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EMPLOYMENT INFORMATION ON CHARLESTON, ILLINOIS, FOR

USE BY PERSONS WITH AN EDUCATION OF LESS THAN GRADE

TWELVE (TITLE)

BY

Marion A. Fiorillo

B. S. in History, University of Illinois

1961

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
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I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
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## I INTRODUCTION

### A. Purpose of the Study

The purpose of this paper was to survey the employment qualifications of Charleston, Illinois in order to initiate the compiling of information for a "Dropout Handbook". The handbook is being compiled in conjunction with the Charleston Kiwanis Club by graduate students in the Guidance Department of Eastern Illinois University.

The handbook will consist of information regarding possible employment or training opportunities in the Coles County area for those students who have terminated or temporarily interrupted their education. This paper deals only with the Charleston, Illinois area. The primary research for this paper was done on a five county area by Dr. Clifford Erwin of Eastern Illinois University in conjunction with his doctoral thesis.<sup>1</sup> However, the material as such can only be used as reference material within the scope of this work. The actual Charleston, Illinois area had not been separated from the total five county area for purposes of study. The writer supplemented this information with personal interviews of fourteen employers.

The primary area covered in this paper will be the employment qualifications in the city of Charleston, Illinois. The information

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1. Clifford H. Erwin, An Investigation of Business and Industrial Employment Needs in Relation to Educational and Vocational Preparation in Selected Areas of Illinois. Charleston Chamber of Commerce. April, 1964.

gives an indication of the education required for employment and where a "dropout" may go to seek employment or training. The classifications used are the standard areas listed in the Standard Industrial Classification Manual.

Although the "dropout" would benefit most from the research for the study, the implications involved can be used by other groups of the local community. Much of the information can be used by the counselors of the local schools and also the teachers and administrators.

The material in this paper can add information toward answers to many questions for the "dropout". The following are just a few of those questions. Can the "dropout" find a job? What local employers will hire "dropouts"? What does this mean to the local counselors? Teachers? Administrators? Community? What can be done to improve the situation for everyone involved? What specifically can the schools do to improve their program that will keep these people in school? Is there a need for some training facilities other than formal school training? These are the questions that the paper attempts to answer. There are also some answers to questions to which the writer has inferred from this paper. Some of those are: What an employer desires in educational qualifications of prospective employees; as opposed to what he will accept. How often does he get what he desires? What is the effect of the added college students seeking employment on the job market for the "dropout"? What specific courses should the "dropout" try to complete before leaving school? Why should the community be concerned about

this problem? What is particularly characteristic of this community in relation to the place of the "dropout" in the job market? Is education really the primary factor in decisions regarding employment?

The questionnaire, that was used to solicit this information by Dr. Erwin, contained many items that could be used in other works pertaining to the "Dropout Handbook". However, the specific items that were used in this paper are contained in the following list:

1. Name of establishment
2. Kind of enterprise
3. If properly organized and conducted, could the schools provide the training you feel is necessary for your establishment? (Yes, No and Comments)
4. Indicate the specific subjects, courses, or skills desirable for your occupations in the following general areas of study:
  - a) General education
  - b) Business education
  - c) Vocational education
  - d) Technical education
5. Would the development of a post high school technical education program in this area of the state be beneficial to your organization?

6. Do you have a minimum age requirement for employees? If so, what.....?
7. Do you have a requirement as to sex?
8. How many employees do you have in each job classification?
9. Education requirements for employment?

#### B. Scope of the Study

A study of this kind required an adequate sample of the local establishments. The Charleston Chamber of Commerce provided the information concerning the number of establishments. The secretary of the Chamber of Commerce stated that there is not any way to compile an exact number due to the fact that there are always a few establishments that exist only in name. These places still are listed as businesses of one kind or another, yet they may not have opened their doors for some time. There is also a large number of establishments that are owned and operated by one family or one man, and for the purposes of this study on employment, they have to be disregarded. The secretary estimated that there are between 125-130 establishments in the city of Charleston, Illinois.<sup>2</sup> The present study consists of reports on sixty-four establishments. (See Appendix)

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2. Interview with Mr. Charles Harper, Secretary of Charleston Chamber of Commerce, May 24, 1964.



The sixty-four establishments covered in the study contained a total of 1458 employees. Of this number nearly two-thirds are in the two divisions of manufacturing and wholesale or retail trade. The reason for this lies in the fact that nearly 80 per cent of the total establishments in Charleston, Illinois are in the division of wholesale or retail trade, and nearly 80 per cent of the employees are contained in the division of manufacturing. (See Table 1)

Table 1. Number of Establishments and Employees by Divisions

Classification	Number of Establishments Surveyed	Number of Employees
*Division B	2	56
Division C	7	129
Division D	11	543
Division E	1	9
Division F	30	476
Division G	2	33
Division H	<u>11</u>	<u>212</u>
Total	64	1458

\* See division meanings in Appendix

Since the information contained in this study will be used as the initial step in the development of the eventual "Dropout Handbook", any information may be of value. However, the work of this paper is more than a beginning, and actually is meant to stand on its own merits.

### C. The Problem

After the school counselor and others have done all they can to prevent a student from terminating his formal education, the student may be left to face his problem alone. The Charleston High School counselor has limited information available about the local employment or training opportunities that can be passed on to this student. Mr. Harold Hankins, the counselor at Charleston High School, admits that the student is failed in this respect, but the counselor can only continue with his ordinary duties with the hope that the "dropout" will somehow make a place for himself in the world.<sup>3</sup>

### D. Limitations

The main limitation of the study was the employer's reluctance to reveal the actual educational level of their existing employees. The consequence of this lies in the fact that the study must deal only with employer desires as to employment. The requirements listed in this study are in actuality a combination of desires and requirements regarding the hiring of individuals for certain positions.

The other limitations included such things as: incomplete answering of questions on the questionnaire; returning questionnaires blank; limiting the number of establishments surveyed in this study to anything other than the total; the inability to get complete data on all facets of the problem.

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3. Interview with Mr. Harold Hankins, counselor at Charleston High School, April 20, 1964.

### E. Definitions

The word "dropout", as it is used in this study, refers to any person who has an education level of below twelve years.

The word "establishment", as it is used in this study, refers to any place that employs five or more persons, other than family, for any form of enterprise.

The word "technical", as it is used in this study, refers to all courses in a formal high school setting that are not considered in the academic area.

The word "vocational", as it is used in this study, refers to a series of courses designed to prepare a person for a particular trade or occupation.

### F. Related Research

Much has been written about the "dropout" problem, and also a certain quantity has been written on employment qualifications in general.

The majority of the more general information was related to the "dropout" problem on a national scale. The following quotation is typical of that form of study in that it usually starts out with a series of facts that point out the scope of the problem:

"1. The U. S. Department of Health, Education, and Welfare estimates that 40 per cent of the youth in America leave school before high school graduation.

2. The U. S. Department of Labor predicts that 7,500,000 of the twenty-six million youths who enter the labor market in the 60's will have failed to finish high school.

3. John Gardner points out that approximately 900,000 boys and girls, who should have graduated from high school with the class of June, 1960, failed to receive a diploma. They dropped out along the way.

4. James Conant labels the problem 'social dynamite' in large cities in his book Slums and Suburbs. In a particular community in one city, he says, 59 per cent of the males between 16 and 21 years of age were out of school and out of work. In another city, 70 per cent of all young people in a specific area were neither in school nor employed.

5. In Illinois, according to the Governor's Committees on Unemployment, 68 per cent of the job-seekers have no high school diploma and 17 per cent have not completed elementary school.<sup>4</sup>"

Or the problem may be stated in more specific terms as in the following quotation from an article in the Monthly Labor Review:

"In the month of October, 1962, the Bureau of Labor Statistics counted 285,000 dropouts from school between October and January, 1962. Of these, 161,000 (56.5 per cent) had entered the labor force. A substantial number of those not entering the labor force were women, but both men and women who dropped out of school were less likely to be in the labor force than those who were graduated.

A high per cent of both graduates and dropouts of 1962 were not employed in October, 1962. However, the rate of unemployment of 28.6 per cent for dropouts was twice as high as that for graduates (14.1 per cent)."<sup>5</sup>

The pattern of the articles is to follow the presentation of the data with a statement concerning needed changes. The following will illustrate:

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4. Eileen C. Stack, "The Dropout Problem". Illinois Education. Vol.LI (November, 1962), p. 20.
  5. Jacob Schiffman, "Employment of High School Graduates and Dropouts in 1962", Monthly Labor Review, Vol. LXXXVI, (July, 1963), pp. 772-9.

"School and work programs are needed, with coordinators to help employers and students to meet and understand job requirements. Such programs are available for the average student as part of the general commercial curriculum in many secondary schools.

Few programs, however, have been tailored to the special needs of the potential dropout. Programs of this nature would not teach skills. In content they would be simple, covering such elementary matters as dress, manners, behavior, job attitudes, use of public transportation, how to fill out an application, and how and where to apply for a job.

A greater amount of realistic short term job orientation and training is needed for those school dropouts who lack the academic ability or mechanical aptitude for regular vocational courses."<sup>6</sup>

The author may have developed his work to emphasize the possibility for change in one specific field, as is illustrated by the following quote from Art Education:

"Whatever the official reasons recorded, most 'dropouts' quit school because it is meaningless and irrelevant to them.

It is possible that in some schools art could be elevated to a major elective subject, meeting five times weekly and continuing through the junior and senior high schools. Students admitted to such classes would find numerous outlets for their talents within the school itself."<sup>7</sup>

All of the general articles follow this same pattern. It is the belief of the writer that the quotes do much to illustrate the "dropout" problem in general, but the specific answers needed are not found in the myriad of articles and books on the subject of the "dropout".

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6. Carl V. Kriston, "Meeting the Needs of School Dropouts", Chicago School Journal, Vol. XLIV (December, 1962).
  7. Daniel Schreiber, "National Education Association-Project on School Dropout: Art in the Difficult School", Art Education Vol. XVI (June, 1963), p. 17.

The specific problem of the relationship of the "dropout" to others in employment opportunity is only vaguely touched upon in one of the articles and two of the books. In his article on the "dropout", Leonard M. Miller states: "The median age for 'dropouts' is about sixteen and a half, and the largest percentage of 'dropouts' are between the ages of sixteen and seventeen."<sup>8</sup> His study goes on to include lengthy charts that breakdown all the ages and separate them according to sex and race.

There has been some work done by the government in this field. The majority of the government studies are contained in the general articles on the problem in its national scope. There is one study that is in process (Project Talent) that will yield additional information in the same area as this study. But, the Project Talent study involves a follow-up study of twenty years and the first report on the findings, after two years, is not yet published. This study will yield information at intervals of approximately every two years, starting in 1965. The report consists of following 20,000 students into their employment areas to determine what school courses were of use to them and what areas were lacking.<sup>9</sup>

Most of the studies on the "dropout" where concerned with urban areas. The University of Kentucky sponsored a study on the rural school

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8. Leonard M. Miller, "The Dropout", School Life, Vol. XLV (May, 1963), pp. 5, 32.

9. U. S. Department of Health, Education, and Welfare, Office of Education, Project Talent. Washington, D. C., 1962.

"dropout" in the eastern Kentucky area. The study is a ten year follow-up of eastern Kentucky youth. There were 307 men interviewed in 1960, who were enrolled in the eighth grade in 1950. Of this number, more than half the respondents had dropped out of school before completing the twelfth grade. The study shows that the national figures on unemployment, income, and education levels in relation to the "dropout" do not hold true for specific areas. The study finds no significant differences between high school graduates and "dropouts" in rates of unemployment, annual income, or their estimation of how much formal education a young man needs nowadays.<sup>10</sup>

There is one other study of significance that relates to the "dropout" and employment. That study was done by the College of Education at the University of Illinois on "Vocational and Technical Education in Illinois". The basic idea the study tries to foster is the tremendous need for more education of this type. In the 1958-59 school year there was 28.3 per cent of the enrollment of downstate schools in vocational reimbursable programs. Of the 28.3 per cent, the vocational agriculture program accounted for 21.5 per cent. Trade and industrial education accounted for 5.9 per cent, and the other 1.2 per cent involved students in the distributive education program. The author points out that the emphasis is still on agriculture when there is a continual decrease in need for agricultural workers.<sup>11</sup>

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10. E. Grant Youmans, "The Rural School Dropout", Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Vol. XXXVI (September, 1963).

11. Illinois, Bureau of Educational Research, University of Illinois 1960.

## II ANALYSIS OF DATA

The "dropout" does have some hope of possible employment, but his or her chances are limited to some specific types of employment. Of the one hundred and ninety-five job classifications listed in Table 2, only 25 per cent can be held by persons under 17 years of age.

Table 2. Age Requirements Listed by Number of Job Classifications for Each Age

<u>Age Requirements</u>	<u>Number of Job Classifications</u>
Less than 16	9
Age 16	41
Age 17	5
Age 18	78
Age 19	9
No age indicated on questionnaire	12
No age indicated on questionnaire but high school graduate	41

One picture may be obtained by using the criterion of formal education for hiring the "dropout". Twenty-four establishments indicated they have hired "dropouts" in some positions, but there are ten of these who qualify the statement by limiting this employment to the area of



maintenance (janitor, cleaning, etc.). But this picture is distorted by the fact that out of the other forty establishments that require a high school education, twenty-six establishments desired some college work. (See Table 3)

Table 3. Education Requirements for Employment

Number of establishments that will hire persons with just an 8th grade education for some positions	24
Number of establishments that desire high school graduates for all positions	40
Number of establishments that desire high school graduates for all positions except maintenance, laborers, and truck drivers	10
Number of establishments that desire college work for some positions	26

The local employers who will (or have) hire "dropouts" are listed in Table 4.

Table 4. Name of Establishments that will Hire Persons Who are not High School Graduates (Dropouts) for Some Positions

- \* Andrews Lumber and Mill Company
- \* Azro Cox, Plastering Contractor
- Charleston Community Memorial Hospital, Inc.
- \* Charleston Elevator
- \* Charleston Lumber Company
- \*\* Charleston Nursing Home
- \* Charleston Stone Company
- \* Clark, H. W., Company
- Covalt Drug Store
- \* Dorite Manufacturing
- Eisner's Food Store
- \* Fleisher Motor Sales, Inc.
- \* Lindley Chevrolet Company
- \* Midstate Foundry Company
- \* Moore Farm Building Company
- \*\* Orndorff's Cardinal Food Store
- \* Rupel Grain Company
- \* Sealtest Dairy Products
- \* Southern Homes Inc.
- \* Summers Roofing and Siding Company
- \*\* Wilson-Kaley Nursing Home

## Table 4--Continued

\* Witmer Furniture Company

Wolff Drug Store

Young's Shelbyville Restorium Inc.

\* Male only

\*\* Female only

The list requires a few words of explanation. The employers stated that they desire high school graduates in most positions, but that it was desirable to hire some persons for certain areas who have less than the usual 12 years of formal schooling. As an example, the local stone quarries informed the writer that the high school graduate was usually not satisfied in their establishment due to the limited level of possible advancement. It was also noted that some positions required only physical strength and a limited amount of thought. In these positions it is actually dangerous to have persons with an average IQ, because they have a tendency to think about things other than the simple routine assigned to them. This form of daydreaming is a major cause of injuries in this type of industry.<sup>12</sup>

The Brown Shoe Company also indicated a desire to have people who had very limited backgrounds of either education or experience. Their operation requires the use of methods and machinery indigenous to their particular product. The result was that they have formulated their own

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12. Interview with Mr. Olen Humphries, owner of Humphries Stone Quarry, June 9, 1964.

training methods which may be hampered by any knowledge transferred from the ordinary set of experiences and education philosophy. It is necessary to point out that the aforementioned types of positions are in the distinct minority and that the majority of their positions are filled by high school graduates.<sup>13</sup>

The local counselor can draw information from this study. First, the counselor has the names of several possible places of employment for the "dropout". (See Table 4) Second, the counselor has some idea of the types of positions the "dropout" has available to him and the number of persons employed in each of the job areas. The counselor may note that although the table shows 247 employers, it was pointed out earlier that this amount is only one-sixth of the total or about 17 per cent. (See Table 5)

Table 5. Classification of Jobs That Can Be Held by Persons 16 or Less and Approximate Number Employed in Each Classification

Apprentice - Meat Department	2
Automobile Body Repairman	1
<sup>†</sup> Bench Grinder	4
<sup>*</sup> Bottoming	12
Cashier	1
<sup>†</sup> Casting Inspector and Salvager	3

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13. Interview with Mr. James Lynch, Personnel Manager, Brown Shoe Company, June 12, 1964.

Table 5.--Continued

Check-out Clerk	1
*Commissary	21
**Core Makers	7
+Core Paster	3
Cook	4
+Cupola Charger	1
+Cupola Tender	1
*Cutting Department	8
Dishwasher	2
*Dock Hands	4
Drivers-short haul	3
*Finishing	10
*Fitting Department	5
+Floor Molder	1
Furnace Helper	5
Furnace Tender	1
*General Office	5
**Grinders	5
Housekeeper	1
Journeyman-Meat Department	1
Laborers	28
*Lasting	22

Table 5.--Continued

Laundress	2
Maintenance Man (Janitor)	4
+Maintenance Mechanic	4
Mechanic	3
Miscellaneous Helper	5
**Molders	15
Nurse's Aid	14
*Packing	4
+Pattern Storage and Rig Man	1
+Payloader Operator	1
Porter	1
+Sand Mixer	1
**Shake-Out Man	10
+Shipping Clerk	1
Spreader Truck Driver	2
+Squeezer Molder	9
Waitress	6
Welder	1
+Wheelabrator Operator	<u>1</u>
Total	247

- + Classifications given by H. W. Clark Company  
 \* Classifications given by Brown Shoe Company  
 \*\* Classifications given by Midstate Foundry Company

Third, the counselor will have some idea of the types of courses or skills the employer desires. The employers were asked to suggest the course or instruction that would be of the most benefit to them in their particular line of endeavor. The categories chosen to separate the courses were considered by the writer to be the areas or fields found in most schools. These areas break the courses down into education of a general nature, and education of a business, vocational, or technical nature. All the employers indicated a desire for at least one course in one of the areas. The actual subjects, courses, or skills suggested are listed in the following tables, along with the number of times each course, subject, or skill was mentioned.

The first table deals with general education. Twenty-seven establishments indicated a desire for some general education without specifying subjects, courses, or skills. (See Table 6)

Table 6. Suggested Course Additions to the General Education Area

<u>General Education</u>	<u>Number Times Mentioned</u>
Mathematics	10
English	7
Spelling	4
Public speaking	3
Logic	2
General science	1

Table 6.--Continued

<u>General Education</u>	<u>Number Times Mentioned</u>
Mental Arithmetic	1
Physics (specific-air movement)	1
Reading	1
Writing	1

The majority of establishments that desired course additions in the area of business education seemed to be concerned with the operation of business machines and some form of accounting. It should be noted that most of the courses suggested are already in existence in either Charleston High School or Utterback's Business College in Mattoon, Illinois. Seventeen establishments indicated a desire for some form of business education without specifying subject, course, or skill. (See Table 7)

Table 7. Suggested Course Additions to the Business Education Area

<u>Business Education</u>	<u>Number Times Mentioned</u>
Accounting	6
Advertising	4
Bookkeeping	5
Business Law	1
Business Letter Writing	1



Table 7.--Continued

<u>Business Education</u>	<u>Number Times Mentioned</u>
Business Machines: operation of:	
cash register, recorders,	
calculators, adding machine,	
money counter, tabulator,	
posting equipment, electronic equip-	
ment	9
Business Speech	1
Business Structure	1
Buying	1
General Business	4
Management	2
Marketing	1
Office Practice	1
Personnel	1
Secretarial	1
Shorthand	2
Typing	8

The suggestions of the employers in the technical area require some explanation. The employers seemed to indicate specific things they would like the schools to teach without much concern as to whether they

belonged in a formal school setting, e.g., floor covering and refrigeration. The majority of courses indicated are offered in some form in a formal school setting, but not in the Charleston School district. Four establishments indicated that some technical education would be desirable without specifying any particular subject, course, or skill. (See Table 8)

Table 8. Suggested Course Additions to the Technical Education Area

<u>Technical Education</u>	<u>Number Times Mentioned</u>
Art	2
Automotive Machines	2
Auto Repair	1
Carpentry	3
Counter and Store Layout	1
Design	1
Drafting - Architectural & Mechanical	1
Drill Press	2
Driver Training	1
Electrical Automotive Repair	1
Electricity	3
Electronics	1
Entomology or Pest Control	1
Floor Covering	1
General Education in Public Relations	2

Table 8.--Continued

<u>Technical Education</u>	<u>Number Times Mentioned</u>
General Health	1
General Repair	1
General Shop	1
Interior Decorating	1
Laboratory Training	1
Lathe Training	4
Lithographic and Letter Press Printing	1
Machine Shop	1
Maintenance	2
Manual Training	1
Measurement Tools	1
Mechanical Aptitude	1
Metal Work	2
Molding	1
Nurses Training	1
Plastering	1
Plumbing	1
Power Saws and Tools	3
Refrigeration	3
Roofing	1
Shop Tools	1
Valve Machine	1

Table 8.--Continued

<u>Technical Education</u>	<u>Number Times Mentioned</u>
Welding	3
Woodworking	1
X-ray Training	1

The reader may note that some of the suggestions of employers regarding technical courses may be grouped into vocational areas. The vocational areas did not get as much attention by the employers due to the fact that they listed most of their desires by the specific technical qualities they could use, under the heading of technical education. The employers did deviate from this in their desire for overall sales and mechanical training without specifying what courses would be involved in this training. Six establishments indicated a desire for some vocational training without specifying type. (See Table 9)

Table 9. Suggested Course Additions to the Vocational Education area

<u>Vocational Education</u>	<u>Number Times Mentioned</u>
Agriculture	2
Automobile mechanics	2
Building trades	3
Food management	1
General mechanics	5

Table 9.--Continued

<u>Vocational Education</u>	<u>Number Times Mentioned</u>
Industrial Arts	3
Meat cutting	1
Sales training	7
Small business management	1

The information furnished by employers has pertinence for the local community in regard to adopting measures to insure a better relationship between the "dropout" and his community. The fact that there tends to be "dropouts" who are virtually unemployable creates a situation that leads to civil disruption or moral disobedience. Juvenile delinquency is fostered by youths who have nothing but leisure time.<sup>14</sup>

The study indicates (see Table 7 and 8) that there are courses of instruction that could be adopted. The community (professional associations, service clubs, civil authorities, parents) must provide the impetus for these changes by taking an interest in curriculum development and by supporting reform measures when needed.

The measures to be taken to improve the situation for those involved can be derived from the information in Tables 7,8 and 9. . Proper organization of the school curriculum to include courses designed for use of students remaining in this area would provide the "dropout" with some education that would be of use to him. At the same time the

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14. T. Tallakson, "Dropout and Delinquency", Minnesota Journal of Education, Vol. XLIV (September, 1963) pp.13-15

student may be more highly motivated by the fact that he can see some rewards that would accrue in the very near future. The teacher and counselor can benefit by use of this study to increase their working knowledge of the prospects for students in the local area. Thus, they could improve the school situation as a whole. The situation can further be improved by less emphasis on the academic and more on the technical, as is indicated by Table 8. This is not to say that the traditional approach to education is being denounced; only that the study seemed to indicate that a new approach might better meet the needs of the local students. In the last analysis, it is up to the members of the community and the schools to improve the situation. An organized attempt is indicated in the area of dissemination of information concerning the "dropout" problem. An increased awareness is the first step in promoting remedial action. This writer seemed to detect general apathy in the community by employers and citizens in regard to the possibility of improvement. In fact, there is not much recognition by employers interviewed by this writer that a problem exists.

The opinion of employers concerning the development of a post high school technical education program seems to be divided about evenly. Thirty employers thought such a program would be beneficial; twenty-four did not think such a program would be of benefit; and ten gave no answer. However, most of the employers that replied to the question in the negative did so with the reason that it would not be feasible in such a small area. The possibility does exist that with federal help

it could be made into a workable and beneficial program. In any case, it would not be necessary if the proper program could be incorporated into the present school system. This latter opinion can be derived from the responses listed in Tables 6 thru 9. These tables indicate the extent to which most employers feel that the present curriculum needs modification and that the school can provide students who will meet their needs as employers without the addition of a post high school education program.

### III IMPLICATIONS AND CONCLUSIONS

Various implications can be drawn from this study for the "dropout". The study indicates that there are very few (25 per cent of total) jobs available for them, but even more significant is the fact that the qualifications for employment are continually rising in regard to education. It is the opinion of the local counselor that the "dropout" usually stays in and around the area where he terminated his education. Since the Charleston, Illinois job market is compounded by the influx of college students, this habit places the local "dropout" in a much worse position than in other geographic areas. Added to this is the number of unemployed with a high school diploma or better education. The Illinois State Employment Service states that the unemployment rate in the Charleston area averages 9 per cent a year.<sup>15</sup>

The counselor should definitely keep in mind that there are possibilities of employment for the "dropout". Counselors have been known to emphasize the lack of jobs to prospective "dropouts" as a means of deterring the termination of school. This approach tends to cause the counselee to lose confidence in the counselor due to the fact that he knows the information is false. Counselors would do better to emphasize the quality of the jobs available rather than the quantity. The emphasis on quantity tends to alienate the students even further.

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15. Interview with Mr. George Altes, manager, State of Illinois Employment Service, May 5, 1964.



With the exception of the two stone quarries, all the employers indicated a desire to have high school graduates or better in their employ. They did not indicate this as a requirement, but they did state that they almost always were able to hire the type of person desired. The majority agreed that a primary reason for their ability to hire people with a high level of education is the number of college students seeking employment on a part-time basis. They also agreed that the majority of the time they preferred to hire a college student part-time rather than a "dropout".

Most of the employers indicated the specific courses of instruction they thought would be most beneficial for prospective employees (Tables 6, 7, 8, and 9). However, the point was made by almost all of them that at least one specific technical course in their area of specialization would make their on-the-job training a lot easier. This would seem to indicate that if a counselor could detect at an early date (preferably well before the age when the law allows a student to terminate his education) the prospective "dropout", he could suggest one or two of these courses be taken before departure.

Education seemed to be the primary factor in employers decisions regarding who to hire. However, it has been pointed out by most employers that experience in their particular line of work is much more valuable than education in most instances. Since the "dropout" very seldom has the opportunity to pick up the needed experience, the only recourse seems to be in the direction of education or training.

#### IV RECOMMENDATIONS

This study is the beginning of what should be a continual effort toward the solution of the "dropout" problem. Therefore, the feeling of this writer is that this study demonstrates a need for further work in this area. The schools should take cognizance of this work in their efforts to modify the curriculum to meet the needs of the students.

The employers should make known their wishes regarding employment qualifications to the schools and the community. The community should then increase their efforts toward remedial action with the professional groups and parents leading the way.

The "dropout" should find the information, contained in this study, useful in his efforts to find employment and make a better adjustment to society.

## APPENDIX

Seven Major Divisions of Industrial Classification<sup>a</sup>

Division B - Mining

Division C - Contract construction

Division D - Manufacturing

Division E - Transportation, communication,  
electrical, gas and sanitary services

Division F - Wholesale and retail trade

Division G - Finance, insurance and real estate

Division H - Services

a Standard Industrial Classification Manual, Bureau of the Budget; Percival S. Brundage, Director, U. S. Government Printing Office, Washington, D. C., 1957, p. 433.

## List of Establishments

Adkins Nursing Home	Furste Auto Supply, Inc.
Alexander's Department Store	Glenn Comer Auto Repair
Andrews Lumber & Mill Company	Green's Homemade Ice Cream
Bakers Furniture Store	Harpster's ColesCounty Gas Company
Brown Shoe Company	Hilltop Nursing Home Inc.
Charleston Community Memorial Hospital, Inc.	Humphries, Olen, Stone Quarry
Charleston Courier News	I. G. A. Foodliner
Charleston Federal Savings and Loan Association	Industrial Roofing Company
Charleston Elevator	King Bros. Bookstore
Charleston Lumber Company Inc.	Lindley Chevrolet Company
Charleston National Bank	Little Campus
Charleston Nursing Home	Montemayor & Ramsey, Physicians
Charleston Stone Company	Midstate Foundry Company
Clark, H. W., Company	Moore Business Forms, Inc.
Coleman Garage	Moore Farm Building Company
Covalt Drug Store	Moore & Moore Builders
Dorite Manufacturing Company	Oak Wood Convalescent Home
Dress Well Shop	Orndorff's Cardinal Food Store
Eisner's	Owl Drug
Elmer's Grocery	Phipps' Shoe Store Inc.
Fleisher Motor Sales, Inc.	Plastering Contractor (Azro Cox)
Frommel Hardware	Post Fertilizer Inc.
	Post Seed House

## List of Establishments--Continued

Prince & Baldwin Inc.  
Rex "n" Don Van Lines, Inc.  
Rupel Grain Company  
Sealtest Dairy Products  
Snappy Service  
Southern Homes Inc.  
Star Service & Petroleum Company  
Stark Firestone  
Summers Roofing & Siding Company  
Swickard Clinic  
Taylor's I. G. A.  
Well-Worth 5&10 Stores  
Wilson-Kaley Nursing Home  
Witmer Furniture Company  
Wolfes  
Wolff Drug Store  
Wright's Cafe  
Wright's Plumbing and Heating  
Young's Shelbyville Restorium, Inc.

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