from the students' cumulative records to compare general intelligence and previous effort of the students. Although many factors are involved, it is accepted that a student with stanine three can complete

the high school curriculum.

Stanine

	1967-68	
1	0	4
2	1	5
3	7	5
4	7	7
5	6	2
6	1	4
7	0	0
8	0	0
9	0	0
No record	5	3

	1968-69	
1	2	0
2	1	2
3	8	10
4	11	8
5	5	8
6	3	4
7	3	0
8	0	1
9	0	0
No record	2	1

Average high school grades

	1967-68	
A	0	0
B	1	1
C	13	8
D	8	16
F	0	4
No record	5	1

	1968-69	
A	0	0
B	0	0
C	15	9
D	16	18
F	0	4
No record	4	4

Ethnic breakdown of student-parent-home relationship.

A tabulation of the ethnic grouping to compare the family status of those students returned to Franklin and those transferred to Continuation High School. The source

of family income for each group is also listed below. In cases where the mother has remarried, the stepfather is also shown in the figure with parentheses.

Variable	Negro		Spanish Surname		Other Caucasian	
	67-8	68-9	67-8	68-9	67-8	68-9
Returned to Franklin	2	4	5	11	20	20
Transferred to Continuation	5	3	8	5	17	27
Transferred to other schools	2	2	6	2	8	11

#### Return to Franklin

##### Home status

##### Live with:

Natural parents	1	3	2	5	9	12
Father	1	0	2	1	2	1
Mother	0	1	0	5	7	5
Stepfather	0	0	0	0	0	(3)
Stepmother	0	0	0	0	0	0
Guardian	0	0	1	0	2	2

#### Transferred to Continuation

##### Home status

##### Live with:

Natural parents	0	1	7	0	7	15
Father	2	1	0	0	2	3
Mother	1	1	1	4	8	6
Stepfather	0	0	0	0	(4)	(4)
Stepmother	2	0	0	0	0	1
Guardian	0	0	0	1	0	2

#### Parent income source--welfare-employment

##### To Franklin:

Welfare	1	4	4	7	8	10
Employment	1	0	1	4	12	10

##### To Continuation:

Welfare	4	1	3	1	4	11
Employment	1	2	5	4	13	16

Variable	Negro		Spanish Surname		Other Caucasian	
	67-8	68-9	67-8	68-9	67-8	68-9
Transferred to other schools						
Welfare	1	2	3	2	4	7
Employment	1	0	3	0	4	4

#### General information and related data

The total number of brothers and sisters for the class of 1967-68 was two hundred (ninety-eight brothers and one hundred and two sisters), for the year 1968-69, two hundred and thirty (ninety-six sisters and one hundred and thirty-four brothers). Approximately sixty per cent of the students were the second child in the family.

Of the one hundred and sixty students questioned about their future plans, no one answered or mentioned that they planned to continue school or attend college.

All those that answered the question of planning to be married in five years were females.

Of the homes visited, approximately one hundred and twenty, only five were found to have reference or textbooks in the living room or in shelves displaying them. Most of the homes were untidy and contained reading material from the newsstand such as "True Confession," "True Story," "Movieland." All homes visited had television sets.

Students on the average felt uneasy on the first teacher visit, and in many cases were apologetic about the condition of the home or parents. In later visits, the



teacher seemed to be more welcome and numerous times coffee and cake were served during the home visits.

Attendance, student background, general information, and data collected in the counseling sessions of the Opportunity Class have been presented in this chapter. In the following chapter the findings, conclusions, and recommendations based on this data will be presented.

## CHAPTER V

### CONCLUSIONS BASED ON INVESTIGATION AND RECOMMENDATIONS FOR FURTHER STUDY

#### Restatement of Purpose

The purpose of this study was to test the hypothesis "Truant high school students, when faced with the reality of their situation, will attend school regardless of the problem confronting them." Also the investigation of the Opportunity Class was to evaluate, compare, and derive, if possible, a method of counseling high school students with problems that affect their school attendance.

It will be difficult to relate all of the variables encountered directly to the primary goal of this study. These variables did, however, influence the method of counseling used for students in this study and the resultant test of the hypothesis.

#### Findings

The findings of this two-year study of the Opportunity Class will be reported in twelve categories. The categories are as follows:

(1) Per cent returned. The hypothesis is not totally supported in that only forty-eight per cent of the students were returned to Franklin without absence. It can be noted that this represents a greater return percentage than was anticipated by the faculty of the school. Yet, when the

position that these students were already patterned to truancy is considered, the hypothesis is supported strongly. Because if the recovery rate would have been only one, the truant recovery would be one hundred per cent in comparison to previous attendance. It must not be overlooked, however, that sixty-two out of one hundred and twenty-seven habitual truants did attend school without absence. Regardless of their problem, they did not allow it to affect their school attendance. Thus, they decided to correct their truant behavior first.

(2) Truant occurrence. Of the remainder which did not adjust, forty-four per cent were truant before the first fifteen days in class and of the sixty-five transferred to Continuation High School, eighty-three per cent were truant before thirty days in class. The figures also show that if a student can maintain perfect attendance for thirty days, he will continue this behavior pattern. This data demonstrates poor attendance is habit type behavior and that it can be corrected or modified by the affected individual.

(3) Comparisons. The return of forty-eight per cent becomes more significant when it is compared to the "Opportunity School" of Lincoln High School in St. Louis, Missouri. The staff of this school consists of thirty-two people, including five counselors, twenty-one teachers, and an approximate seven to one teacher-pupil ratio. Their

principal, Charles Basfield, states:<sup>1</sup>

For the past several months, our students have been closely evaluated by their teachers, counselors, and administrators. Numerous staff meetings have been held to discuss each pupil's adjustment and growth. We are grossly disappointed that only forty students out of a possible two hundred have shown notable adjustment and growth. Those students have been recommended for reassignment to a regular high school effective January 29, 1968.

The realistic approach is also used at the Gomper Continuation High School in Richmond, California, when according to Darrol Davis:<sup>2</sup>

Gomper Continuation High School is an opportunity school for mature, earnest, capable boys and girls who may have had many kinds of trouble in their previous school, or in the community. The first responsibility of our counselors and teachers is to convince the new student that he has a good chance (perhaps a last chance) to work toward his number one goal, a diploma. We accept the pupil as he is, notwithstanding his lack of grades, poor conduct, or previous non-achievement. His success is our success.

(4) Realistic by-products. The resultant realistic involvement not only appeared in attendance but also in class work. Little effort was required by the teacher to motivate the students to study and attempt to learn. At first, excuses were offered the teacher for shortcomings,

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<sup>1</sup>Charles Brasfield Jr., "From the Principal's Desk," Lincoln High School Student Newspaper, St. Louis, Missouri, (January, 1968)

<sup>2</sup>Darrol E. Davis, "The Gomper Story," Journal of Secondary Education, Vol. 42, No. 5 (May, 1967), p. 208.

but as their stay in class lengthened, realistic reasons were offered such as, "I should have done this lesson last night, but I chose to go to the movie instead. I will have to do extra work today in order to catch up." Or after an apology for a parent or home condition due to a home visit, the teacher would answer, "Who is the only person you can control in your home? Yourself, we cannot change your parents, don't try, just adjust yourself and do better." After this, the teacher rarely heard excuses for parental behavior or home conditions. Class deportment was realistic and in the two-year period, no student was relieved from the class because of deportment. Conformity to the situation and acceptance of conditions can be called by-products of the program. Also in this category are added interest in school, good deportment, and self-motivation.

(5) Welfare. Probably the reason more students with parental income being welfare return to regular classes is that payments can be stopped by the Attendance and Welfare Department of the County if the children are not in regular attendance. The teacher would inform the parents of this technicality and parental efforts would double in many cases.

(6) Parent employment. The high percentage of students transferred to Continuation High School with parents employed were the result of both parents working and the student had been on the loose for some time before he got caught as a truant. In twenty cases of sophomores in 1968-69, many had

cut classes regularly as freshmen without parents' knowledge. The complete breakdown of parental control was evident in six of the twenty cases. Five more of the students in this class had fathers that traveled or whose work required them to leave home for temporary periods and the mother could not or would not control them.

(7) Stanines and grades. Parallel to the many studies mentioned in the review of the literature, the majority of students who measure intelligence capable of high school academic work is revealed by the large number who had a stanine of three to six. The grades received were somewhat lower than average, but also the better grades were maintained by students who returned to regular classes. Thus, the fact that these students are capable is apparent, but why only approximately fifty per cent can be reached poses another problem. Comparing the stanine scores of both groups, in 1967-68 the Continuation High School group had fourteen with low stanine (three or below) compared to eight from the Franklin High School group. For 1968-69, twelve to eleven in the same order. Average scores (four to six) were Continuation, thirteen; Franklin, fourteen; and in 1968-69, Continuation, twenty; Franklin, nineteen. Stanine distribution was almost the same for both groups and shows only the capability to finish the course of study. No behavior patterns were identifiable with stanine scores.

(8) Attitude. The most noticeable characteristic

of a successful student in the class was his change in attitude. During the first few days, he displayed a disgust, rejection for the entire school population, teachers as well as students. The new student would not mingle readily with students in the class and would be a "loner." In a week or so his work would improve, usually after the first home visit. It was felt by the researcher that if a student was to be reached, it would have to be during the first two weeks. After reviewing the data, it is apparent that if a student was successful, his attitude towards school, the class, and teacher changed to a positive one in this period. He would increase his work efforts and attend past the two-week period on to the end of the semester with a pride in his accomplishment or enjoyment of partial success he had probably never experienced before.

(9) Indecisiveness. The indecisiveness of these students is evident in answers to question number 3, where twenty-five for 1967-68, and thirty-two in 1968-69, did not know the reason of dislike or problem in school. The fifty-seven "don't know" answers represent forty-four per cent of the total one hundred and twenty-eight answers. Of the fifty-seven, thirty-four (sixty per cent) were from the Continuation group and twenty-three (forty per cent) were from the Franklin group. In question number 5, the thirty (twenty-four per cent) "don't know" answers recorded

are, seven (twenty-three per cent) from the Franklin group and twenty-three (seventy-seven per cent) from the Continuation group. Fifty students (forty-one per cent) were uncertain about future plans. Further breakdown shows that the Continuation group recorded thirty-eight (seventy-six per cent) and the Franklin group ten (twenty-four per cent) of these answers. The thirty-eight replies from the Continuation group represent fifty-eight per cent of the sixty-five in this group. In question number 9, the forty-seven (thirty-seven per cent) undecided replies were, thirty-seven (seventy-eight per cent) from the Continuation group and ten (twenty-two per cent) from the Franklin group. These figures when related to the individual groups show that sixteen per cent of the Franklin group were undecided in comparison to fifty-seven per cent of the Continuation group. It can be concluded that a larger per cent of those students transferred to Continuation High School had not developed goals nor were aware of factors that could influence their behavior.

(10) Disgust and optimism. Disgust with the situation at home is demonstrated with the answering of question number 7 in which over seventy-five per cent of the students relate they would not run their household as it is being done today. The one factor that cannot be found in other studies is the optimistic value discovered in the group answering question number 8. Over ninety per cent answered that they



felt they could improve their situation in the future. It should be noted, however, that a large percentage of those students transferred to Continuation did not feel that they could improve their situation and extend the true dropout tendency of disgust and failure to believe in one's self.

(11) Continuing education. Students did not anticipate higher education in their plans for the future when answering question number 6. In all answers recorded, not one mentioned higher education. Yet, of the seven seniors returned to classes in 1967-68, four have since graduated with three attending junior college. Of the six seniors returned in 1968-69, three have filed for admission to junior college. Four of the juniors returned to regular sessions in June 1969, attended summer school in an effort to make up deficient grades or subjects.

(12) Ethnic and home influence. Ethnic differences did not seem to be a factor in attendance. The return percentages for the different ethnic groups were; negro forty-three, spanish surname forty-six, and other caucasian forty-seven. The ratio of students that lived with both parents was almost the same in the three categories. The exception was negro students living with one parent in the Continuation group with a ratio of seven to one. The return to Franklin improvement for the 1968-69 year in the negro and spanish surname students is partly due to the influence of the parent conference. It was noted by the

teacher that interest in the student's placement increased because of these meetings. Home environment is very important and the pressure from the home was directly related to the attitude of the student in class. The more interest displayed by the parents the better the attendance and class work of the student. In his book, The Dropout, Causes and Cures, Lucius F. Cervantes states,<sup>3</sup> "No matter what other variables are at work, the nuclear family is of critical import in the consideration of the dropout problem."

### Conclusions

Within the limitations of the restricted sample and number of students involved, the following conclusions were reached:

1. The Opportunity Class at Franklin High School was able to return forty-eight per cent of the students it received to regular classes.
2. The Opportunity Class at Franklin High School handled by its method twice as many students as the same classes at the other two Stockton high schools using the conventional approach.
3. The Opportunity Class at Franklin had a higher percentage of attendance than the other two Opportunity classes and a higher percentage than the parent school.
4. The hypothesis as stated on page 8 of this study is valid in part as disclosed by the findings.
5. The home is an important factor in school attendance and behavior.
6. The majority of students studied, regardless of failure, are optimistic about the future for themselves.

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<sup>3</sup>Lucius F. Cervantes, The Dropout, Causes and Cures, (Ann Arbor, Michigan: The University of Michigan Press, 1965), p. 37.

7. The student who could not break his truancy habit, was identifiable in a relatively short time.
8. The Reality Therapy approach is useful in the Opportunity Class setting and an excellent method of handling students with problems.

### Recommendations

As a result of the completion of this study, the investigator offers the following recommendations:

1. That Franklin High School not only continue to maintain an Opportunity Class but enlarge it into an Opportunity Department with three or more classes including a full-time attendance counselor. This is in order to reach all those students that need temporary withdrawal from normal classes to solve problems before they become behavior or attendance factors.
2. That further study of methods in dealing with the problem students through counseling and attention-span investigations be implemented.
3. That the application of Reality Therapy to the public schools should be investigated as a logical place to do real preventive counseling.<sup>4</sup>
4. That a study of the need for and possibility of setting up an Opportunity Class in the junior high schools in Stockton be considered.
5. That there be a follow-up study on those students involved in this study and future Opportunity classes.

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<sup>4</sup>Glasser, op. cit., p. 154

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## C. UNPUBLISHED MATERIALS

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## D. NEWSPAPERS

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APPENDIX

NAME \_\_\_\_\_ DATE ENTERED \_\_\_\_\_

SUBJECT MATH

DATE																				
WORK TURNED IN																				

SUBJECT ENGLISH

DATE																				
WORK TURNED IN																				

SUBJECT HISTORY

DATE																				
WORK TURNED IN																				

## STUDENT COUNSELING RECORD CARD

Name \_\_\_\_\_

No. 1.	73	72	72	none
No. 2.	70	out	in	
No. 3.	69	68	67	66 none
No. 4.	65	64	63	none
No. 5.	62	61	60	59 none
No. 6.	58	57	56	none
No. 7.	55	out	in	
No. 8.	54	out	in	
No. 9.	53	52	51	none
No.10.	50	49	48	47 none

Conference comments:

FRANKLIN SENIOR HIGH SCHOOL  
300 N. Gertrude St.  
Stockton, California

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AGREEMENT OF RE-ADMITTANCE

We at Franklin High School believe that good discipline and attendance in school results ultimately in self-control, willing acceptance of responsibility, ready compliance with school regulation and earnest effort to profit from school work and other activities. It is the desire of the school to keep parents informed when a student is not receiving full value because of his own failure to meet minimum standards.

Due to the effort and improved attendance in our Opportunity Class during the last semester, \_\_\_\_\_ has been recommended for re-admittance on temporary probation.

The Conditions checked below must be agreed upon before the student is permitted re-admittance.

\_\_\_\_\_ Quarter Probation

\_\_\_\_\_ Semester Probation

\_\_\_\_\_ TRUANCY

Regular attendance \_\_\_\_\_  
Maximum absence permitted \_\_\_\_\_ days or  
portion of days  
Maximum tardies permitted \_\_\_\_\_

\_\_\_\_\_ DISCIPLINE

Offenses against others \_\_\_\_\_  
Wilful disobedience \_\_\_\_\_  
Vulgar Language \_\_\_\_\_  
Possession or use of tobacco or liquor \_\_\_\_\_

\_\_\_\_\_ NON-DILIGENCE

Must pass three or more of his classes

\_\_\_\_\_ OTHER

Restricted to campus \_\_\_\_\_  
No night school functions for remainder  
of semester \_\_\_\_\_  
No hall passes \_\_\_\_\_

Conditions will be reviewed at end of probationary period; contingent upon the improvement by the student of marked items above, probation may be lifted. The student will be dropped from school for a violation of probation.

\_\_\_\_\_ Date

\_\_\_\_\_ Student

\_\_\_\_\_ Vice-Principal

\_\_\_\_\_ Parent

STOCKTON UNIFIED SCHOOL DISTRICT  
Franklin Senior High School  
300 No. Gertrude St.  
Stockton, California 95205

Date: \_\_\_\_\_

To: \_\_\_\_\_  
\_\_\_\_\_

Dear: \_\_\_\_\_

We have this date transferred \_\_\_\_\_ to  
Continuation School at 125 So. Airport Way. You are requested  
to go there with him on \_\_\_\_\_ and report to Mr. Don  
Robinson, Principal.

The reason for this transfer is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sincerely yours,  
  
\_\_\_\_\_

CONTINUATION SCHOOL  
125 S. Airport Way  
Stockton, Calif.

STUDENT REFERRAL

This form must be completed and accompany the student when he/she enrolls at the Continuation school.

Date: \_\_\_\_\_

Ref. School: \_\_\_\_\_

Date to enroll at Continuation: \_\_\_\_\_

Student \_\_\_\_\_ Parent \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

Reason for referral \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

No. of days absent \_\_\_\_\_ No. of days truant \_\_\_\_\_

Subjects and grades (if available)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
School Representative

Instructions to the student:

1. This form must be presented to the Continuation School at the time of registration.
2. A parent or guardian must accompany the student for a conference before registration. Appointments may be made by phoning 466-3911 Ext. 408.

## UNISORT ANALYSIS CARD KEY TO CODING

1. Class 1967-68
2. Class 1968-69
3. Male
4. Female
5. Age 15
6. Age 16
7. Age 17
8. Age 18 or over
9. Lives with natural parents
10. Lives with father
11. Lives with mother
12. Lives with stepfather
13. Lives with stepmother
14. Lives with guardian
15. Lives with self--independent
- 16.
17. Has one brother
18. Has two brothers
19. Has three brothers
20. Has four or more brothers
21. Has one sister
22. Has two sisters
23. Has three sisters
24. Has four or more sisters
25. Parental income--welfare
26. Parental income--employed
27. Mother employed
28. Father employed
- 29.
30. Stanine 9
31. Stanine 8
32. Stanine 7
33. Stanine 6
34. Stanine 5
35. Stanine 4
36. Stanine 3
37. Stanine 2
38. Stanine 1
39. Senior class
40. Junior class
41. Sophomore class
42. Average grades A
43. Average grades B
44. Average grades C
45. Average grades D
46. Average grades F
47. Help with studies
48. Help back into school

- 49. Help find a job
- 50. Help with parent understanding
- 47-50 Intact--Do not know (Question No. 10)
- 51. Friends--social
- 52. Money
- 53. Parents
- 51-53 Intact--Do not know (Question No. 9)
- 54. Yes (Question No. 8)
- 55. Yes (Question No. 7)
- 56. Armed forces
- 57. Married
- 58. Working
- 56-58 Intact--Do not know (Question No. 6)
- 59. Job
- 60. Marriage--social
- 61. Car
- 62. Money
- 59-62 Intact--Do not know (Question No. 5)
- 63. Rules and regulations
- 64. Teacher--associated
- 65. P.E.
- 63-65 Intact--Do not know (Question No. 4)
- 66. Shop and Vocational
- 67. Math
- 68. English and Social Science
- 69. P.E.
- 66-69 Intact--Do not know (Question No. 3)
- 70. No (Question No. 2)
- 71. Financial
- 72. School
- 73. Home
- 71-73 Intact--Do not know (Question No. 1)
- 74. Graduate
- 75. First time truant (top)
- 75. 90-day stay (side)
- 76. 60-day stay
- 77. 45-day stay
- 78. 30-day stay
- 79. 15 or less stay
- 80. L.W.T. (left without transcript)
- 81. Transfer
- 82. Transferred to Continuation High School
- 83. Returned to Franklin High School
- 84. From transfer
- 85. From late enrollment
- 86. From Continuation High School
- 87. From Franklin High School
- 88. Oriental
- 89. Caucasian--Spanish surname
- 90. Caucasian--Other surname
- 91. Negro



